Development of Student Leadership Skills and Identity: A Case Study at a Finnish University

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ABSTRACT

The modern world is constantly changing and presents new challenges to individuals entering professional and adult life. Many scholars recognize that leadership skills are a crucial tool for solving problems in all areas of society. Leadership is no longer believed to be an inborn trait, but rather something that can be taught and learned. This thesis aims to understand how students at the University of Jyväskylä assess their own leadership skills and their importance. It would also like to discover which activities, organizations, courses and experiences influenced students' leadership development and how. Ultimately, this thesis would like to highlight opportunities to promote student leadership development.

Qualitative focus group discussions were held with a total of seven diverse students from the University of Jyväskylä from various departments, both international and domestic. The discussions were recorded and analyzed using qualitative content analysis to identify key themes relating to leadership.

The results revealed more barriers to involvement in leadership activities for international students. Previous experiences, including prolonged work in a field related to studies, were found to be influential to leadership development and students with such experience were more likely to participate in leadership activities at university. Older peer role models are influential in recruiting students for leadership activities at the university. It was also found that students perceptions of the supportiveness of their departments varies greatly and is a factor in their involvement in leadership. Overall, students could benefit from reflective learning exercises to discuss their experiences in relation to leadership.

Keywords: Leadership, university students, Finland, competencies.

Acknowledgements

CONTENTS

1   INTRODUCTION

The modern, rapidly changing world demands quality leadership and post-secondary education is a crucial time for young people to develop leadership skills. The traditional belief that leadership is an inborn characteristic trait that only some people possess has changed and been replaced with a belief that anyone can learn and improve their capacity to lead. Higher education institutions around the world, recognizing the importance of leadership competencies, have made it part of their educational mission to provide students with leadership experiences.

This thesis aims to understand how students at the University of Jyväskylä assess their own leadership skills and their importance. It would also like to discover which activities, organizations, courses and experiences influenced students' leadership development and how. Ultimately, this thesis would like to highlight opportunities to promote student leadership development for all students. This topic is about leadership skills itself, but is relevant to the field of leadership in education because it investigates how to promote skills and competencies in students from a structural level.

The thesis will guide readers in understanding the research topic, beginning with a brief summary of leadership theories and concepts relevant to leadership into the student context in chapter 2: *Understanding Student Leadership*. In chapter 3: *Research Aims and Objectives* the guiding questions of the research will be clearly stated. In chapter 4: *Implementation of the Study* aspects of how the study was conducted will be covered including context, participants, research methodology, data analysis, reliability and ethical considerations. The findings will be presented in two chapters; chapter 5: *Results: Participant Narratives* will tell the stories of each participant, one by one, to give the reader a cohesive understanding of their experiences. Then in chapter 6: *Results: Thematic Summary*, the data will be grouped by theme according to the research questions. Chapter 7: *Discussion* contains a discourse of the results in light of the research aims and objectives and in relation

to previous concepts, literature and studies. The key findings include barriers to involvement in leadership activities for international students, impact of previous experiences, especially in work related to study field, as a predictor of leadership involvement during studies, the role of older peer role models in recruiting students for leadership activities at the university, and the varying levels of perceived supportiveness of activity engagement between departments. Limitations of the study and suggestions for future research regarding student leadership skills are also covered.

2   UNDERSTANDING STUDENT LEADERSHIP

This chapter gives a brief overview of the key leadership literature helpful in understanding student leadership. Evolution of leadership theories over history will be summarized and why leadership is important in work and society. Then the key concepts of leadership in the student context will be covered; how it develops, how it differs from adult leadership, how higher education institutions promote it, how it is assessed, which factors have been known to influence it, and the need of further research in this field. It will be demonstrated how this thesis attempts to address a gap in the existing research.

Before discussing literature, I would like to explain my personal interest and experience with the field of student leadership. I came to participate in the Master's program in Educational Leadership at the University of Jyväskylä to learn both about leadership theory and to develop my own leadership skills. During my studies in Finland I joined a student organization and took a leadership role in it. Several of my classmates in the educational leadership program joined various organizations also, as well as participated in other extracurricular activities. There are many activities that can teach leadership: being on a sports team, managing a project, working in a group with colleagues, studying abroad and supervising children, for example. The idea for this thesis research was born out of the observation that my classmates and I were learning equally valuable lessons about leadership from our extracurricular activities as from our courses.

Komives et al. (2006) write that there are three types of leadership programs: leadership training, leadership education, and leadership development (p. 402). Leadership education, including seminars, retreats, workshops and courses like the education leadership master's program I study in show that leadership can be taught, but should also be combined with leadership development opportunities which involve "engaging with learning opportunities in one's environment over time to build one's capacity or efficacy to engage in

leadership" (ibid.). I became curious to learn more about how development activities put leadership education into practice in the Finnish university context.

2.1   The Evolution of Leadership Theories

Ideas about what leadership is and what it means to be a leader have changed over the course of human history. In ancient times, when early humans relied on hunting and gathering for survival, dominant, aggressive male leaders were desired for their strength and ability to protect (Wielkiewicz & Stelzner, 2005, p.329). During the industrial revolution, a time when "predominant goals were production and efficiency", organizations were viewed as "machines" and leaders were the managers controlling everything from the top-down (Komives et al., 2005, p. 593; Allen et al., 1998). Trait theory focused on a specific set of characteristics that were perceived as necessary to be a leader (Mortensen et al., 2014, p. 457). This traditional, industrial leadership paradigm has persisted in many organizations with a strong focus on the characteristics and personality of positional leaders and a tendency towards hierarchical thinking (Allen et al., 1998; Dugan et al., 2009; Wielkiewicz & Stelzner, 2005; Wielkiewicz, 2000).

As society has changed, however, a shift has been taking place to a "knowledge-based, networked world" which calls for new leadership styles (Komives et al., 2005, p.593). This shift has spawned a postindustrial paradigm with new leadership models focusing on ethics, values, collaboration and reciprocity between leaders and followers (Komives et al., 2005; Dugan et al., 2009). Relational leadership is one postindustrial model that takes its name from the human relationships which build its backbone. It focuses on "a relational process of people working together to accomplish change" (Komives et al., 2006, p. 402). Relational leadership involves "inclusiveness, empowerment, ethics, purposefulness, and process orientation" and has become the leadership style

modern educational institutions wish to instill in students (Komives et al., 2005, p.594).

Traditionally, in the industrial paradigm, positional leadership roles in which a person holds a title such as *manager*, *CEO* or *team leader* were the only roles considered leadership, however in relational leadership and other post-industrial models, non-positional leadership roles, or those without a title, have gained influence (ibid.). As perceptions of leadership grow more complex and nuanced, leadership has shifted from 'something only leaders with a title do', to a way of thinking that anyone can practice together with a group of people at any time.

Within the relational model falls Allen et al.'s (1999) influential Ecology of Leadership theory which posits that "human interaction can only be understood as part of an ecosystem" and applies the ecological principles to organizations (p. 72). The role of the leader in this theory differs greatly from the industrial paradigm and serves to, "assist organizations in developing processes that make them more adaptive" (Ibid., p. 331). Systemic thinking prevails over hierarchical thinking, in which cooperation, long term orientation, and organizational learning take precedence over power and control (Wielkiewicz, 2000, p.341). Various leadership models exist in different contexts, from companies to universities, and continue to evolve.

2.2   Leadership Skills in Work and Society

Over time, the skills employers seek in employees have changed. While technical and practical skills needed in a given position remain valued, soft skills like communication and conflict resolution have become increasingly desired as well. Many employers, especially in places in the United States, look for leadership skills in applicants even when hiring for non-leadership positions. There has been a recent shortage of people willing to take leadership positions in the corporate world as well as in education, leading to a high demand for leadership among

employers (Dempster & Lizzio, 2007, p. 276). Having both the technical skills needed for a position, like knowledge of computer languages for a programmer, and soft skills like leadership, give individuals an advantage in the job market. Leadership skills are not only useful when in a defined leadership position, but whenever working with other people.

Leadership skills are also beneficial in life outside work. Leadership is crucial for civic involvement in the community, including aspects like voter turnout, religious institutions, cultural and social groups, parent-teacher organizations etc. (Dempster & Lizzio, 2007, p.277). According to the modern, post-industrial leadership paradigm, leadership is not only needed when commanding a group of followers, but also in diverse and everyday scenarios such as "setting a good example for others, looking ahead to the future, taking initiative to change the status quo, building teamwork and trust, and encouraging others to succeed" (Kouzes & Posner, 2013, p.2). Dempster and Lizzio (2007) cite a decline in civic engagement in the United States in Australia since the 1950's, and propose that teaching leadership early to new generations, starting during school years, is a solution to increase involvement.

2.3   Student Leadership Theories

Leadership is not something reserved for adults only; it can be taught and developed from a young age. Students are in a transitional point of life between childhood and adulthood. Some have had leadership experience such as being a sports team captain, president of a school club or summer camp counselor for younger students, whereas some have had no formal experience. Higher education is an important training ground for students to get practice in leading and to refine the skills associated with leadership that they will need in their adult lives. It is important for students to be able to identify leadership experience and skills they already possess and to seek out opportunities to gain new experience because

leadership is a marketable professional skill that can help them find employment, as discussed in chapter 2.2: *Leadership skills in work life and society*. Proponents of youth leadership education argue that it is important to teach leadership from adolescence onward in order to establish long-term behaviors (Mortensen, 2014, p. 451).

The majority of leadership literature and research has focused on adult leadership, and the consequent theories have simply been applied to the youth context (Dempster & Lizzio, 2007). There is evidence that student leadership and adult leadership are different things and should be researched with different approaches (ibid., p. 281).

I would like to acknowledge that the terms *youth* and *higher education student* are not one in the same, as university students may be almost any life stage. Youth leadership is discussed in this chapter because most university students are youth and their psychosocial point of view should be taken into account. Students tend to be overlooked for leadership research because they are not yet part of the workplace (Mortensen, 2014, p. 451).

There are generational differences in leadership beliefs that are important for educators and employers to understand, a shift from "heroic and positional leadership" to a "relational" model working with followers (ibid.). Generation X and Y youth have shown potential in their forms of leadership to cope with social diversity and change (ibid.). When asked to define leadership traits, they put more importance on being a good role model, helping, listening, communicating and representing the group, in contrast to adults, who listed being responsible and able to speak in front of others (Mortensen et al., 2014, p. 448). Youth tend to view leadership as an "inclusive opportunity available to anyone" and as a means to an end, not a status achievement, with the goal typically being improvement to their community (ibid., p. 457). Due to their status in society, being less powerful and authoritative than adults, youth construct a notion of leadership less focused on power and role (Mortensen, 2014, p. 452).

It has been discovered that youth are aware of problems in the community up to three years ahead of adults and are more creative and risk taking to solve problems (Mortensen et al., 2014, p. 448). Organizations and communities can benefit from the fresh perspective of youth by including them in planning and change efforts (ibid.). Students themselves, starting from the secondary school level, have shown in studies to request more opportunities for leadership (Dempster & Lizzio, 2007, p.279). Alternatively, by denying youth meaningful leadership opportunities, we perpetuate disengagement in civic activities and a shortage of youth leaders (ibid.).

2.4   Student Leadership Identity Development

Leadership identity "is the cumulative confidence in one's ability to intentionally engage with others to accomplish group objectives" (Komives et al., 2005, p. 608). Students' perceptions of themselves at leaders vary depending on their experiences and personalities, however researchers have found some shared developmental phases.

In a grounded theory study of 13 American university student leaders, Komives et al. (2005) found that participants progressed through leadership identity development stages "from a hierarchical, leader-centric view to one that embraced leadership as a collaborative, relational process" (p. 609). The six stages of leadership identity development, or LID, are:

1. Awareness
2. Exploration/Engagement
3. Identification
4. Differentiation
5. Generativity
6. Integration/Synthesis (Ibid., p. 606 - 607).
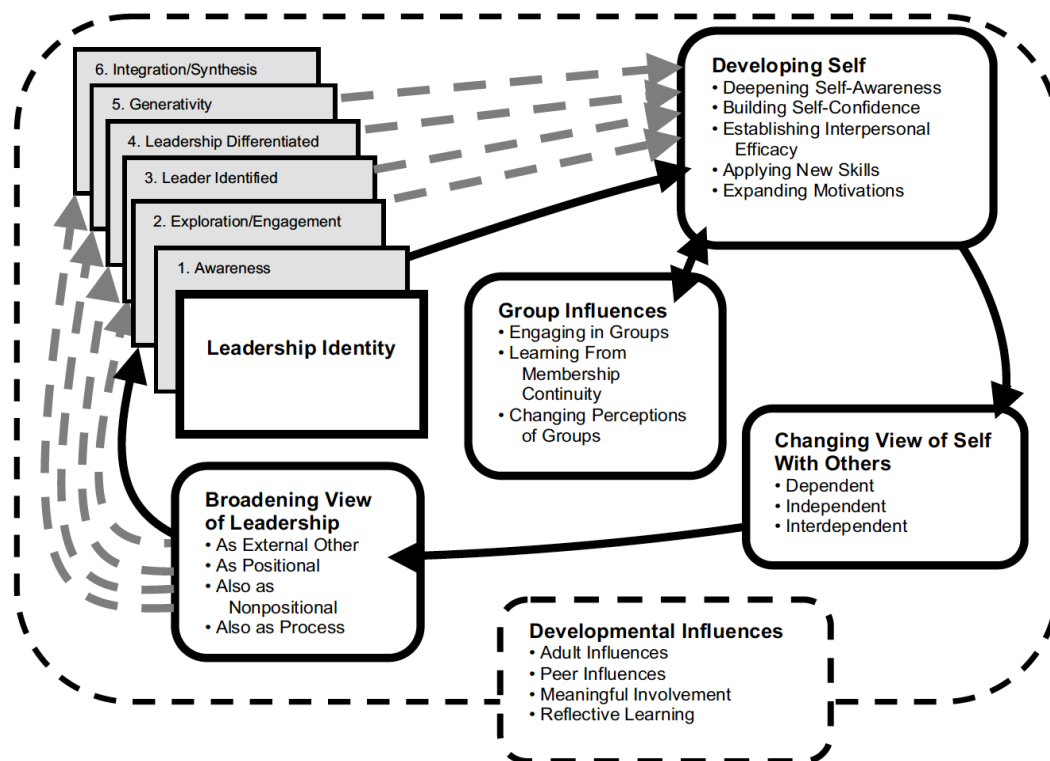
FIGURE 1. Developing a Leadership Identity, Komives et al. 2005

Students in stage six, Integration / Synthesis, possessed a relational leadership identity in which they found daily applications for leadership and had confidence to interact with others in diverse situations (Figure 1) (Ibid.). The key categories found to have an influence on development of leadership identity are: developmental influences, developing self, group influences, changing view of self with others, broadening view of leadership (Ibid.). Developmental influences include adults, peers, meaningful involvement and reflective learning (Ibid., p. 596). Developing self includes deepening self-awareness, building self-confidence, interpersonal efficacy, applying new skills, and expanding motivations (Ibid., p. 599). Group influences include engaging in groups, learning from membership continuity, and changing perception of groups (Ibid., p. 602). Students broadened their view of leadership to from positional and external to non-positional and process based (Komives et al., 2006, p. 403). Changing view of self with others

involves being first dependent, then independent, and finally interdependent (ibid.).

Komives et al. (2006) later expanded the research into a stage-based model of leadership identity development called the LID model. LID is an intersection of student development and relational leadership (ibid., p. 401). As students move through the six stages of leadership identity development, their experiences in the five categories influenced them (ibid.). The categories overlap and interact to mirror the complexity of identity development in relation to the surrounding community. Students encounter transitions between phases and do not always follow a linear path, sometimes regressing or skipping stages (ibid., p. 405).

Logue et al. (2005) conducted a similar interview-based study on themes of positive leadership experiences in student leaders. Themes that emerged were interpersonal interactions with people, activity in the form of accomplishing goals and taking initiative, and place within the organization and culture (Ibid., p. 398).

2.5   Benefits of Student Leadership Experiences

Leadership is a complex and multifaceted phenomenon that requires many different skills to be practiced effectively. When students gain experience leading, they also develop beneficial skills like time management, organization, public speaking, listening to others, being open to diverse new ideas, team building, motivating others, delegating tasks and many more (Komives et al., 2005, p. 602). Student leaders in a quantitative, longitudinal study across ten American universities reported growth in: multicultural awareness, self-awareness, conflict resolution skills, civic responsibility and goal setting (Dugan et al., 2008, p. 478). Komives et al. (2005) found that benefits to personal development from leadership to university students include deepening self-awareness, building self-confidence, establishing interpersonal efficacy, applying new skills, and expanding motivations. Traits of successful student leaders like systemic thinking,

interdependence and selflessness revealed through research are aligned with the relational, ecological characteristics of the postindustrial leadership paradigm.

2.6   Demographic Factors Influencing Student Leadership

The previous section covered leadership programs in higher education institutions, which are a viable way for leadership educators to impact student leadership development. This section will explore the other various factors that support, hinder and in other ways effect student leadership capacity.

Demographic factors like gender, race and sexual orientation have been shown to influence leadership in students (Arminio et al., 2000; Dugan et al., 2009; Haber-Curran & Tillapaugh, 2017). Leadership has traditionally been associated with power, and therefore people from underrepresented social groups had been excluded from the dialogue on leadership for a long time (Dugan & Komives, 2010). The widespread belief in modern leadership literature that anyone can be a leader overlooks factors like social oppression and marginalization. Dugan (2011a) points out that many people will not have the chance to be leaders because of "inequitable access to resources, pervasive cultural messages regarding social status and roles, and/or genuine fears for safety or negative consequences" (p. 82).

When it comes to gender, female students in the United States have been shown to prefer relational, collaborative and democratic models of leadership (Dugan et al., 2008). Male students self-reported their leadership abilities as higher, while female students scored higher in leadership skill assessments like the Socially Responsible Leadership Scale (SRLS) (ibid., p. 486). Gender norms play a role in leadership perceptions, as female students possess leadership skills, but may view them through a postindustrial lens and are less likely to label themselves leaders, while their male counterparts might be more likely to identify with traditional, trait-based leadership. Haber-Curran & Tillapaugh (2017), however, caution against the stereotypical labeling of postindustrial, relational leadership

traits as "feminine" and industrial, authoritative traits as "masculine" as this limits a complex understanding (p.14).

Research from the United States has found that race, along with its cultural and historical influences, influences various student leadership measurements (Dugan et al., 2008; Arminio et al., 2000). In a quantitative study using the SRLS African American students reported higher scores than white students in measures like consciousness of self, controversy with civility, citizenship and change, which is attributed to the historic collective leadership style of positional leaders of color (ibid., pp. 485 - 486). Asian Pacific American students were least likely to consider themselves leaders and scored lowest in consciousness of self (ibid.). Native American students also scored low in congruence, commitment, controversy with civility and change (ibid, p. 486). Similarly to women, underrepresented racial groups subject to oppression are more likely to use collaborative leadership to achieve social change (ibid., p. 489). People belonging to two or more underrepresented groups, like women from minority racial groups, experience particularly large challenges in participating in leadership due to "double oppression" (Arminio et al., 2000, p. 504). Students of color also express greater difficulty in finding on-campus role models (ibid., p.501).

The little research conducted on the relationship between sexual orientation and leadership efficacy shows no significant correlation between the two (ibid.). It can be noted that within LGBT organizations, gay men were more active in leadership than in heterosexual organizations, but lesbian women showed rates of leadership the same in both (ibid.). This difference can most likely be explained by gender differences also present in the LGBT community.

There is a lack of research on demographic in student leadership, so the generalizations discussed in this section cannot be considered conclusive (Dugan et al., 2008). Also, most of the research on this topic has come out of the United States, which has its own unique demographics. Demographics vary from country to country and specifics in a context like Finland must be taken into account.

Generally, in multicultural settings, like for international students studying abroad, themes like race and ability to speak the local language can hold them back from participating in leadership, as will be discussed further in the results chapters of this thesis research. By acknowledging these factors, leadership educators can address ways to overcome obstacles for underprivileged groups and make leadership inclusive (Haber-Curran & Tillapaugh, 2017).

2.7   Leadership Programs in Higher Education Institutions

Higher education institutions have implemented leadership training programs out of an interest in instilling students with leadership skills (Eich, 2008; Komives et al., 2005; Logue et al., 2005; Smart et al., 2002; Wielkiewicz, 2000). There are various kinds of leadership interventions that address different aspects including leadership training, leadership education, and leadership development (Komives et al., 2006, p. 402). The number of higher education institutions in the United States which offer curricular and cocirricular leadership programs has more than doubled in the past 20 years, and now 25% of institutions have them (Dugan et al., 2008, p. 476). The years before a youth enters higher education have an effect on their leadership skills (Dugan, 2011a). Leadership programs during university usually do not develop leadership overnight, but a series of "meaningful interventions over time" during university can build leadership capacity (ibid., p. 80).

2.7.1   The Mission of Education

Higher education institutions like universities and vocational schools are places that prepare students for careers and adult life. The expectations of what higher education institutions should provide to students vary; some only equip students with the technical skills and subject knowledge for their chosen profession. Some

institutions provide the technical training, but also have a holistic approach to pedagogy including teaching students all the competencies they need to succeed in life outside their study field, including skills like leadership. Many leadership researchers believe higher education plays a "critical role in developing the leadership capacity of college students" (Dugan et al., 2008, p. 476).

2.7.2   Teaching Leadership

Quality leadership is crucial for the functioning and improvement of society and scholars recognize that leadership skills can be taught and learned (Dugan, 2011a; Eich, 2008; Kouzes & Posner, 2013). There are arguments that students should be involved in leadership as early as possible and not only prepared for a future as adult leaders later on (Mortensen et al., 2014, p. 451). Kouzes and Posner emphasize in their multiple leadership works the importance of making leadership skills a part of education for all students because the modern, changing world requires leadership to face problems (Kouzes & Posner 1988; 2006; 2013). Education institutions are keenly interested in how to most effectively instill leadership skills in their students to prepare them to succeed professionally and personally (Boatman, 1999; Eich, 2008; Kouzes & Posner, 2006; Logue et al., 2005; Smart et al., 2002; Thompson, 2006; Wielkiewicz et al., 1999). Much of the literature about leadership development in students comes out the United States, where:

> Colleges and universities have sought to prepare students for leadership positions in society since colonial times, and the development of students' leadership abilities has consistently been included as one of the primary intended outcomes for higher education (Smart et al., 2002, p.117).

A study by Smart et al. (2002) showed that significant factors for student leadership development were students' interest in leadership upon entering university and their choice of an "enterprising academic major" like business administration or journalism (Ibid., p. 126 -127). Their results also indicated that

by investing funds in student services like advising and counseling, universities facilitate engagement in leadership activities (Ibid.). Thompson (2006) found that "the strongest contributing college resources to students' belief systems regarding leadership in the current study were interactions and experiences with faculty, administrative support staff, and peers" (p.348).

Various studies have sought to find out what makes some programs successful and effective (Eich, 2008; Logue et al., 2005). Eich defines high-quality leadership programs as those which have a "significant positive effects on student learning and leadership development "(Eich, 2008, p. 179). His results show that high-quality programs have attributes in the following categories: participants engaged in building and sustaining a learning community, student-centered experiential learning experiences, and research-grounded continuous program development (Ibid., p.180). High-quality programs which have a positive impact on student leadership skills are those that simultaneously practice and promote "inclusive, empowering, purposeful, ethical, and process-oriented leadership" (Ibid. p.186). Logue and his colleagues' research supports the idea that the characteristics of the organization where students participate in leadership activities have a large impact on the type of leadership identity they develop (Logue et al., 2005, p. 406).

2.7.3   Mentorship

Mentorship programs are one of the most common forms of leadership training at universities, in which students are paired up with an older peer or member of the community. Strategic mentor relationships among university students can have "lead to growth in leadership capacity" (Campbell et al., 2012). Mentorship can be "pivotal to the discovery and development of leadership identity" in students and help students construct a more complex understanding of positional and non-positional leadership (Muir, 2014; Komives et al., 2006, p. 413). Students have listed

parents, church members, historical figures and older students as role models that influence their leadership development (Arminio et al., 2000, p. 501 – 502). Students from underrepresented racial groups express difficulty in finding on-campus role models and usually identify someone of the same race and gender, and mentors play a particularly important role for these students (Arminio et al., 2000; Komives et al., 2006.). Youth have said that a good leader should be a mentor or role model, "teaching and demonstrating skills to others … transmits skills to future leaders" (Mortensen et al., 2014, p. 456). Relationships with others are one of the key foundations in establishing a personal identity, as well as a leadership identity (Komives et al., 2006, p. 402).

2.7.4 Contextual Differences in Universities

There are contextual differences between higher education institutions in different countries. In my personal experience studying in both the United States and Finland, I have noticed differences. In the United States, explicit emphasis is put on leadership skill development and identification in the United States. In Finland, many opportunities like student organizations do exist, but are not promoted by the university as leadership opportunities. Many students in Finland do participate in activities with leadership potential, but do not acknowledge them as leadership related because they are viewed as 'free time' hobbies. In the United States, students are encouraged to recognize any activities they have participated in which gave leadership and other soft skills.

Another concept discussed in this chapter with different contextual definitions is *youth*. *Youth* means different things in various countries. In Finland, youth organizations may admit members up to age 35 in some cases, while in the United States and other countries, youth may not exceed age 18, 24 or sometimes 30 depending on the institution. In the United States, youth are not typically viewed as viable leaders because they have "little power or authority within

communities", so youth leadership programs are aimed at preparing youth for leadership in the future as opposed to the present (Mortensen, 2014, p. 451).

2.8   Tools for Assessing Student Leadership

Several tools for assessing factors of student leadership have been created to better understand the topic (Boatman, 1999; Kouzes & Posner, 1988; Wielkiewicz, 2000). Kouzes and Posner created the Leadership Practices Inventory (LPI) in 1988 to assess the best-practices of managers and people in positions of leadership. Through answering a self-assessment survey, five practices of exemplary leadership emerged: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way and Encouraging the Heart (Kouzes & Posner, 1988, p. 485). The Leadership Practices Inventory has been adapted to specifically measure student leadership by counting how often a student engages in the five practices of exemplary leadership (Kouzes & Posner, 2013, p.24). The purpose of the Student Leadership Practices Inventory is to help a student "measure their leadership behaviors and take action to improve their effectiveness as a leader" (Ibid.).

Wielkiewicz created the Leadership Attitudes and Beliefs Scale (LABS III) in 2000 to measure students' views towards leadership (Wielkiewicz, 2000, p. 337). Like Kouzes and Posner's Leadership Practices Inventory, Wielkiewicz's scale seeks to measure leadership in students who are experienced or inexperienced in leadership roles. Wielkiewicz's two 14-item scales measure hierarchical and systemic thinking using eight dimensions of ecological leadership: authority, relationship orientation, ethics, learning orientation, change-centered, systemic thinking, positional leadership dependence, cooperative leadership process (Ibid., pg. 338- 339). In an initial application of the LABS III, Wielkiewicz found that male students favored hierarchical thinking more than females, and students who studied abroad, volunteered for service organizations, practiced creative arts,

recycled, attended at least one cultural event per week and kept a journal scored low in hierarchical thinking (Ibid.).

Aside from devices to measure leadership characteristics of individuals, a "leadership audit" exists to measure the leadership value of activities and programs at universities (Boatman, 1999). A leadership audit is a "systematic, comprehensive and objective process to describe and evaluate leadership experiences at a particular college or university" (Boatman, 1999, p. 326). Auditing a higher education institution can determine how effective existing resources are and identify opportunities to develop new resources. An audit can be useful to institutions because it can help staff and administrators improve and expand the reach of leadership development to a greater number of students (Ibid.).

The Socially Responsible Leadership Scale (SRLS) measures eight values involved in the social change leadership model: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship and change (Dugan et al., 2008, pp. 482 – 484; HERI, 1996).

2.9   Need for Further Research

Most of the research about student leadership development comes out of the United States, where the topic is of great importance and interest to higher education institutions. Culture and context can have an effect on the desire for and process of leadership development in students, and therefore further research carried out in other countries and education systems is necessary. The following thesis seeks to better understand the process of student leadership development at higher education institutions in Finland. Higher education institutions in Finland have a strong tradition of student associations and unions which provide leadership and teamwork experience to their members.

In a globalized world, graduates from Finland need to possess the same leadership qualities to be successful in their professional lives as individuals

elsewhere do. The research findings of this thesis indicating which activities influenced leadership development in students at the University of Jyväskylä can prove valuable to university administrators in strategizing ways to develop student leadership competencies.

A wealth of research with "outside-in" perspectives about student leadership written by adult researchers applying adult views on leadership to students exists. There is a need for further research from "inside" perspectives of students' views on leadership (Dempster & Lizzio, 2007, p. 280). There is a gap in existing literature for research from the voices of students themselves (Dempster & Lizzio, 2007). This thesis seeks to document the experiences of seven students in Finland as a case study in leadership development to contribute to the body of research.

3   RESEARCH AIMS AND OBJECTIVES

This thesis aims to gain an understanding of how students develop and identify leadership skills in the context of a Finnish university.

By asking student to talk about their experiences with leadership during their studies at the University of Jyväskylä, insight is gained into how these experiences affected their leadership skill development. During the process of hearing about their experiences, information about how they identify and value their leadership skills will also be collected.

The guiding research questions upon which the focus group interviews are structured are:

1) What kind of leadership experiences have students at the University of Jyväskylä had?
2) How have these experiences impacted their leadership skill development?
3) How do students view their leadership identity?

4 IMPLEMENTATION OF THE STUDY

In this chapter, the context of the Finnish university setting will be explained, details about the study participants will be given, the research methods will be outlined, method of data analysis will be covered, and the issues of reliability and ethics will be addressed.

4.1 Context

This study takes place at the University of Jyväsklyä, a higher education institution with six different faculties and a total of 15,000 students in Central Finland (*University of Jyväskylä*, 2017). The university has degree programs both in Finnish and English, and hosts students from nearly 100 countries. The exact number of international degree students is not stated in figures, but has been quoted at around 425 as of 2017 by the Student Union (Kruid, 2017, p.24). In addition to studies, a wide variety of extracurricular activities are offered by the university including sports courses, culture and music. Additionally, subject organizations, a prominent feature of student culture in Finland, are promoted by the university through various channels like during the orientation and on the website (*University of Jyväskylä*, 2017). The university supports new students by providing them a tutor, typically from the same faculty or department and may or may not be Finnish (ibid.).

    Student Life is an initiative of the university to "promote students' success in their studies through creating optimal conditions for academic learning and student well-being" (*Student Life*, 2015). The two focus areas are support for academics learning and study success, and supporting students' growth and development alongside studies (ibid.). This includes services like student wellbeing counselors "Goodies", and the "Aino Module", an 80-hour extracurricular program for identifying, developing and recording skills alongside

studies (ibid.). The University of Jyväskylä, as demonstrated through the Student Life operating model, is invested in the development of student competencies alongside studies such as leadership skills.

4.2 Participants

Seven students from different study programs participated in the study. Two were bachelor students, four were master students and one person had completed a master's degree at the University of Jyväskylä and was continuing with doctoral studies. Three students are Finnish while the other four came from Europe, East Asia, Central and Latin America. Ages ranged from 22 to 38. One international student spoke Finnish on at least a conversational (B1) level, while the others did not. All Finns spoke at least conversationally fluent English, as focus group sessions were held in English. Participants were asked to fill out a short questionnaire about themselves (see *Appendix 1*), and details are summarized in a table (see *Appendix 3*).

Participants were recruited for the research via the international degree student e-mailing list and several local university related groups on Facebook. Two participants were recruited via email, one was recruited via Facebook, and three were recruited via word of mouth and personal invitation. Experience in a formal leadership role was not a requirement for participation, as the study sought to hear the thoughts of a variety of students, not just self-identified leaders. Although several students from the Educational Leadership program volunteered for the study, the choice was made to not include leadership students because the thesis seeks to understand the views and experiences of the greater student population. Leadership students are more interested and informed about the subject area, and do not represent most students. However, it would be interesting to conduct research in the future about leadership experiences and views among Educational Leadership students (see chapter 7.2: *Future research*).

4.3   Research Methods

This study seeks to understand student leadership experiences at the University of Jyväskylä. Previous research of this kind has been conducted in other countries, so student leadership theories already exist, however this thesis wishes to explore the topic in the Finnish university context. Therefore this thesis is a case study exploring student leadership identity and development in a Finnish context.

Additionally, qualitative research was selected over quantitative research because qualitative research has the advantage of "the richness of collected data" (Elo et al., 2014, p.5). However, quantitative data concerning student leadership experiences in Finland would be interesting and useful to have in future research (see chapter 7.2 *Future research*).

Two focus group discussions were held. The first discussion had four participants and lasted one hour fifteen minutes, while the second group had three participants and lasted one and a half hours. Each group was informed about the aims of the research, but not given any background information or definitions about leadership, as the research seeks to find out their true attitudes and beliefs on the matter. I, the researcher, posed questions and discussion prompts to the groups which they were free to discuss openly with each other, (see *Appendix 2* for prompts). Focus group discussions were selected over individual interviews because I wanted the participants to benefit from hearing each other's experiences, which I hoped would stimulated ideas. The students also had the opportunity to react and ask questions of each other, which led to further discussion topics. The discussions were recording as audio tracks.

4.4   Data Analysis

Qualitative content analysis was used to analyze the data because of the open answer format of the data. Qualitative content analysis is a "method of analyzing written, verbal and visual communication messages" and a "systemic and objective means of describing and quantifying phenomena", which made it appropriate for finding meaning in the discussions (Elo and Kyngäs, 2008, p.107-108). This research does not follow a strict deductive or inductive approach, although it has elements of both. It is deductive in that it is informed by existing student leadership theories and models from research carried out in other countries, particularly Komive et al.'s LID model, however it is inductive in that it allows for new information about activities to arise from the data due to a new variable, which is the Finnish university context.

First, the data was prepared. The audio recordings of the focus groups were transcribed, recording all relevant dialogue in detail. Next, open coding was performed. The focus group transcripts were read and marked with notes summarizing points of interest. Words, phrases and sentences were selected without a strict unit of analysis in order to capture concepts in their entirety. The text was primarily analyzed for manifest content and not latent content like body language, due to the fact that the focus groups were only recorded with audio and not video (ibid.). A codebook was formed to keep track of coding categories, definitions and to record choices. The constant comparative method was used to aid in "generating a theory which is integrated, consistent, plausible and close to the data" (Glasner, 1965, p.437).

Next, secondary coding, or axial coding, was performed, where codes were grouped into analytical categories (Tracy, 2013, p. 194). Category items grouped together were compared to each other for consistency, as per constant comparative method (Glasner, 1965, p.439). Existing literature about leadership skill and measurement was used to inform the coding matrix, in an iterative analysis process which "alternates between emic, or emergent, readings of the data and an etic use of existing models, explanations and theories" (Tracy, 2013, p. 184).

Leadership measurement tools like Logue et al.'s (2005) categorization of positive leadership experiences in student leaders, Kouzes and Posner's (1988) Leadership Practices Index and Wielkiewics's (2000) Leadership Attitudes and Beliefs Scale, but mainly and most importantly Komives et al.'s (2005) LID stages and model were used to inform category creation (see Figure 1). The LID model was selected because it is developed from a qualitative interview-based study of university students, quite similar to this thesis research.

The concepts within categories were integrated and higher categories were created to group together similar themes including activities influencing leadership experiences and leadership identity development (see *Appendix 4* for table). The results will be reported in chapter 5 first as a narrative of each participant's experience, and then in chapter 6 as a summary of all participant's experiences by theme.

4.5   Reliability

Reliability in the qualitative research context refers to trustworthiness, or dependability (Cohen et al., 2011; Elo et al., 2014). Unlike numeric or multiple choice answers in a questionnaire, qualitative data can be more difficult to organize and analyze in a systematic, objective way, relying on the researcher's "insight or intuitive action, which may be very difficult to describe to others" (Elo et al., 2014, p.1). The researcher must pay attention to trustworthiness and dependability attention should be paid to every phase of data analysis including preparation, organization and reporting of results.

It is difficult to create transferability and replicability in a qualitative case study because the experiences of participants are unique and individual, however trustworthiness can be established by making clear the reasons and processes in the research (Cohen et al., 2011, p. 202). To ensure dependability in the focus group interview process, I, as the researcher, used a predetermined list of interview

prompts in both groups and refrained from making unnecessary comments or questions that would influence the discussion (ibid., p. 204). A copy of the focus group question prompts and questionnaires is attached for the reader (see *Appendices 1 and 2*).

During the analysis process, to ensure transparency and consistency, a code book was kept to define and clarify codes, and a coding matrix was created to keep track of open codes, axial codes, and themes. Glasner's (1965) constant comparative method was used to ensure consistency in grouping coded items into categories. Ideally, to ensure inter-rater reliability, I would have consulted another researcher to review my coding matrix, however due to the constraints of this master's thesis, this was not possible (Cohen et al., 2011, p. 202). I have included a copy of the coding matrix for the reader to reference if desired, to document my coding process (see *Appendix 4*).

In presenting the results of the data, I have chosen to first display the experiences of each participant as a narrative, to not lose their coherence and continuity, and then in a second results chapter, to organize the findings by theme in relation to the research questions. I intend that this format will let the reader understand the themes that emerged in the context of the individual stories, providing a more accurate picture of student leadership at the University of Jyväskylä.

As a member of the university community, I, the researcher, acknowledges possible personal involvement in the research topic and acquaintance with some of the participants, which was discussed in chapter 4.2 *Participants*. My personal experience as a student and subsequent motivation to research this topic are discussed in the beginning of chapter 2: *Understanding Student Leadership*.

4.6 Ethical Solutions

Participants were informed about the goals of the study before beginning the focus groups. Consent forms were distributed and signed, making them aware they

could withdrawal at any time or ask questions. Anonymity of the participants was crucial, as they needed to feel free to express ideas, positive and negative, about their departments, the university, staff, programs, clubs, peers and anyone or anything else. In some faculties, there may be only one foreign master's degree student, or if there are multiple foreign students, only one person from a specific country. When the focus group records were transcribed, participant details were profiled to retain significant factors like whether they were foreign or not, what area they study, whether they are an undergraduate or graduate student etc. Identifying details, such as name, nationality, exact study program etc. were generalized to preserve anonymity. Participants were assured of their anonymity before the research commenced.

The names of departments and student subject associations have been generalized to prevent identification, as this thesis does not seek to point out any specific organizations, but rather to generally indicate which types of activities, courses, clubs etc. have been influential on student leadership.

It should also be noted that some of the participants knew each other before the interviews, since they were peers and friends. Some of the participants were recruited to the study by an email advertisement and were informed about the research topic by email before the focus group, while some were recruited in person.

This concludes the chapter on implementation of the study, next up the results of the study will be explored in detail.

5   RESULTS: PARTICPANT NARRATIVES

This chapter is the first of two presenting results. In this chapter, the responses of each participant will be presented as a cohesive narrative to give an overview of their experiences surrounding leadership. This is done to preserve the continuity of their stories. There will be seven sections, one for each participant. In chapter 6: *Results: Thematic Summary,* the responses of participants will be grouped together by theme to answer the research questions.

Participants will be referred to as P1 through P7, and for a table of participant personal details (see *Appendix 3*). Identifying information about participants such as nationality has been generalized to preserve anonymity while maintaining information relevant to understanding their leadership experiences. All information such as year of study is reflective of the time of interview, which was autumn 2016.

5.1   Participant 1

Participant 1 (P1) is a 25-year-old female from Southern Europe. She speaks English, along with two other languages, at least on a conversational level, but not Finnish. She is in her third year of master's studies in natural sciences at the University of Jyväsklyä. She has volunteered as a tutor for new students, has been involved in university research projects as a research assistant and is active in team and individual sports. She was not employed at the time of interview, though had worked as a part-time babysitter during studies and had been paid as a tutor.

Before coming to Jyväskylä, P1 had been involved in sports, hobbies, volunteer work, and babysitting in their home country, but expressed that they were often told to do these activities and went to them in a group, not independently. They described their home culture as "a big community type of system, so you always do things together… I'm not used to being alone". P1 said at

first, she did not recognize herself as a leader at all, but after listening to the other participants, started to think of everyday circumstances like "organizing between friends or just traveling" where she applied leadership. She cited sports as one of the first times she chose to do something on her own and felt responsibility for her actions. P1 emphasized that in her home country, studying is a young person's main occupation and students are not encouraged to participate in extracurricular activities.

P1 reported not feeling "aware" of any leadership experience she had, and did not consider her work as a tutor or research assistant as highly relevant in the leadership discussion. She expressed she wanted to be more involved in student organizations during her studies, but was discouraged after attending an event from her subject organization because "there was no real involvement for foreigners" and did not know how she could participate or contribute. P1 said she was not even aware of other opportunities for involvement at the university, "My previous university didn't have any of this… I didn't know, it took me a long time to understand".

She cited the Finnish language barrier as one reason for her lack of involvement in organizations, but added that she would have liked it as an opportunity to improve in Finnish. She thinks that because her faculty has a small number of international students, they are not used to accommodating them, and therefore it is "awkward" to go to events being the only foreign person. She states that she was glad for the opportunity to take business courses outside her field (natural sciences), which helped her diversify her skills for future jobs, "they [university] give you the tools to learn much more than what is only your [major]… here I could think about other qualities like leadership".

5.2   Participant 2

Participant 2 (P2) is a 27-year-old male who grew up in Central America but also holds citizenship in a European country. He speaks English fluently, along with two other languages at least on a conversational level, but not Finnish. He is in his third year in a health sciences master at the University of Jyväskylä. At the time of interview, he works for a Finnish start-up company in his field. He has been active in university projects related to his field, in team and individual sports, has been on an intensive short term exchange program, and has attended events of his subject organization.

Prior to coming to study at JYU, P2 had several experiences he cited as relevant to leadership. He worked outside his home country as a laborer at a factory for a summer, where he told that although he did not hold a leadership position, because he could speak multiple languages, his coworkers and boss turned to him for advice and translation. From the age of 18, he also volunteered as a sports coach and guide for disabled people in an organization. He said he was "expected to be the leader" and that he "learned to play the part and believe it", which has "helped me a lot in my field".

During his studies at JYU, P2 participated in an optional course in which students organized a sporting event. He worked with fellow students in teams, supervised by other students. They had to reconcile differences in working styles, and successfully organized the event. He says that he likes the "practical events and classes, those times when you really have to do something", because the studies in his home country were mostly theoretical and feels that "I have a lot of skills" now.

P2 references the Finnish language barrier at the university that prevents some students from participating in events held by subject organizations, but says it had not stopped him from enjoying events. He says that attending subject organization events made him feel "a part of what you are living in Finland … that makes you embrace life here with so much more joy", and only wishes that the university would do more to let international students know about events. P2 says

that peers students have encouraged him to participate in events, and teachers have encouraged taking extra classes and doing extracurricular activities. He praised the educational system in Finland and said teachers at JYU provided a "nice environment".

5.3   Participant 3

Participant 3 (P3) is a 23-year-old male from Finland. He speaks three languages on at least a conversational level, including English and Finnish. P4 is their second year of bachelor's studies in natural sciences. P4 is active in their study subject organization as a member and in a military reserve club as a board member.

Before coming to study at JYU, during childhood, P3 had played in a sports team and also been the captain. He also served in the Finnish military, which he called his "first serious leadership experience". In the military, P3 was a team leader and attended leadership training. He cited differences in leadership style in the army and at university, but says he learned how "to really take care of other people".

During his studies at JYU, P3 discusses how working in groups with other students for projects has required leadership. P3 participates in his study subject organization and helps with event planning and tasks, which he does in groups where "we divide the responsibility". Outside of JYU, but during his time studying, P3 is in the board of a voluntary military reserve club where he organizes events for other members. P3 says he personally has not felt any barriers to participating in university activities besides lack of free time, but understands if some students are intimidated by new people and unfamiliar environments. He finds the university community "supportive" and "really friendly" to newcomers, which makes it easy to get involved in new activities. He believes that the entry barrier to organizations like the student government is low because "you ask students around you or in the same government, so you usually get help… I think

it's usually really easy and practical". Professors, faculty staff and fellow students are sources of encouragement for P3 to be involved in university activities.

5.4   Participant 4

Participant 4 (P4) is a 26-year-old person of unspecified gender from Finland. P3 speaks four languages at least on a conversational level, including English and Finnish. They are in their sixth year of studies at the University of Jyväskylä, having already completed a bachelor's degree and now a master's in education. P3 is a member of university student board, has participated in two study abroad programs and volunteers weekly as a teacher in their field.

Before coming to study at JYU, P4 was in a leadership position in the Finnish military and underwent leadership training there. They feel that they gained "good skills that I can use for the rest of my life" in the military, like how to handle different personalities and work together.

During studies at JYU, P4 had been elected to the student parliament. P4 was selected to be the person responsible for their group in the parliament, and succeeded in doing the necessary tasks. In the parliament, delegation of tasks and responsibility between members led to some difficulties, but after initiating a discussion, P4 became satisfied with the workload, "it's been really good and now I'm doing what I should do and not so much extra". P4 also plays in a band as a leading person, sings, writes songs and organizes concerts, "I try to make it more democratic, that everyone feels that they are involved as much… having fun together, not having any hierarchy". P4 feels similarities in leadership between the student parliament and band, and expresses that "leadership is about feeling community". P4 said that the fear of being inexperienced and feeling nervous to attend new activities or events is concern for them, but after participating, felt that "it was just an illusion that other people automatically know how to perfectly do everything… it's in my head".

P4 was not employed full time, but volunteers weekly as a teacher for refugees, and occasionally does short term jobs working with children. They feel that their job as a teacher "leadership always plays a role".

5.5   Participant 5

Participant 5 (P5) is a 22-year-old female from Finland. She speaks four languages at least on a conversational level, including English and Finnish. P5 is in her third year of bachelor studies in education and languages. She has been active in her study subject association board, is the chairperson of a student government committee, and a member of a local church committee. She has also participated in a study abroad program and does individual sports.

Before beginning studies at JYU, P5 had been active in her high school's student government for three years. She was also involved in a church youth camps for six years, first as a participant and later as a staff member and ultimately the leader. Her responsibilities included organizing the camp, hiring staff, and disciplining teenagers. P5 says she was asked to run the camp at age 18, when the previous leader quit suddenly, "They sort of threw me to the sharks and I had 50 kids to look after… I had no idea how to do it". Before that, at age 13, she worked at a state run vacation home organizing activities for younger children, which she cites as an early leadership experience, "I think the exposure has a lot to do with developing leadership skills". P5 says her leadership examples have been shaped by "examples I've had" and "very strongly also with past experiences before university".

During her first year of studies at JYU, P5 started in the board of her subject organization. She then "took a step up" and became the chairperson for a student union subcommittee. A fellow student recruited her to take over the chairperson position, who she described as "a good model… it was a good example so I accepted the job" and also inspires her currently leadership style as chairperson. P5

mentioned that she has been recruited several times for leadership positions, and while she does not volunteer herself, she accepts positions because she has an "inner feeling of responsibility". P5 also did an exchange semester overseas where she was "alone and didn't know anybody", saying the experience "made me stronger, as an independent person". P5 organizes events through her studies, such as a children's visit to the university, for which she receives academic credits, and feels trusted and supported by supervising professors to try out ideas. She attributes the environment supportive of leadership in her department to a recent curriculum change which gives students more responsibility. She finds her department encouraging of extra academic activities, like projects for credits, which are shared through mailing lists, but students must find extracurricular activities like sports and subject organizations on their own.

5.6   Participant 6

Participant 6 (P6) is a 38-year-old male from South America. He speaks four languages at least on a conversational level, including English and Finnish. P5 is in his fourth year of studies at the University of Jyväskylä, having completed a master's degree in the arts/humanities, and is now completing a PhD. P5 has participated in a musical group for two to three years in Finland, also sometimes leading, and had been a manager for an education project in their home country related to their field.

Before his studies at JYU, P6 had been in the scouts as a child in his home country, which he saw as a "good thing to develop in leadership". Later, his proudest achievement was doing management and fundraising for a music program for teachers. P5 proposed projects, found funding, did paperwork and "everything basically" and continued this work remotely for two years after moving to Finland for studies. He described the project as "gaining momentum and it was beautiful", but he had to leave it because he did not agree with

ideological aspects surrounding religion. Around the time P6 stopped working on the project, it collapsed due to lack of management.

Once in Finland and studying at JYU, P6 was involved with a music group where he sometimes also led and organize events because, "I tend to be a leader where I go, if I'm passionate, if I see I can do something…". P6 liked the music group and found it "beautiful" and "in the spirit of what I was doing in my [home country], but eventually left the group because of the inclusion of religious songs which conflict with his personal beliefs. He said the group "gave an opportunity to all the people to become leaders", including to a particularly involved fellow student who P6 called "exceptional". P6 also volunteered in a recycling center and has participated in language conversation groups and exchanges for credits, which have helped him learn Finnish. P6 attended a university leadership summer course and met a professor whose ideas and advice he admired. When P6 volunteered to coordinate part of a university wide event in his department, his colleagues did not object and he said the event went well. He described his department as non-hierarchical, where people can volunteer for responsibilities openly. P6 also believes that there are "plenty of opportunities" for involvement at the university, which he calls a "diverse place".

5.7   Participant 7

Participant 7 (P7) is a male of unspecified age from Southeast Asia. He speaks four languages at least on a conversational level, including English, but not Finnish. P7 is in their second year of master's studies in health sciences. P7 is also employed and involved in research projects in his field.

Before starting studies at JYU, P7 had completed a degree abroad and was completing academic research in a lab in a team. P7 found the PhD supervisor of the research "not a very good leader", but said the experience "helped me very much… to what I'm doing over here". After this research experience, P7 reported

that he "became a very passive leader… I just got so jaded", and sought to step back from leadership roles. He expresses the desire not to be recognized as a positional leader because it "becomes a distraction", but has been asked by others to take leadership roles. He also served in the military as a platoon sergeant, where he described the leadership style as very hierarchical. P7 had also worked as a high school teacher, but left to pursue academics. Additionally, P7 was a sports team captain abroad, a role on which he "stepped up to the plate", because he felt obligated and capable due to his experience. He also worked as a sports coach in two other countries abroad, work related to his field of study.

  While studying at JYU, P7 has been the captain of a recreational sports team. He expresses that in his study department, he feels students are not encouraged "to think for ourselves", and that they "follow a very structured pathway" revolving around studies. P7 said he did not perceive any explicit barriers to involvement in student activities, but did not see any incentives from his department either. He described the busy schedule with academics during the first year of master's studies as an obstacle to getting involved in extracurricular activities, "you have to give up sleep or your grades or your social life, pick two out of three". P7 also expresses that many activities are channeled towards first year students, who are ironically the busiest. Despite these time constraints, some students in his department have managed to participate in activities. In his second year, P7 says he does not "have a lack of things to do now, but you need to look for it", and that some communication channels are helpful, like the mailing lists. P7 explained mixed feelings about his subject organization, saying that he "wasn't too impressed" with it during his first year, but decided to attend another information session after exchanging emails with the student leader.

6 RESULTS: THEMATIC SUMMARY

This chapter is a continuation of results in which the narratives of the participants presented in the previous chapter 5: *Results: Narratives.* The data will be summarized and grouped thematically in response to the research questions. First, activities which had an influence on student leadership development that emerged from the focus group discussions will be covered. Then, the responses will be organized within the framework of Komives et al.'s leadership identity development (LID) model, including the five influence categories.

6.1 Activities Influencing Student Leadership Development

This section will address the first research question: What kind of leadership experiences have University of Jyväskylä students had? Work, academic activities, student organizations, and free time hobbies that were mentioned by participants in the focus groups will be described, as well as relevant experiences before coming to study at the University of Jyväskylä. Experiences before coming to the JYU are included because they are helpful in understanding student leadership identity development over time.

6.1.1 Various Types of Work

This theme includes paid work, volunteer work, part-time work. Military service, which three participants had experienced, is also included. Since many students did not work during their studies, this section includes significant work experiences carried out before coming to JYU which had an influence on the students even later during their studies.

When participants did work related to their field of study, whether it was paid or voluntary, they were more likely to be engaged over a longer period of time and make more leadership connections through it. For example, P2, who

studies health sciences, worked as a volunteer sports trainer for disabled people for five years and said it was the place he learned the most leadership experience. P5, who studies education, worked for six years at a youth church camp, spending the last three years as the leader. P6 helped manage a music education project for teachers for several years, even after moving to Finland, and called it "what I'm most proud of". P4 volunteers as a teacher each week and said, "leadership always plays a role" in the job. P7 had worked as a sports coach abroad in which he was responsible for training teams of athletes, and as a high school teacher.

P1 worked as a research assistant for the university and oversaw her own experiments, which she viewed as a type of leadership experience. P1 also worked as a university tutor for new students, which she described as less of a leadership position, and more of a way to help her peers. P1 did not consider work as a babysitter as leadership related. P2 worked for a short amount of time at a factory, not related to his field of studies, but did talk about how coworkers and supervisor turned to him for translation and advice thanks to his language abilities, which resulted in an experience in a position of influence.

Military service for two Finnish participants was cited as a significant factor in developing leadership skills before university. Both P3 and P4 had held leadership positions during their military service and attended some form of leadership academy of leadership training. P4 says military training was "I got good skills that I can use for the rest of my life … that's the best training I've gotten so far". P3 explained that the military was their "first serious leadership experience" and that the training is "considered quite good level leadership education".

6.1.2 Activities Related to Academic Studies

Academic activities include previous studies before coming to JYU, optional studies, study abroad programs, and academic work. Participants who had studied

in another country before coming to Finland talked about the difference in academic cultures. P1, who studied in Southern Europe before coming to JYU, spoke of the lack of extracurricular activities in universities in her home country, which prevented her from gaining leadership experiences. Because she was used to the idea that university was just for studying, she was unprepared to participate in such activities once in Finland. P1 did appreciated taking business courses at JYU, though not related to her major field. P2 mentioned that in his home country in Central America, studies were mainly theoretical, with few or no opportunities to apply knowledge practically. In Finland, he enjoyed taking an optional event planning course in his field which allowed him to apply what he had learned to organize a sporting event. P5 took part in an optional academic activity to organize a day camp for children at the university for which she was awarded credits. P6 volunteered to coordinate part of a university-wide event in his department, and was given responsibility by his colleagues.

P2 had participated in a short-term exchange program within Europe during his studies at JYU, which he described as a positive experience, but not necessarily related to leadership. P5 spent one semester overseas, and said the experience made her a stronger, more independent person. P6 participated in a summer course about leadership in education which helped him develop his perspective on leadership and build ties with a lecturer and mentor.

6.1.3   Student Organizations

This includes participation in and attending events from subject organizations from students' own study department, and involvement with the student government. P1 and P2 both described their first encounter with their respective subject organizations as during freshman parties for new students, where they had to complete tasks in teams. They both said they were some of the only non-Finnish students attending, and described the event as a good way to experience local

culture, but felt "awkward" because of the lack of consideration for foreign students. P1 cited being one of very few foreigners in her department as the reason for not becoming involved with her subject organization. P2 continued to attend some events from his subject organization, but did not become involved on a higher level.

P5 became a member of her subject organization's board during her first year of studies where she helped plan events, and later became the chairperson of a student union subcommittee, which she considered a "step up" in responsibility. Previously she had been in the student board of her high school for three years. P3 has been involved in his subject organization from early in his studies, though not in the board, and partakes in decision making and tasks. P7 said he has attended events of his subject organization and enjoyed them, but was not impressed by their information session for new students during his first year, but gained a better impression in his second year after talking personally with the organization's leader. P4 is an elected member of the student parliament and holds responsibilities for a group within the parliament. P4 communicates with the group members to distribute tasks and is satisfied with the functioning.

6.1.4   Free Time Hobbies

Free time hobbies include sports, music, clubs, and language learning not related to academic studies. Many participants have been involved in sports, either individually or in teams. P7 is a sports team captain of a recreational team at JYU. P1 cites rock climbing as one of the first times she learned to be independent and continues the hobby while studying at JYU. She also plays in a sports team. P3 started playing in team sports as a child, even serving as the team captain, where he says he gained his first leadership experience. P3 is also in a military reserve club where he has been responsible for organizing events for other members.

P4 is the lead member in a band, singing, writing songs, and organizing concerts, and although they feel like the central member, they want the other members to feel just as involved. P6 cites being in the scouts as a child his first exposure to leadership, and during his studies has been singing in a music group as well as conducting. P6 is also active in language learning activities like optional one-on-one exchanges for credit, as well as conversation groups which he uses to learn Finnish and teach languages he speaks.

6.2   Students' Leadership Identity Development

This section address how experiences impact students' leadership skill development and how students identify and value their own leadership skills. The focus group discussions have been reviewed within the framework of Komives et al.'s Leadership Identity Development theory and model, LID, (see Figure 1). They are organized into five categories of influence.

6.2.1   Developing Self

The developing self category, adapted from the LID model, includes applying new skills, expanding motivations, and deepening self-awareness, self-confidence, and interpersonal efficacy. P6 demonstrated self-awareness and self-confidence when he identified his personal values and had the courage to leave two different groups because of the conflicted with his values, "I'm not religious, I'm agnostic". When the music education organization he was managing decided to integrate religious music into their repertoire, he decided to leave, "This is not what I believe in, you can do it, I respect you, but I have to". Similarly, when he participated in a music group in Jyväskylä, "I had to conduct and they wanted me to teach this religious song, so it was not me really" and he left the group. P1 and P2 both talk about their self-awareness as international students, and recognized that their lack of Finnish

language skills put them at a disadvantage in taking part in subject organization events like the first year freshman parties.

P5's spoke of many aspects of developing self. She has been aware of her age throughout her leadership interactions, beginning to work at just 13 years old, and becoming a camp leader at just 18. She describes how her motivations expanded over time while she was involved with organizing the camp, eventually working her way to be the leader. She spoke of the new skills she learned and applied while working as the camp leader, like handling authority and how to discipline younger teenagers. She demonstrated self-confidence when asked from a superior to fire a friend and coworker of hers, knowing it would be difficult but having to follow through. Her motivations have continued to expand as she took a "step up" from being in a subject organization board to subcommittee chairperson. She has acknowledged her strength as a "people person".

P4 told of their increasing interpersonal efficacy in dealing the other members in the student parliament. P4 found the workload to be unfairly distributed and found a way to talk with the others to resolve the issue, feeling satisfied with the accomplishment. P2 increased their interpersonal skills while working in a factory one summer, when he became a translator between coworkers and management, due to his language skills.

6.2.2 Group Influences

Group influences include engaging in groups, learning from continued membership in a group, and changing perceptions of groups. Early in life, participants were involved in many activities. P1 describes playing instruments, doing sports, babysitting, volunteering and more in her home country as a youth, but was not deeply committed to any of the activities. During her studies at JYU, she has narrowed her involvement to a few sports activities which have more

value to her. P6 was a member of the scouts as child, and P3 played in a sports team throughout his youth as well.

Some participants were involved in groups, either for work or as volunteers, for multiple years. P2 as a climbing guide, P5 as a youth church camp organizer, and P6 as a music education program manager, all had multiyear involvement with groups they cited as influential on their leadership development. As time goes on, participants deepened their commitments to the groups. P6 described a change in his perception of the music education program, because it no longer aligned with his personal values, so he stopped participation. He also described his changing perception of a music group in Jyväskylä, which he initially admired for its inclusive spirit, allowing anyone to join, but later disagreed with based on other religious values.

The three participants who had served in the military compared the hierarchical leadership style there to the more equal power structure in the university, and noted that while their experiences in the military had been different, aspects they learned were transferable to other areas of life.

6.2.3   Developmental Influences

Developmental influences include interactions with adults, peers, meaningful involvement in activities, and reflective learning methods like attending leadership trainings.

In some cases of leadership experience, participants had led followers, even if they did not refer to them by this term. One example was in military service. P3 and P4 both spoke of feeling responsible for the people under their leadership, "what I learned in the army was to really take care of other people" (P3) and "when you mess up you might get punished yourself or the whole team might be running for ten minutes more" (P4).

Tutoring new students is another example of leader-follower interaction. P1 had become an international student tutor not because she wanted to lead, but because she wanted to "help someone who was in my same position" (P1). Participants described relationship between fellow students as equal and non-hierarchical when working together on group projects and in student organizations, "not that someone is superior. The topic of responsibility for the community came up several times. Students discussed the feeling of caring about the welfare of the community as a motivation for performing leadership tasks. and giving strict orders… it's mostly like we're on the same level" (P4).

The Finnish participants described the student community at JYU as willing to help, accepting and approachable. Most of the foreign students expressed friendliness of the student community, but also the issue of a language barrier in not speaking Finnish, and a general disregard for international students in student activities.

One peer who stood out was a student who I will call *Student X* for anonymity purposes, discussed by P5, P6 and P7 who was active in many activities at the JYU and influenced all three in some way, particularly P5 and P6. *Student X* recruited P5 for their current leadership position, and was also involved with P6 in a music group, where he was a leader. P7 also knew Student X. P7 also talked about having contact with the leader of his subject organization, a student who he described as "charismatic", and who convinced him to attend some events.

Although the students interviewed are all over 18 and technically adults themselves, *adults* in this sense are superiors including professors, teachers, supervisors and anyone who held a position of formal power over the participants. This does not include leaders in student organizations, who are included under peer interactions. Most participants described their professors and teachers as trusting and willing to give them freedom in projects. P7 had a negative experience working in academic research under a PhD supervisor before coming to JYU and describes superiors in their department as "old school" and hierarchical. P6

described the professors in their department as professionals who students listen to out of respect, not out of power.

Related to the topic of interactions with others are communication channels, or tools which enabled interaction. The channel mentioned the most by participants is mailing lists. The mailing lists, including weekly student news, were cited a positive method of finding out about happenings at the university. Facebook was also mentioned, both pages, groups and events in the contexts of student organizations. P2 said that their student association had a good website, Facebook page and group which relayed information well. P7 said that Facebook was a "circus" of events, but is overall a good tool for social networking.

Participants brought up the topic of reflective learning, another developmental influence, several times. P6 had attended a leadership summer course at JYU, in which he reflected on leadership with a teacher mentor. P1 spoke about optional business courses she took alongside her major studies which discussed leadership. Several participants said that simply discussing leadership in this thesis focus group made them reflect on their leadership experiences more than ever before.

6.2.4   Broadening View of Leadership

This category, also from Komives et al.'s LID model, encompasses the evolution of students' views on the concept of leadership first from an external role they are not involved in, to a positional role, to a non-positional role, and finally to a process.

When looking back on their past experiences, when they found themselves in their early encounters with leadership, many participants said things like "I have no idea how to do it" and "I'm not a leader. I think I have nothing to do with leadership at all". They had attended activities like youth camps or sports trainings where they witnessed adult leaders, but doubted their own abilities and viewed leadership as something external to themselves.

As time progressed, some of the students progressed and began to seek out leadership positions. P5 and P4 both took roles in student organizations, P7 was the captain and trainer of multiple sports teams in many countries, P6 was the manager of his music education training program. P2 became a climbing guide in an organization. P1 worked as a tutor for new students.

At some point during the leadership development process, some students also perceived leadership as a non-positional phenomenon. Students with positive experience in non-positional leadership roles made comments like "leadership comes in the situation… there are formal leaders, there are informal ones that pop up and help the most" (P2).

Some students also described leadership as a process, one that involves all members of a group together. In this perception of leadership, one can demonstrate leadership without being the sole leader. For example, when P2 took an optional course to plan a sports event, he worked in a team of students responsible for marketing. Other teams handled further aspects of the event, and eventually all tasks together to form the most successful event in the history of the course. He describes the process of leadership:

> Those times when you really have to do something… in that chance you really find a way to actually become a leader. You get skills because you've got to organize yourself, with other students, with the teachers.

P6 also describes the process of leadership as "a symbiosis… It's multidimensional, it's complex".

6.2.5   Changing View of Self with Others

This category encompasses dependence, independence and interdependence. In a leadership environment, a student may view themselves as a follower and simple member of an organization *dependent* on adults or older peers to lead them. P3, who is in the beginning of their second year of studies, is an active member in his

subject organization, "I'm not in the government [board], but I try to participate in all activity and decision making".

Alternatively, one may seek to be a positional leader in the group, *independent* of others. Participant examples stated before include subcommittee chairperson, student parliament member, leader of a youth camp, leader in a military reserve club, leader of research groups and more.

Finally, as perceptions of leadership and groups become more complex, a student may view the relationship between group members as *interdependent*, in which they rely on each other. For example, P4 plays in a band and considers themselves the main leader, but wants to make it "democratic…That everyone feels that they are involved as much. Because that's the point of the band for me, having fun together".

This concludes the presentation of the results of data analysis. Significance, relationships and patterns within the data will be discussed in the next chapter: *Discussion*.

7   DISCUSSION

The previous chapters five and six presented the results of the focus group interviews both as narratives, and as thematic summaries according to the research questions. The results will be discussed in a way that answers the research objectives to learn about students' assessment of leadership skills, which factors have influenced leadership development, and how those factors have influenced development. Then limitations of the study will be stated, along with suggestions for future research.

The findings revealed that international students were less likely than Finnish counterparts to be actively involved as members or board members in subject organizations and student government. This is due partly to language barrier of not speaking Finnish, and to the subsequent feelings of alienation of being the only or one of few foreigners in their department. They feel that the organizations are not considerate of them. Finnish students reported feeling fewer barriers to involvement in student organizations and described their peers as helpful and willing to teach newcomers.

Military experience, although not taking place at the University of Jyväskylä, had a lasting impact on the three participants who served in the army. All three participants described the leadership style in the army as more hierarchical. The two Finnish participants who served in the military also received specialized leadership training there which they cited as helpful also now at university. Both Finnish military participants were also active in student organizations.

Work related to a student's field had a meaningful influence on their leadership development, especially when involved for multiple years. Continued involvement in an organization, either as a paid employee or volunteer, allowed the students to develop skills, build self-confidence, and deepen their commitment to the cause. This could be seen especially in the cases of P2 as a climbing guide for

the disabled, P5 as a youth church camp organizer, and P6 as the manager of a music education program for teachers. Although this work was usually carried out externally from the university, it was very influential to the students' leadership skills and identity during their studies.

Participants described that their departments varied a lot from each other. Some departments were very supportive and encouraging of students taking extra course and leadership opportunities, like planning events, while other students in other departments said the focus was purely on academics. Most of the students referenced the university e-mailing lists as the most effective communication channel for learning about events and opportunities. Most students agreed that opportunities to get involved in leadership building activities did exist at the university, but it was a matter of hearing about them or seeking them out.

Fellow students were one of the most powerful influences in getting participants involved in leadership activities. If they have a leadership position and serve as a positive role model to other students, they have a level of influence to recruit others. P5 was recruited to her subcommittee chair position by a *Student X*, the same student who conducted in P6's music group. Both students, and also P7, spoke about how inspiring and motivating this *Student X*.

Factors that aided leadership experience are encouragement from peers, role models and teachers. Previous leadership experience before coming to JYU was also a strong factor in students' likeliness to join organizations. Things that discouraged or limited leadership activities among participants were language barrier, lack of extra time for more demanding roles and lack of knowledge of some opportunities. Finnish students acknowledged fewer barriers than international students.

Students had a lack of reflective learning about leadership. Several mentioned that they had realizations about their leadership abilities, and thought of things they had not previously considered leadership during the course of these

thesis focus group discussions. When speaking about her leadership awareness, P1 had this to say, which captures the lack of reflection:

> I think I am not really aware, so if the point of this discussion or your thesis is to give a student some kind of help with leadership skills, then it is to make them aware of something.

Although the university's Student Life initiative has the Aino Module, an online competency tracking tool that includes leadership, none of the participants mentioned it. I believe promoting reflective learning tools like seminars, discussions and the Aino module would benefit students' leadership development.

Overall, students in this study reflected the traits of the post-industrial, relational leadership paradigm in which they put emphasis on relationships with others and working together rather than being a heroic leader at the top of a hierarchy. Students with leadership experience developed towards an identity of integration and synthesis, in which they could act as leaders in everyday situations without having a leadership positon or title. I believe those students with a mature leadership identity and meaningful experience in activities are well poised for the job market after graduation.

The data collection method of focus group discussions worked well because it brought together diverse students from across the university, prompted them to talk about their experiences, and allowed them to interact and ask each other questions. When a participant talked about a project they worked on or an opinion they had, the others could agree or use the point of disagreement as an opportunity to express their point of view. The research methods and analysis did have their drawbacks, which will be discussed in the next section, limitations.

7.1   Limitations

The participant sample for this case study was small and did not reflect participants from all university departments and study programs. The

international students were only from a handful of countries, and their home culture might have an effect on their leadership perceptions, so conducting the study with students from other countries might yield different results. Only one of the international students spoke Finnish at a conversational level or higher, so the effect of language fluency on activity involvement and leadership confidence could not be properly explored.

While there were advantages to the focus group data collection format, like that participants could interact and share ideas with each other, I might have gotten more detailed information by interviewing each participant separately. Another limitation is that only two focus groups were held. Although the study was qualitative, it would have benefited from at least one or two more focus groups to have a variety of voices, and the interview questions could have been developed more in between sessions as data was analyzed. The focus groups were also only recorded for audio and not video, so latent meaning could not be distilled from body language and facial expressions. The responses were only recorded from audio tracks.

Additionally, the fact that the study was conducted in English was both an advantage and disadvantage. It was an advantage because it allowed international degree students without a conversational level of Finnish to participate and share their opinions, but it may have excluded some Finnish students without a fluency in English from participating. The lack of fluency in Finnish of the researcher (myself) also limited me from researching all previous literature about leadership studies in Finland written in Finnish.

7.2   Future Research

Quantitative study across multiple universities in Finland to find out what wider range of students think about leadership. Research should be conducted at universities of applied science and vocational schools as well. A longitudinal study

would be also interesting, checking in with students after secondary school graduation, at the beginning of undergraduate studies and again post-graduation. The effectiveness of leadership interventions, such as reflective learning exercises, during studies should also be researched. The link between language skills (ability of foreigners to speak Finnish) and leadership activity involvement should be further explored to find out if improved language skills encourage leadership participation. Also, future research about student leadership identity development should be conducted with Finnish students in Finnish, as it might reach a wider number of participants and included opinions from people who are less internationally inclined.

It would also be interesting to conduct interviews or focus groups with students from the Educational Leadership program to explore their leadership identities and how they have changed through activities.

Student leadership, with its unique youth perspective, has the potential to deal with the challenges of change and complexity in our modern, global society. This is why it is important to listen to the voices of student leaders and to give more people experience in leadership early in life. The education, the business world and civic society will benefit from an increased supply of leaders.

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APPENDICES

Appendix 1 Questionnaire: Study on Leadership Skill Development in JYU Students

1. Age:

2. Gender:

3. Nationality:

4. Languages spoken on a conversational level (B1):

5. Major and any minors at JYU:

6. Year of studies at JYU:

7. Educational Background (past degrees and studies):

8. Employment status:

9. Involvement in extracurricular activities (ex. student associations, clubs, sports, jobs, student government, exchange studies):

Appendix 2   Focus Group Discussion Prompts

1. Introduce yourself (identifying details confidential)

2. Activities before JYU?
   - Your role
   - Duration
   - Why you joined
   - Skills gained

Examples given: Culture (Arts, music, theatre) sports, internships, study abroad, political or social organizations (student associations, student government), volunteering, work, group projects etc.

3. Formal or informal leadership position?
   - Have you ever led people?

4. Activities during university?
   - Your role
   - Duration
   - Why you joined
   - Skills gained
   - Any specific courses that changed your perspective on leadership?

5. Feelings of discouragement from activities, why?
   - Barriers

6. Interactions with professors, teachers, advisors, counsellors, peers etc. Encouragement?

7. What kind of people are leaders? Traits?

8. Is leadership an important job skill?
   - Is it important in your field?

9. Could you lead others?
   - Has this changed since you entered JYU?

Appendix 3   Participant Information

Participant	Age	Gender	Geographic origin	Study field(s)	Year of studies at JYU	Finnish language skills
P1	25	Female	Southern Europe	Natural Science master	3rd year	Not conversational
P2	27	Male	Latin America	Health sciences master	3rd year	Not conversational
P3	23	Male	Finland	Natural science & education bachelor	2nd year	Native
P4	26	Unspecified	Finland	Education master	6th year	Native
P5	22	Female	Finland	Education & languages bachelor	3rd year	Native
P6	38	Male	South America	Humanities master & PhD in humanities	4th year	Conversational
P7	Unspecified	Male	Southeast Asia	Natural science master	2nd year	Not conversational

* Participants are referred to in the thesis text by the titles P1, P2, P3 etc. to protect their identities. Identifying information such as nationality and study program have been generalized to preserve anonymity, yet still convey personal factors that contribute to data analysis.

Appendix 4 Coding Matrix

Main theme	Sub - themes	Secondary code/ axial codes	Primary codes/ open codes
Activities	**Work**	Volunteer work	Volunteer work in field as climbing trainer
			Volunteer in church committee
			Volunteer work in field as Finnish teacher
			Volunteer, local recycling center
		Part-time work	Short term work as children minder
			Part time work abroad in charity
			Babysitting, teaching children sports
			Working abroad as manual labor, temporary job
			Church youth camp organizer
		Work at JYU	International student tutor at JYU
		Paid work	Program for music teacher training, manager
			Work at vacation home as teenager
			Working as high school teacher
			Working as soccer team captain, semi-pro
		Military	Finnish Military team leader, leadership trainings
			Military platoon sergeant
			Military reserve club
	Free time/ hobbies	sports	Sports - climbing, football
			Track and field, climbing, piano as kid
			Football team as kid, captain
			Football team, captain
		Music	Band, singer, songwriter, organizer, founder
			Student choirs
		Other	Scouts as child
			Attending a demonstration
			Military reserve club, board
		Language	Language conversation group
			Language exchange course - 1 on 1
		Previous studies in	Exams, studying for yourself, school
			University in home country - studies

	Acade-mic studies	home country	Home university
			High school studies in home country
			Practical side of studies
			Optional courses outside major - business
			Intensive exchange program short term
		Optional studies	Optional courses inside major - projects management
			Studies at home university - management
			Finnish education system style
			Student group projects
			Pedagogics at JYU
		Study abroad	Exchange abroad
			Coordinating academic event from within department
			Language exchange 1 on 1 for credits
			Summer course on leadership, optional
		Academic work	Academic research at JYU
			Academic research in home country
			Research assistant at JYU
		For credits	Organizing day camp for kids at JYU
	Student organ-izations	Events	Freshman party
			English speaking associations
		Own department	Subject associations
		Other departments	Other department subject association
		Student government	Student parliament, elected
			Student union subcommittee, leader
			High school student government
	Other	Everyday life	Organizing things with friends, traveling
			Managing meeting with friends, planning

		Applying New Skills	Disciplining teenagers at camp, handling stress
Student Leadership Identity	Developing self		Teamwork
			Practical skills, how to organize events
		Expanding Motivations	Working way up at the youth church camp to leader, passion

Developme nt			Seeking out work at age 13
			"stepped up" from subject org. to student union subcommittee chairperson
			Being passionate about sports team, being asked to be captain
		Self-confidence	Willingness to speak up for beliefs, prepared to upset people to do what's right
			Speaking out when uncomfortable with amount of tasks or unfair distribution of work in group
			As leader, having to fire a friend from youth camp
		Self awareness	Foreign students being aware of their obstacles and limitations related to language barrier
			Recognizing and standing up for beliefs
			Recognizing oneself as young
			Strengths - being a people person
			Growing stronger & more independent while on exchange
		Interpersonal Efficacy	Learning to work with all kinds of personalities
			Successfully negotiating work load with group members
			Were forced to learn to work with people in scouts as kid
			Learning to discipline teenagers "in a cool way" when needed
			Translating & giving advice to coworkers in factory
	Group Influence s	Engaging with groups	Deciding to leave a group that does not align with personal values i.e. religious conflict
			Participating in many random activities during school years, but narrowing focus in university
			Attending youth church camp
			being in scouts as a kid
			Being in military, hierarchical style
		Continued Membership	Volunteering as a climbing guide for 5 years
			Helping organize a youth camp for 6 years on different levels
			Managing music education program for several years
		Changing perception of groups	Decided to leave music education program because it shifted to religious focus
			Admiring the spirit of a group because it is

			inclusive and free
	Developmental Influences	Adults/ Superiors	Summer course leadership lecturer, role model, "guru"
			PhD supervisor of research, negative model
			Encouragement from professors, university staff
			Youth church camp leader quit, so took role
			Department supervisors/ lead researchers are old school, hierarchical, not encouraging of new ideas & extra activities
			Supervisors in department trust & support students in optional event planning (P5)
			Look up to department professors & take advice from admiration P6
		Peers	Exceptional role model student, recruited others for roles and inspiration for leading style
			Students teach newcomers how to do things in activities/ organizations
			Colleagues in department support distributing responsibility for events
			Being encouraged by peers to take leadership roles in student organizations
			Making contact with leader of subject organization
		Meaningful involvement	Becoming passionate and deeply involved in music teacher training program, watching it grow
		Reflective Learning	Participating in this leadership thesis discussion caused reflection on leadership experiences
			Taking a leadership in education summer course
			Talking with other students about what leadership means
			Taking business courses about leadership
	Broadening View of Leadership	External other	Not viewing self as leader, not capable of leadership task
			Thinking "I have no idea how to do"
			Wondering how 18 year old can lead older people in climbing
			Attending youth camp, witnessing leaders
		Positional	Captain of sports team
			Being the chairperson of a student union subcommittee

			Being a member of student parliament
			Being leader of youth church camp
			Activity leader for children at holiday home
			Event organizer in military reserve club
		Non-Positional	Leading research group in lab, but "not on paper"
			Becoming responsible for ones group in student parliament
			Being member of choir and sometimes conducting
			Organizing branch of university event in department
		Process	Working in a team on event planning optional course
			Leadership is situational (P6)
	Changing View of Self with Others	Dependent	Being a member in subject organization without aspiring for a positional leadership role
			Being a staff member at youth church camp
		Independent	Being the chairperson of a student union subcommittee
			Being a member of student parliament
			Being leader of youth church camp
			Activity leader for children at holiday home
			Event organizer in military reserve club
			Leading research group in lab
		Interdependent	Playing in a band but democratizing relationship with members to involve everyone
			Being manager of project, and recognizing self as integral part but need whole team
			Sharing conducting responsibilities of a music group with other members
			Role in organization doing many jobs, involved in many areas, not highest person in hierarchy