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Negative leadership as seen from a student's perspective

- Perspective of students who study business or management.

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Negative leadership as seen from a student's perspective - Perspective of students who study business or management.

The aim of this thesis is to study poor leadership from the perspective of students during their work experience. First, this thesis look into the importance of leadership within an organization. Secondly, this thesis is to understand and study the impact of bad leadership on students during their professional experience but also on their expectations of their future leaders. The primary data was collected through interviews with 10 students to find their perspective about bad leadership, particularly during fixed-term experiences (internships, temporary employment).

The conclusions of this research showed that the leader has an important role within an organization. His role is to ensure the smooth running of the organization by paying attention to and motivating its employees. Leaders can fail in their leadership because they are not able to handle external events, or because they have a lack of skills or poor personal characteristics. In addition, for the students, a bad leader is a leader who does not know how to recognize the value, communicate and listen to his employees. The consequences of bad leadership on students will impact their motivation during their mission but also their vision of the world of work. Finally, students expect a leader to be a collaborative, visionary or coach leadership style.

Content

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1 Introduction

1.1 Background Information

This thesis is about leadership and the consequences of poor leadership and its consequences on a target population: management and business students.

Research in recent years in human resource management and organizational management has shown that the concept of leadership is essential and crucial. It involves the three key factors of an organization: people and their influence, the exercise of power, and the achievement of goals. (Ekula, 2007).

Some studies (Fatima,2015) allow us to understand that leadership in an organization acts as a support to the performance and well-being of employees. Thus, supported by a good leader, they are happier in their work environment, and consequently, and quite naturally, more efficient. Conversely, poor leadership can have significantly negative consequences on the functioning of a department and its employees (bad atmosphere, jealousy, economic decline). Some studies have shown a direct link between poor leadership and poor employee performance (Brunet, 2015,).

What motivated the author of this thesis to choose this topic was the artical by Ronald J. Burke entitled "*Why leaders fail: exploring the dark side*" in the leadership course. We often talk about how to manage well, and how to be a good leader, but very little about the personal or professional causes (for example; external events, personality, ...) that can lead a leader to exert a negative influence on his collaborators, i.e. bad leadership.

Moreover, the people most likely to feel and experience the effects of good or bad leadership are the employees. In this thesis, the author found it interesting to focus on the work experience of students in internships, seasonal employment,

or temporary work; especially business students. Some of them will have important responsibilities in companies and will potentially occupy a management position.

There are many ways leadership can be defined. Throughout the ages and courts and schools of thought that have dealt with this concept have had a definition that has been subject to variations, and evolutions according to the populations, fashions, and ideologies of societies.

Burns (1978) stated that "*leadership is one of the most studied, but least understood phenomena*". Indeed, many researchers consider that there are as many definitions of the term leadership as there are researchers who have studied the concept (Rost, 1991). Rost. There are currently more than 10,000 studies on leadership. This means that the subject is very broad...!

For example, the philosopher Wittgenstein (1996) considered "*leadership as a game whose rules are established and modified according to the situation in which the leader finds himself*". It is, therefore, possible today to give a common features that could characterize the definition of leadership. What are these common traits?

According to House (2004, p56), "*leadership is the ability of an individual to influence, motivate and enable others to contribute to the effectiveness and success of the organization*"

Leadership is about putting people at the center of the action so that when they are motivated, listened to, and supported by their superiors, they strive to achieve their goals. (Northouse, 2007)

The aim of this thesis is therefore to:

1. Firstly, to understand the importance of leadership in an organization.
2. Secondly, to understand the reasons why a leader may fail to lead.
3. Thirdly, to try to identify the characteristics of poor leadership from the students' perspective.

4. Finally, to highlight the impact of poor leadership on the students' short-term professional experiences (internship, student work, seasonal work), and thus understand what they expect from their future leader.

In order to define a line of work on a "sensitive and complex" subject, to facilitate the research, and thus build this thesis and the reflection, a number of questions arise:

- What is leadership, and how important is it in an organization?
- What are the characteristics of a good leader?
- Why can one fail at leadership? What are the characteristics of a bad leader?
- What are the consequences of poor leadership on employees and in particular on students?
- What do students expect from future leaders?

1.2 Plan of the thesis

This thesis is divided into 4 chapters which will tackle the following themes:

The first chapter sets the framework for this study, which includes the author's motivation for exploring this topic, a brief explanation of each of the concepts that will be explored in this analysis (leadership, misleadership, students, temporary work) but also the purpose of his research and the goal he seeks to achieve.

In the second chapter, the author examines different literary reviews (articles, videos, books) that have been the basis of his analysis and synthesis in order to better understand and deepen the importance of leadership in an organization in order to be able to objectively answer the question: what is a good and a bad leader?

The third chapter, is devoted to the results of different surveys and interviews with students who have had rather bad experiences in terms of leadership (the surveys and interviews are based on rather short professional experiences).

Finally, a fourth chapter, in which the author will analyze the responses to the surveys and interviews to highlight some lessons and consequences of bad leadership (based on a panel of students).

2 Theory

2.1 Knowledge review on leadership

2.1.1 Overview of Leadership theories

Leadership is a complex concept for which it is impossible to give a concrete definition.

Researchers such as Carlyle (1860) considered that 'one is born a leader and therefore does not become one.
In other words, leadership is a talent, a gift given at birth in a hereditary way and reserved for those considered and called natural leaders. (Spencer, 1860)

Over the years, researchers have moved away from this image of the born leader to focus on the qualities of a leader that enable him or her to interact with and influence followers.
Researchers like Blake and Monton (1960) are no longer interested in the personal characteristics and mental qualities of leaders, but rather in the attitudes, actions, and behaviors they display in the field and in certain situations, this is the behavioral approach. Thus, the definition of the concept of leadership is formed around the idea that "*leadership is behavior that influences other individuals towards the pursuit of common goals*" (Northouse, 2018).

Drucker (1985) highlighted eight behaviors that he considered essential for a good leader:
1. Asking what needs to be done
2. Asking what is right for the company
3. Develop action plans
4. Take responsibility for actions
5. Communicate
6. Focus on opportunities, not problems

7. Managing effective meetings
8. Saying 'we' not 'I'

Then, in the 1970s, researchers emphasized that there is an exchange relationship between the leader and his or her subordinates. Two approaches to leadership emerged: the transactional and transformational approaches.

The transactional approach, proposed by Max Weber (1947) and then taken up by Bernard Bass (1981), emphasizes the fact that the exchange relationship between the leader and the subordinate is interpersonal. That is, this relationship is based solely on the behavior and relationships that the leader creates with his subordinates.

The transformational approach, developed by MacGregor (1978) emphasizes that the exchange relationship between leader and subordinate is task-based. Therefore, it focuses on the behavior of the leader in the tasks and activities he/she has to perform.

All these theories have identified definitions over the years of leadership.

2.1.2 What is leadership?

> *"A leader knows what to do; a manager only knows how to do it."*
> Ken Adelman

After all these years of research, it is difficult not to imagine that the position of a leader within an organization is due to the seniority or the position of a person in the company. Leadership is not only due to the job title, personal attributes, or managerial abilities of the leader. (Michael Page, 2022). Leadership is also "*a process of social influence, which maximizes the efforts of others, towards the achievement of a goal*" (Kruse, 2013).

Leadership is defined by three elements (Volkoff, 2013):
- The function of the leader (motivated and support the members of his team in order to achieve the objectives set and to program the tasks to be carried out),

- The interpersonal relationship between the leader and the follower (in other words the ability of the leader to communicate and create relationships with his subordinates),
- The personal characteristics of the leader (behavior, mindset).

2.1.3 The function and role of leadership today

Maisonneuve (1968, p3) considers the leader as a pillar in the structure of an organization. The purpose of this pillar is to ensure the functioning of an organization and to maintain production. It is important to remember that there is no leadership without a group or an organization because the leader's role is to influence subordinates to achieve the objectives set by giving their best. (Lapierre, 2008, p12-15).

This is done through two aspects: concrete actions and the relationship with others (Maisonneuve, 1968).

From concrete actions, or the other words the socio-operational aspect (i.e. carrying out the tasks and achieving the objectives set by facilitating the work of the teams), the leader can intervene in 3 types of actions to achieve his objective.

1. Actions related to information and work method: the leader must be able to clearly define the objectives, determine the key stages of the process, give the necessary indications from the outset and make suggestions in the face of difficulties encountered. (Volkoff, 2013)
2. Actions related to coordinating inputs and efforts: the leader must determine the role of each person while monitoring the team members by regularly reviewing the work. (Volkoff, 2013)
3. Actions related to decision making: The leader must decide on the objectives set by delegating and accompanying the employees in their tasks. However, it is important that the leader is able to make decisions when necessary. (Volkoff, 2013)

From the socio-psychological aspect, the leader's task is to maintain a good psychological climate and maintain motivation, and interest in the work and interpersonal relations within a workgroup. The leader must therefore use his or her personal qualities in 3 types of interventions:

1. Interventions for group stimulation: the leader should create "inspiration" for employees to do their work safely and be attentive to individual and/or collective anxiety and/or tensions of subordinates. (Volkoff, 2013)
2. Social facilitation interventions: the leader has a key communication role within an organization to maintain, strengthen and/or restore the communication by seeking a common language for all. (Volkoff, 2013)
3. Process elucidation interventions: The leader must be able to appreciate the evolution of ongoing tasks and relationships between employees, but also be attentive to anticipate and detect sources of conflict. (Volkoff, 2013)

In short, the leader's mission is to transmit information and methods, organize activities, and make decisions, while ensuring that a good relationship is maintained between the group and himself, which guarantees the success of the coordination of everyone's efforts. Leadership is not only about managing numbers, but also about helping people to develop and find meaning in their work. In conclusion, the leader has an important function in the organization of a company, but also in its social system. (Volkoff, 2013)

2.2 Good Leadership

"Leadership is doing things right; leadership is doing the right things."
Peter Drucker

In order to understand what bad leadership is, it is important to first understand what good leadership is, and the characteristics that make a leader a good leader. Goleman (2019) was very interested in leadership, human behavior, and what could influence it. He coined the term "emotional intelligence" and defined 6 leadership styles that have a positive or negative impact on an organization and its employees and that seems important to mention in this work.

2.2.1 Characteristics

Today, little research has been done to determine what specific leadership behaviors have a positive impact on employees and an organization. Leadership experts often tend to offer advice based on simple deductions from their experiences or instincts. (Goleman, 2019)

Even if there is no robot portrait of a good leader, one can observe characteristics that are specific to them and more or less common. (Michael Page, 2022)

1. **<u>Communication skills</u>**: Leaders are able to communicate transparently and sincerely with their colleagues. They are leaders who encourage in the case of success and who take responsibility for mistakes without lying in the case of failure. They are also people who act on their beliefs and convictions and who are not afraid and have the courage to state them out loud. Their self-confidence allows them to be confident in their skills and qualities and to express and share their ideas with others. (Michael Page)

2. **<u>Listening:</u>** "*Listening is an often-overlooked skill. But when used well, it has the power to create a climate of security*" (Melissa Daimler, 2018). Listening allows the leader to get to know their people by understanding what they are looking for and thus help them achieve their goals by

enabling them to be the best version of themselves (David McQueen, 2017; Michael Page, 2020).

3. **Influence**: "*The leader is not a position or a formal title, but a set of behaviors, which ultimately make everyone want to listen and go above and beyond to achieve set goals.*" (Michael Page). To be a good leader you have to gain the trust of your colleagues by becoming a role model for them. These behaviors or states of mind include courage, coherence, humility, perseverance, etc. (Michael Page, 2020 ; Mandela, 2008)

4. **Motivation:** To be motivated in their work, employees in an organization need to feel confident and supported by their leader. The leader must be able to reward employees for successes but also be honest with them when they make mistakes or fail. In addition, creating a safe working environment with values will be a source of motivation for employees.

5. **Sharing their vision**: One of the qualities that makes a leader a good leader is the ability to clearly set the goals to be achieved, share them and communicate them to all employees. In this way, each employee can understand his or her individual mission and contribution to the mission. Creating a sense of achievement together will create team cohesion that will allow them to be confident in expressing their ideas and thoughts. (Michael Page)

However, the qualities traditionally associated with leadership (intelligence, tenacity, determination, vision) are necessary but insufficient to make a leader a good leader (Goleman, 2019).

In Goleman's work on leadership (1995) and another one by Goleman, Boyatiz, and McKee in 2002 (1995, p 253 - 256); the authors consider that a good leader must have skills in the six different management styles (knowing when and how to use them) but also a certain number of emotional intelligence skills.

2.2.2 6 Types of Leadership

Leadership is how an individual in a hierarchical leadership position exercises authority over the other members of a group that he or she manages. The leader is therefore responsible for taking most of the initiatives and leading the group to achieve the set objectives while going beyond the boundaries of the group.
Leadership style in general is the way and approach to directing people, motivating them, and implementing plans.
It is important to remember that leadership style can be influenced by the personality of the leader, the expectations of the members of a group; but also by the situation to act in a thoughtful and precise way and by the hierarchical status when it comes to making decisions. (Goldenfish, no date)

Goleman (2000) defines 6 leadership styles derived from the different characteristics of emotional intelligence. These leadership styles are divided into two categories. The leadership styles that stimulate performance: Collaborative, Visionary, Participative, and Coach leadership. And the leadership styles that have a positive impact but sometimes a negative impact if used in the wrong way: directive leadership and implementation leadership.

Table 1: Leadership Styles that Drive Performance

	Collaborative Leadership	Visionary Leadership	Participative Leadership	Leadership Coaching

Modus operandi of the Leader	Focused on people and relationships and creating harmony between employees.	« *For me, a leader is a visionary who inspires others. This definition of leadership has two key dimensions: creating a vision for the future and inspiring others to make that vision a reality.* » Vince Lombard	Encourage employees to make proposals, be creative, and develop themselves by consulting them in decision-making.	« *A coach is someone who tells you what you don't want to hear [and] makes you see what you don't want to see so you can be who you always knew you could be.* » Tom Landry
Typical sentence	« People first »	« Come with me... »	« What do you think? »	« Yes, try that »
Characteristics	Strong focus on people: employees are the number one priority Strong morals that influence their behavior and help them to express their emotions out loud Good positive communication Flexibility toward changes and unexpected events	Shares their vision in a clear and detailed way Seeks to solve problems within the organization Transparency Good communication skills	Utilizes the expertise of working teams Communication skills Respectful Open-minded Understands and prioritizes information Consults all employees before making decisions	Collaboration A mindset: understanding that you can make a real impact on a person How to move employees forward step by step Self-motivation and employee motivation Empathy and trust

Positive impact on the organisation	Problem solving Stress reduction Development of autonomy Close-knit work teams	Clear idea of the long-term goal that everyone is working towards Values innovation and creation Helps teams to develop Leader is not afraid to take risks Values and recognises work well done by subordinates	Create a climate for innovation and creativity Facilitates collaboration between employees High employee commitment to projects and the organisation	Creating a good working environment Employees come to love their work and know what they must do Employees are motivated, willing to learn and ready to collaborate
Negative impact on the organisation	Losing sight of the organisation's objectives Avoiding negativity which is sometimes useful (criticism, difficult decisions which can have a negative impact, ...) Loss of performance Emotional dependence of employees on employees.	Sometimes loses sight of the present Does not pay enough attention to details that can have a big impact on the organization May miss good ideas if leader is fixated on vision	In a crisis, it takes time to involve many people in decision-making More suitable for highly skilled teams Dissatisfaction if employees are involved and do not agree with the final decision	Leadership coaching takes a lot of time and patience and sometimes it doesn't work out

Example of a leader	Warren Buffet (1930 – today) CEO of Berkshire Hathaway	Nelson Madela (1918 – 2013)	Jack Dorsey (1976 – today) CEO de Twitter	Red Holzman (1920-1998) NBA coach

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https://www.leadershipahoy.com/the-six-leadership-styles-by-daniel-goleman/
https://www.digitalrecruiters.com/blog/quels-sont-les-differents-styles-de-leadership
https://kolibricoaching.com/dossier-leadership/
https://actitudescoaching.com/fr/les-6-styles-de-leadership-selon-daniel-goleman/

Table 2: Leadership Styles Often Misused

	Directive Leadership	**Lead Leadership**
Modus operandi of the Leader	Requires immediate obedience and gives orders and sanctions to teams	Sets sometimes too high performance standards
Typical sentence	« Do as I say! »	« Do what I do, right now!"
Characteristics	Clear and precise communication Setting firm rules Ability to see the strengths and weaknesses of each team member	Self-motivation Clearly communicated and shared requirements Initiative Sets the trend
Positive impact on the organisation	Clear communication in what is expected of employees Well-defined rules and boundaries Quick decision making	Targets set and achieved quickly Leader works with and highlights skilled and experienced teams Quick problem solving
Negative impact on the organisation	The working team relies mainly on the experience of the leader Lack of collaboration	Employees feel stressed, overwhelmed, and demotivated Decreased confidence in self, team, and leader

	Decreased commitment, creativity, and morale of the teams Dependence of employees on the leader Leader can be arrogant and create a toxic work environment	Lack of feedback on employees Low employee engagement
Example of a leader	*Vince Lombardi - (born in 1913 - Died in 1970) Former NFL executive*	Jack Welch (Born in1935 – Died in 2020) Former CEO of General Electric

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https://kolibricoaching.com/dossier-leadership/
https://actitudescoaching.com/fr/les-6-styles-de-leadership-selon-daniel-goleman/

Each leadership style can be an advantage as well as a disadvantage if misused by leaders. One of the characteristics of a good leader is the ability to adapt his or her leadership to the situation, needs, and motivation of the employees. This adaptation will allow him/her to juggle the advantages of each leadership style for his/her own benefit and that of his/her employees and to find a positive solution to any potential problems.

2.2.3 Emotional Intelligence

Goleman (2013) defines emotional intelligence as, "*The ability to sense one's own and others' emotions and to use this information to choose appropriate behaviors.*"

Emotional intelligence is another way of understanding intelligence, other than memory or the brain's ability to solve problems. It is about the ability of people to relate to others, to mingle, connect or identify, and understand and control their emotions according to the circumstances. To lead as a leader, it is important to

understand and take into account the emotional aspects of the people the leader leads.

According to Goleman (2013), the foundations of emotional intelligence are based on five main skills: self-awareness, self-regulation, empathy (self-management skills), motivation, and social skills (ability to manage relationships with others).

Self-management skills enable a leader to control his or her emotions in order to remain aware of the important things in his or her professional and personal life. They allow for a better and clearer perception of one's abilities.

- **Self-awareness** refers to a leader's ability to understand his or her emotions and how they may affect his or her behaviors, as well as to recognize the stimuli that trigger a particular emotion (Goleman, 2004). Being able to be emotionally self-aware allows leaders to listen to inner signals by being honest with oneself and others. Leaders are able to recognize the impact of their emotions and feelings on others and their professional performance. This awareness will enable them to remain consistent with their values and beliefs even in the most complex situations or with very demanding people.
Knowing how to do an accurate self-assessment enables leaders to know their strengths and weaknesses. A person who is aware of his or her weaknesses will be more likely to ask for help when needed and will be more receptive to criticism or constructive comments that may be made about them.
Finally, self-confidence will enable a leader to know his or her abilities to use them intelligently and to accept assignments that may be considered difficult (Goleman, Boyatzis & McKee, 2002, p 253-256).
- **Self-regulation**, or self-control, is the ability of a person to control his or her emotions, or at least not to let them overwhelm him or her, by remaining lucid and calm in complex situations. Self-regulation is also

knowing how to be transparent in all circumstances, confront unethical behavior of others, admit mistakes but also be open to others and communicate one's beliefs, convictions, and feelings (Goleman, 2004).

- **Empathy** is the ability to put oneself in the place of others and thus to understand and feel the emotions of others. Empathy allows a good leader to understand the emotions felt by a person or a group that is not expressed aloud. He or she can understand everyone's point of view, listen to body language, and get on well with people from different backgrounds and cultures. A good leader must also be able to adapt to demands, people, new challenges, or changes without losing energy and focus on the goal (Goleman, 2004).

  Empathy is very important in leadership because it allows the leader to use it to grow his or her team; adapt to the other person, but also help his or her subordinates to grow by putting himself or herself in their place in complex situations and by giving them effective feedback and advice (Goleman, Boyatzis & McKee, 2002, p 253-256).

Social skills enable people to create a strong social network and to work effectively with others. In other words, they are all the qualities that allow us to know and understand ourselves and others better. A person with these social skills will be more successful than a person without them (difficulty in creating meaningful and lasting relationships).

- **Motivation** is a state of mind that gives the desire to take action to follow through on commitments and thus achieve a set goal. A good leader is not a person motivated by a good salary, status, or benefits but by a desire and pleasure to succeed. In his or her work a good motivated leader will be passionate about the work itself by seeking challenges, learning new things, and loving and being proud of his or her achievements. This energy will motivate employees to follow, support, and believe in their convictions, beliefs, and ambitions. A leader's motivation will enable him or her to be optimistic in every situation, and thus to see the positive in others and expect the best from them (Goleman, 2004).

- **Social competencies and skills** are a leader's ability to communicate, manage interpersonal relationships, and exchange.

  Managing these relationships means that the leader embodies what he or she asks of others, but also that the leader can inspire others by being able to make work exciting. It is also about being able to be influential in getting key people, a group, or a network onboard for an assignment or a change (Goleman, 2004).

  The social skills of a leader are important for collaboration and teamwork but also for managing conflict and developing others. A good leader must be able to create a safe and pleasant working atmosphere to motivate others to engage actively and enthusiastically in collective tasks to strengthen the spirit and identity of a group. Finally, having well-developed social skills enables a leader to help others grow professionally and personally by mentoring and coaching them and pushing them to excel and develop their skills (Goleman, Boyatzis & McKee, 2002, p 253-256).

In conclusion, leaders with good emotional intelligence skills have a positive impact on the business and internal functioning of an organization. A leader with emotional intelligence skills will be able to manage his or her team and lead them to success.

2.2.4 The impact of good leadership

Leadership is the starting point for the motivation and commitment of employees within an organization (Labre, no date). The impact of good leadership will therefore be measured initially by the motivation and satisfaction of employees. Motivation, commitment, and satisfaction of employees within an organization will automatically lead to the growth and performance of the organization.

Motivation is a concept that explains human behavioral characteristics by asking how and why people act in a certain way (Rheinderg 1995, Heckhausen 2006). Herzberg's (2002) model of motivation, defines that there are two factors that can influence the motivation of employees in the workplace.

Motivational factors refer to what can encourage employees to work harder. These include recognition, the work itself, responsibility, opportunities for promotion or learning new skills, or achievement, i.e. the feeling of pride an employee has after completing a task (Herzberg, 2002).

Hygiene factors are factors in the employee's environment that do not motivate them to work harder. These factors include company policy, supervision, interpersonal relations, working conditions, status, salary, or sense of security (Herzberg, 2002).

Understanding the motivations of each individual will enable the leader to adopt the best leadership style with an employee in a given situation. Employees who are motivated to work will automatically be more committed to their mission, and to the organization in general; they will also be more satisfied with the work they do (Herzberg, 2002). A leader who has a good aura of leadership, therefore, has a positive impact on the motivation, satisfaction, and performance of his employees.

Job satisfaction refers to "*a pleasant or positive emotional state resulting from the evaluation of one's job or work experiences*" (Edwin A. Locke, 1976).

Employees who are motivated and satisfied with their work will automatically perform better in the assignments and tasks they have to perform.

Performance is a result linked to the production of goods and services within an organization (Nicolas LeGrand).

Thus a leader who can motivate and create a sense of satisfaction and performance in his or her employees can be an advantage for the growth of the organization.

2.2.5 Students and good leadership

Many students belong to the millennial generation: Generation Y (born between 1980 and 1995) or Generation Z (born between 1996 and 2000). Driven by the

digital age, social networks, and the concepts of immediacy, immediacy, accessibility, and richness of information, millennials are a dynamic and highly connected generation that is revolutionizing the world of work (Eliasson).

In 2009, Zaas attended a Student Leadership Summit and studied the behaviors, attitudes, and perspectives of the young leaders and students attending. At this event, she was able to draw five conclusions about how they act and what they expect from their future leaders.

1. **Collaboration:** during the event, Zaas noticed that students who participated at the summit collaborated a lot to solve a problem "*as if to satisfy everyone rather than to win the fight*" (Haas)
2. **Equity**: students were able to share issues such as race, gender, or sexual orientation within organizations. The conclusion was that society and its organizations are not always inclusive enough for everyone.
3. **Boldness**: Another issue that was discussed at the event was the question of the relationship between generations (older generations vs. millennials). Today's students would like to be accepted and recognized as "*a novelty*" (Haas); they are the future and they would like the "*older generations to trust them*"; which is not always the case today (Haas).
4. **Being accompanied**: However, the younger generations would like their elder, "*older generations to be their mentor*" to help them develop their skills and know-how (Elizabeth Haas).
5. **Service to others**: Finally, today's students are looking for meaning and purpose in their work.

Having studied the behavior of young leaders at events such as the one mentioned above, it is worthwhile to briefly discuss what students are looking for in their future employer and therefore in their future leader.

The following 4 points can be applied to all types of employees within an organization. However, it is important to note that the needs and expectations of

the "younger generation" evolve with societies and changes in the world (Holopainen).

Eliasson determines that today most the students pay particular attention to 4 key points when looking for a job.

1. **<u>Values</u>**: Millennials are very sensitive to the values of their employer. They look for respect and transparency in their future employer regarding the company's operations, the position, the missions, and the prospects for development. (Micheal Page Website)

2. **<u>The need to learn</u>**: millennials do not like to be bored, they want to practice their skills and learn and develop new ones. Their vision of work is not just about "earning a living" but also about development, and progression, in line with their values, to feel useful in the organization. (Micheal Page Website)

3. **<u>New managerial approach</u>**: Today's students attach great importance to competence-based managerial legitimacy; they are also looking for a more participative managerial approach (need for freedom, respect, and being listened to). (Micheal Page Website)

4. **<u>The working environment</u>**: One of the priorities of generations Y and Z today is well-being at work. This can be achieved through good equipment, premises, relaxation areas, comfort, etc. (Micheal Page Website)

It, therefore, seems logical that most of the time students or young leaders behave and act as they expect from their future employer and therefore from their future leader.

2.3 Bad Leadership

2.3.1 Reasons why a leader may fail

Being promoted to a management or leadership position can be seen as a sign of great success. Achieving a position of responsibility thus commits the leader to building and maintaining an effective team to achieve the goals set by the organization.

But sometimes these leaders in leadership positions fail...

To understand why leaders may fail in their leadership, Burke (2006) brings together in his work the main causes that have been studied that can lead a leader to failure.

1.   **Career derailment**

Career derailment is "*being involuntarily placed on a downgrade or dismissal plateau below the expected level of achievement or reaching that level but failing unexpectedly*". (Leslie & VanVelsor 1995 – 1996, p.92)

There are many reasons for career derailment. It may be because a leader is incompetent and therefore fails to achieve the goals by means or has not worked hard enough to achieve the goals. A leader may also fail in his or her leadership because he or she is unable to deal with an unexpected personal or professional event. The leader may also lack the necessary leadership skills and resources which may lead to failure.

Kellermann (2004) distinguishes two categories of poor leadership following a career derailment, which are characterized by seven visible behaviors. The first category is the ineffective leader who fails to achieve his or her goals, which is the least problematic. It is characterized by three behaviors:

- Incompetence: lack of willingness or ability to create positive change or effective action.
- Rigidity: inability and inflexibility in the face of change

- <u>Intemperate</u>: lack of self-control

The second category is the leader who manages unethically, does not know right from wrong, and becomes an unhealthy leader who can have a significant impact on the organization. This is manifested in four behaviors:

- <u>Ruthlessness</u>: insensitivity, lack of friendliness, and ignoring the needs of others.
- <u>Corruption:</u> lying, cheating, stealing, putting one's interests before those of others or the group
- <u>Insular:</u> ignoring the needs and welfare of people outside the group
- <u>Evil</u>: causing psychological or physical harm to others

2.   Lack of socio intelligence skills

Social intelligence is the fact that a leader can read the interpersonal cues of his or her employees, to communicate by conveying trust. Being socially intelligent is also about being able to establish and maintain relationships with others by being a pleasant person to work with (Hogan & Hogan, 2002).
A leader who lacks social intelligence is a leader who *"does not understand the perspectives of others (insensitivity)"* (Hogan & Hogan, 2002,p92). As a result, co-workers can no longer trust and like him. Social intelligence skills represent an important part of the emotional intelligence developed by Goleman (2013). They refer to the capacities of a good leader to motivate and communicate by managing their interpersonal relationships with others.

3.   Behavior

In their study, Dotlitch and Cairo (2003) show that, after reaching a position of responsibility, leaders use the skills (like distrust, volatility, …) that made them successful in the past in the wrong way, which leads to poor leadership. These faulty skills are often evidenced in the way they act in situations of stress or pressure. The authors Dotlitch & Cairo (2003) have identified 11 behaviors that can cause leaders to fail. These behaviors that may have made a leader

successful in the past, are considered to be personality traits that are deeply rooted in the leader's personality and that appear in difficult situations.

- <u>Arrogance</u>: thinking that one is right and others are necessarily wrong
- <u>Melodrama</u>: needing to be the center of attention all the time
- <u>Excessive caution</u>: being afraid to make decisions
- <u>Distancing</u>: not committing and being disconnected
- <u>Mischievousness</u>: not following set rules
- <u>Eccentricity</u>: behaving differently in the belief that you are different from others
- <u>Passive resistance</u>: saying the opposite of what you think
- <u>Perfection</u>: paying attention to very small details that are not necessarily very important
- <u>Wanting to please</u>: having the sole aim of pleasing everyone and gaining popularity

These bad behaviors are often caused by derailers; these derailers can be strengths in times of success and achievement but also weaknesses in times of crisis or stress. Derailers are part of a leader's personality, they can take years to emerge and become a problem. In their work, Fulmer, and Conger (2004) list five derailers:

- <u>Failure to deliver results</u>: promising much and delivering little
- <u>Betraying trust:</u> saying the opposite of what you do, blaming others, not taking responsibility by finding excuses to justify yourself
- <u>Resisting change:</u> not being able to adapt to changes, not understanding the point of view of others and devaluing them, not accepting the fact that one's colleagues may think differently.
- <u>Not taking a stand:</u> being indecisive, and not making a decision until the superior has stated his point of view

4.   Lack of managerial skills

Managerial skills refer to the skills of a person who manages, leads, and supervises a group of people. They include the skills of a leader to carry out the duties of leading a work team, but also to make decisions, manage projects, and control and resolve potential tensions and problems that may arise within a work team. A leader with good managerial skills needs to work with and possess technical skills (knowledge and know-how), interpersonal skills (people skills), and conceptual skills (vision) (Bentz, 1985).

Lacking managerial skills in one or more areas can lead to career derailment and thus to poor leadership from the leader. Bentz (1985) considers that lack of managerial skills is often due to a *"personality flaw"*; lack of administrative skills, inability to deal with unforeseen and complex events, problematic employees, or inability to create an effective work team. These problems and incompetencies are often due to a lack of knowledge on the part of the leader about the organization or the leader allowing his or her emotions to get the better of him or her.

5.   Others reasons

Other more in-depth research (Maroun, 2013), on why a leader can fail to lead has shown that there are three other issues.

The first cause of failure in a leader may be an inability on the part of the leader to create and maintain interpersonal relationships. These are often due to arrogant, stubborn, or self-centered behavior. This type of leader is a leader who has no social skills; it is one of the bases of emotional intelligence that makes a leader a good leader. (Goleman, 2013)

The second is leaders who are afraid of making mistakes in taking certain risks or decisions, they adopt a cautious behavior avoiding any responsibilities that may be entrusted to them as a leader. This type of behavior could be compared to those of laissez-faire/absent leadership (Krasikova and Barbes, 2015). The

leader officially occupies a leading position within an organization but disclaims responsibility for all decisions.

Finally, leaders who have difficulty maintaining good trusting relationships with their subordinates, are most often impatient, moody, negative, volatile, and have emotional instability with the people they manage.

The notion of bad leadership is a subjective and complex subject. Several reasons have been mentioned above but one can also include the state of mind and the mood of the person. Good and bad leadership will also depend on the internal and external context in which a leader may find himself.

In addition, it is possible to look at the different types of poor leadership and their impact and repercussions on employees and the organization as a whole.

2.3.2 Different types and characteristics of bad leadership

Destructive leadership is a concept of leadership that was further developed by Lipman-Bluemen (2005). She sees destructive leadership as "*those who act without integrity by concealing and engaging in various other dishonorable behaviors including such behaviors as corruption, hypocrisy, sabotage, and manipulation, as well as other unethical, illegal and assorted criminal acts*" (Bélanger- p 3). Destructive leadership is a very broad concept ranging "*from the uncomfortable to the unlawful, from the hurtful to the unethical, from the pursuit of organizational goals to the pursuit of personal goals*" (Bélanger, 2015, p2).

Krasikova and Barbes (2015) define 3 types of harmful and destructive leadership: laissez-faire, toxic, and tyrannical leadership

Contrary to what one might think the most common type of harmful leadership is not psychopathic or narcissistic leadership but **laissez-faire/absent leadership**. Laissez-faire leadership refers to a leader who is promoted and occupies a leadership position but is psychologically absent. He/she occupies the leadership

position just to enjoy the benefits, privileges, and rewards without being involved in the life and activity of the organization. The consequences of absent leadership are significant for employee engagement and job satisfaction. These consequences are not immediately visible; when they are detected, their effects last at least 2 years (Gregory, 2018).

Toxic leadership might be similar to authoritarian leadership (Goleman, 2013) but this is taken to the extreme. Toxic leadership could be defined as « *authoritarian behavior manifested by unreasonable demands, use of aggressive pressure, insistence on unconditional obedience and close supervision* »(Reed, 2004).
Veldman (2016) describes different types of toxic leaders:

- The "Cold Fish": a leader who will do anything to achieve his or her goals, using reprehensible means.
- The snake: is characterized by the fact that he asks his subordinates to do everything to achieve a specific goal and thus satisfy his own needs.
- The glory seeker: will seek glory and success for his or her ego at any cost.
- The puppeteer: a leader seeking absolute and permanent control over his subordinates.
- The monarch sees himself as the king of his kingdom and therefore grants himself rights that may sometimes be contrary to the ethics and culture of the organization.

Toxic leadership is leadership that will undermine the morale and well-being of work teams, making their work meaningless.

Tyrannical leadership *"uses its power and authority in an overwhelming, capricious and possibly vindictive manner"* (Ashforth, 1997). According to Cacciatore 2010, tyrannical leadership is characterized by three behaviors: self-glorification, criticism, and denigration of subordinates, and excessive punishment and sanctions on employees.

In 2002, Paulhus and Williams two psychologists found a large number of behaviors and personality traits present in bad leaders. They created the "*Dark Triad*", which includes the other 3 types of bad leadership: Machiavellian leadership, narcissistic leadership, and psychopathic leadership.

Machiavellian leadership will use its leadership position to use manipulation and excessive control over its subordinates to achieve only its personal goal; it is a *"master manipulator"* (Paulhus, 2014). His primary motivation is money, power, and status. Blinded by this goal, he becomes insensitive to others (Furtner & Baldegger, 2016).

"He was a very narcissistic man, not too concerned about the world." (Sacks, 2010); this quote perfectly defines the notion of **narcissistic leadership**. He considers himself above others and likes to be the center of attention by being self-centered and taking advantage of others to elevate himself. This type of leadership is characterized by excessive selfish, aggressive or arrogant behavior on the part of the leader.

Finally, **psychopathic leadership** refers to behavior aimed at exploiting others through deception, intimidation, or manipulation. It is characterized by impulsiveness, lack of honesty, low empathy, and manipulation of subordinates. This type of leader may be somewhat reminiscent of the laissez-faire leader in that he avoids decision making or management; while considering that followers owe him absolute loyalty. (Paulhus & Williams, 2002)

From the above styles of poor leadership, we can see some commonalities between all poor leaders.
The first is that all bad leaders think of themselves first rather than their team. They will use their leadership position to gain advantages and satisfy their personal needs.
The second common point is a problem in their behavior and thinking.

These two commonalities of bad leaders both result in reduced motivation and employee discomfort within the organization.

2.3.3 Consequences of bad leadership

Today's leaders need to know how to manage their impact and act in such a way that it is positive. To do this they need the skills and qualities to exercise positive leadership over employees and the organization. Unfortunately, some people in leadership positions lack the skills and have poor leadership. This bad leadership can have serious consequences for employees and the organization itself...
In 2021, the Pixonality Blog identified 6 possible consequences that can occur within an organization as a result of poor leadership.

1. They struggle to inspire confidence
2. They struggle to get the support and buy-in of their subordinates
3. They do not know how to make a decision or a choice
4. Do not know how to build a successful work team
5. Failing to create a healthy and collaborative work environment
6. They have difficulty creating meaning in their work

Moreover, destructive or devaluing working conditions will have consequences on the physical or moral well-being of the team, even to the point of questioning the role and value of the employee (Veldman, 2016)
All these consequences have one thing in common: the reduction of motivation, commitment, and satisfaction of employees and therefore their performance within the organization.

In conclusion, good leadership is characterized by a leader who has a good knowledge of himself/herself but also of his/her social skills (knowing how to create and manage them). The primary role of a good leader is to know how to motivate his or her teams in order to accompany them towards the achievement of the objectives set by bringing out the best in the employees. As for bad leadership, it is difficult to determine the specific characteristics of a

bad leader as the subject is so complex and changing according to the external environment. However, it can be noted that the characteristics of good leadership can also sometimes be equated with bad leadership when they are misused. Most often it is a question of bad behavior on the part of the leader or an inability to motivate his or her team.

3 Methodology

Qualitative research is a study that focuses on identifying problems, formulating hypotheses, or clarifying concepts. It is often used with the human approach because it will allow the collection of opinions, feelings, attitudes, and behaviors of a panel of people (a group of consumers or a particular population).

For this qualitative study, the author found it relevant to look at the professional experiences of students who had managers whose leadership they considered insufficient.
This target group of students is very suitable because of their position as employees or subordinates in an organization. Furthermore, students, especially those studying business, management, or commerce, are potentially those who will have to take up positions of responsibility in the future. Finally, they are often required to undertake internships as part of their studies or, as individuals, to take up seasonal jobs. The author felt that it was very relevant to focus on this target group.

The advantage of this qualitative study was that the student was given more freedom of expression, as the interviews were conducted individually. Thus the respondent could not be influenced by the answers of other people and could give authentic answers.
The only drawback that the author noticed was that sometimes the students interviewed had difficulty recalling their memories, as sometimes the targeted experience was one or two years old.

Data Collection

In this section, the author will focus on data collection.
In order to establish a link between the primary data collection in the theoretical part and the secondary data, the author found it more interesting to conduct interviews. This is therefore a qualitative study to understand the students' views

on bad leadership. From online questionnaires, the author would not have been able to collect interesting data, as interviewees usually respond in a quick and less focused way. Data on feelings and details are important for this topic. The use of interviews allows for human contact with the interviewee and thus for the examination of the reactions that the student may have when talking about his or her experience.

The interviews were conducted with students studying commerce, management, or business and especially with students who had had bad professional experiences in terms of leadership. All the students interviewed were students who in the year 2021/2022 had done an Erasmus course in Finland or in other European countries (e.g. Poland or Hungary). The students interviewed were identified as a result of testimony given by them in daily discussions.

Ten students were interviewed, and they were selected based on criterias that were important for their responses to be valid and relevant to the topic of this thesis. The first criterion was that the students interviewed had to be studying business (management, commerce,...) Secondly, the students had to be people who had had a professional experience with, in their opinion, a bad leader. The bad leader was their direct manager, who could be the director of the organization or a manager responsible for part of the organization. This experience could be a short or long experience, an internship, or a temporary job.

The students were selected from the author's circle and the interviews were conducted face to face or by video conference. Finally, the nationality and origin of the student was not a selection criterion taken into account.

The author conducted the interviews for approximately 20-40 minutes, either face-to-face or via video conference, depending on the location.

During the interviews, the author chose to make recordings with the agreement of the interviewer so as not to miss any information.

Concerning the analysis of the data collected, the author had previously drafted his questions by dividing them into 4 parts:

- the first part concerned the context and situation of the professional experience, the position and the place of the "bad leader" in the organization

- the second part focused on the work experience with the bad leader (i.e. the author was looking for concrete examples of behaviors or facts that did not help him/her during this experience)

- the third part of this interview was about the consequences of this experience with a bad leader on their mission, their way of working but also on their vision of the world of work. But also on what they hope from their future leader and how he would act if he had to lead a team one day.

- The last part of the interview concluded with a "final word"; the author tried to find out how the students defined a good leader and a bad leader.

As far as the interviews are concerned, the author has favored open questions, to allow the students to give him an answer without limitations or influence. The author chose not to pre-send the interview questions, as she felt that the responses she obtained would highlight what appeared to be the most shocking aspects of poor leadership for the students during the work experience. The author also structured his interview in 4 parts to make it easier for the students to answer continuously.

1. <u>The situation and context of the work experience</u>.
- Context of the internship or temporary employee (period, context, purpose ...)
- His/her mission
- The situation in the company
- His/her supervisor (his/her role, level of responsibility, size of the team, experience of the leader, frequency of exchanges)
2. <u>The student's bad experience during this work experience.</u>
- How did you become aware of your manager's bad leadership?
- Behaviors/facts - examples in a concrete situation, and why can they be called bad?
- Consequences for the mission and motivation?

- Did this lead to discussions with the leader? with other employees?
- Was there anything positive about the leadership?
- What should have been different, what were you hoping for?
3. <u>The consequences of this bad leadership experience on your future</u>
- What did you learn from this experience? Both positive and negative.
- As a result of this bad leadership experience, what are your expectations, what do you want/hope for from your future leader, and what would you do differently if you had to do it again?
- What are the consequences of this bad experience on your current way of working, your vision of the world of work, or your way of leading a team if you had to do it in the future?
4. <u>Conclusion</u>
- What makes a good leader for you?
- What makes a bad leader for you?

A total of 10 students were interviewed, and in order to have a more complete study, it might be interesting to interview more students in business and management studies in the first instance. This would have allowed us to obtain a wider range of testimonies on the bad leadership experiences of business and management studies students based on their comparison between what they learned in class and what they experienced during their experience.

However, the author chose business and management students for the leadership knowledge they gained during their leadership course. It could be interesting in the future to get the point of view of students in general (i.e. those doing other studies: engineering, psychology, medicine, ...) because even if they do not have a particular knowledge of leadership, they can have and give another point of view on leadership.

Finally, the field of study is a complex subject, which is still not discussed enough in general. However, it is possible to extend this subject of study to the employees of an organization. But also to a specific type of organization such as textile

factories, companies, governments, associations, ... in fact in all organizations where there is leadership.

4 Analysis

For analysis the collection data, it was interesting to interview them about the characteristics of bad leadership they experienced during their work experience in internships or temporary jobs. But also to let them express themselves on the consequences of bad leadership on their way of working and their vision of work. These interviews also allowed us to find out the expectations of the students of leadership in their future professional experiences.

The students interviewed had very different experiences; temporary jobs, internships (sometimes teleworking due to the Covid crisis), company size, and leadership experiences...

In this part of the thesis, the author sought to link the theoretical data with the data collected in the interviews.

4.1 Students' perspectives on bad leadership

In this section, the author has collected responses that may have some similarities. It is interesting to note the many similarities of the bad leader.

1. <u>The leader who does not recognize his employees:</u>

The first point is surely the one that came up most often in the interviews: the leader does not recognize and does not hear his employees.

During their experience, many students did not feel heard and supported by their managers. This was reflected in the fact that leaders did not take the time to listen to them and discuss with them how they felt, how they were doing in the organization or in their mission. One of the characteristics of a good leader is the ability to listen to and understand his or her employees by getting to know them and creating a personal relationship with them.

Leaders were also sometimes not present for their employees, or only present when the leader needed the student for an assignment. This point refers to the

absent/laissez-faire leader, who is in a leadership position within the organization but is psychologically absent.

Another point that was raised by students about poor leadership was that leaders (their supervisors) do not always see students as real employees. Some of the students felt this was due to behavior where the leaders saw them as a person "at their service". Some leaders went so far as to take all the credit for the work done by or in collaboration with the students...

Also, 6 students noticed that they were not considered employees because they were not listened to and heard. Leaders attached little importance to talking to them, getting to know them, understanding their feelings about the mission, and their well-being in the organization.

2. Lack or absence of communication:

Many students in their interviews mentioned the lack or absence of communication.

This was reflected in a strong lack of positive or negative feedback. Also, many leaders do not explain or clearly express their vision of the task at hand. The end result is often the same; leaders more blame or remarks when the work is not done as the leader intended. They did not seek advice or accompany the student in his mission.

One of the roles of the leader is to make employees feel that their work is important to the organization and that they have a real impact. In some cases when the leader is not able to make employees feel useful, this will demotivate them in their tasks and in their commitment to the organization.

3. Bad behavior :

Finally, during their work experience with a bad leader, the students interviewed encountered behaviors of the leader that they considered to be bad behavior. The author was thus able to create a list of these bad behaviors cited by the students during their interviews.

- Arrogant
- A leader who feels superior to employees
- Unpleasant in their language
- Do not lead by example
- Creating disparity between employees; e.g. a leader who gives benefits to managers as opposed to commercial employees
- A leader who has too much authority can be feared and sometimes even frightened by employees
- A manager who is more concerned with his or her own image than with the well-being of the employees

Some of them are similar to those that can be found in the different styles of bad leadership (like the arrogance, A leader who feels superior to employees, A leader who has too much authority can be feared and sometimes even frightened by employees, and a manager who is more concerned with his or her own image than with the well-being of the employees).

4.2 Consequences:

It makes sense, after gathering the students' views on poor leadership, to understand the consequences. This includes the consequences during their work experience (mission, motivation) but also on a larger scale on their view of the world of work and what they have learned from it.

1. <u>Consequences during work experience.</u>

The first consequence of bad leadership is clearly the same for everyone: demotivation!
This de-motivation is characterized by remarks or reproaches from their leader, which caused a detachment and disengagement from their mission within the organization. Also, one of the students interviewed came to feel stressed and even came to hide from the pressure, from the overbearing supervision of

leaders. Many students questioned themselves and lost confidence in their work, wanting to get it over with as quickly as possible and feeling that they were tarnishing their personal image. Sometimes even fear appeared, as students no longer dared to ask their leader for help or advice.

However, all students interviewed realized the importance of a good working team... Sometimes the leader is not good but they could rely on the team members to discuss and continue their work until the end of the contract. Many of the students realized that without the support of their work team, the consequences of their manager's poor leadership would have been much greater on their motivation.

2. Their view of the world of work and leadership after this experience

One of the human automatisms is to generalize a bad experience to all future ones.

After their bad experience, the students realized that it is two different things to be good at your job and to be a good leader. Indeed, they noticed that a person with a leadership position may be good at his job and this may be the reason for his leadership position, but he does not know how to manage a team. Also, just because you are a certain age doesn't mean you have the capacity and maturity to be a good leader.

Moreover, this bad experience also created concerns among the students about their future leaders. Some of them are afraid that all managers will do the same, that they will not pay enough attention or listen, but rather focus on their own person and personal success.

Also, the students understood that just because they are there for a certain period of time, they cannot ask, expect and demand certain things from the leader (respect, being considered a real employee, ...)

3. Positive in the negative:

However, during their work experience with a bad leader, students were able to develop skills to not impact their work.

Many of them relied on their work team to find comfort and answers to their questions when the leader was not able to do so.

In addition, all the students interviewed realized the importance of finding and working in an organization where they felt comfortable and that had the same values and principles as they did.

Finally, some of them realized that it is important to adapt to the situation by developing new organizational skills, and anticipating a leader who is not organized.

In conclusion, the students interviewed learned from their experience to work for themselves and not for others, but also to do their best without necessarily expecting feedback from their leader.

4.3 Expectations for the future:

Having a bad experience in a field can sometimes be useful to discover oneself, and what one expects from the future, especially from one's future leader.

This questionnaire allowed us to understand what the students expected from their future leaders. It can be seen that students' expectations are often similar and can be summarised in three leadership styles: collaborative, visionary, and coaching.

1. Collaborative leadership

As a reminder, the collaborative leader is about people and relationships and creating harmony between collaborators (Daniel Goleman).

Students expect a collaborative leader to be accessible and to listen to them when they need it. They expect their future leader to be humble, empathetic and understanding of the difficulties and mistakes they may make. They also expect their leader to respect them and take them seriously as a "real employee". They

want their leader to be caring, and attentive to their physical or psychological well-being (especially in times of crisis).

In addition, the students interviewed hope in the future to create a real relationship between themselves, the leader and the other members of the team. They hope to be able to confide in and discuss with an approachable leader, to create an interpersonal relationship by getting to know them personally and their expectations and hopes. By confiding in their leader, through regular group or individual check-ins, they hope to be able to share their feelings with him or her; also that he or she accepts feedback. One of the most important points is that he/she is able to create a healthy environment, working atmosphere, and working teams; this will lead to employees helping each other and collaborating in difficult situations.

2. Visionary leadership:

A visionary leader is ”*a person who inspires others. This definition of leadership has two key dimensions: creating a vision of the future and inspiring others to make that vision a reality.*" Vince Lombard.
Students expect a visionary leader to clearly share his or her future-oriented vision with the organization's employees.

They also expect their leader to have good communication skills, to be able to encourage them when they succeed, and to take responsibility when they fail. They also expect a leader to be able to manage themselves before managing teams of people. They also expect leaders to be able to manage themselves before managing teams of employees, and when they fail, they do not pass on a lack of organization or communication to their employees.

3. Leadership Coach:

As a reminder, a leadership coach is "*A coach is someone who tells you what you don't want to hear [and] makes you see what you don't want to see so you can be who you always knew you could be.*" Tom Landry.

One of the main expectations students have of their future leaders is that they will continue to learn every day on the job. To do this, they hope to have a leader-coach who will recognize their worth, trust them and show them through meaningful projects. They would like their leader to supervise them from a distance to give the students freedom and autonomy to develop their professional skills alone but accompanied.

Moreover, students are looking for a leader who understands the difficulties and mistakes they may make, and who in a difficult situation accompanies and explains them.

Through this interview, we also noticed that students are looking for transparency, honesty, and respect from their supervisors. Transparency for all the potential changes that there may be in the organization of the company, honesty to tell them when the students are not doing things well (positive and negative feedback) and respect to consider them as people and not as "slaves" at their service.

5 Conclusion

The aim of this thesis was to understand how students, particularly those studying business and management, view bad leadership. The answers were found through interviews with students about their short-term work experience such as internships or temporary assignments. To guide the research, the author sought to answer three research questions which are as follows:

- How important is leadership in an organization?

To answer this question, the work of Jean Maisonneuve, written in 1968, allows us to understand that the leader is considered a pillar in the structure of an organization. It is up to him to ensure the smooth running of the organization through two aspects: the socio-operational aspect (in other words, to carry out the tasks and achieve the objectives set by facilitating the work of his teams) and the socio-psychological aspect (i.e. to maintain a good psychological climate, motivation, and relations between the members of a work team). The leader also has the role of motivating his employees and being attentive to their well-being within the organization.

- What could be the reasons why a leader may fail to lead a team?

To understand what may be the reasons that lead a leader to fail to lead a team, it is interesting to compare the situation and the context of the professional experience of each of the students who were interviewed with the work that was done in the past on this subject. Thus, the reasons that can push a leader in his leadership are his lack of managerial skills, his behavior (arrogant, haughty, or authoritarian), and his lack of managerial skills.

- What are the characteristics of a bad leader from the students' point of view?

Thanks to the interviews and the testimonies that they were able to do about their bad leader during their professional experience, it is possible to notice the characteristics common to bad leaders.

The main characteristics of a bad leader are leaders who do not recognize employees at their true value and those who have a lack or absence of communication vis-à-vis employees.

Thus, the reasons that can push a leader in his leadership are his lack of managerial skills, his behavior (arrogant, haughty, or authoritarian), and his lack of managerial skills.

- What are the consequences of poor leadership on students' short-term work experiences (internship, student work, seasonal work), and what do they expect from their future leader?

All the students interviewed came to the same conclusion; poor leadership leads to reduced motivation, commitment, employee satisfaction and therefore lower performance within the organization.

Finally, students' expectations of their future leaders are clear; they hope their future leader will have one of three leadership styles: collaborative, visionary, or coach.

The answers to all these questions have been given in this thesis. However, it is not possible to generalize these results to all business or management students, because the author has chosen to examine a small sample of students present in his personal entourage.

However, one may wonder. Business and management schools provide their students with courses on leadership. Similarly, people who take on a leadership position also have training and coaching sessions to complete their training. In these sessions, they talk about how to motivate, how satisfying, how to sanction, how to delegate, and how to manage.

It is questionable why there are still bad managers. Aren't the criticisms that students make of their bad managers exactly the same as those that should be avoided by following these courses? Is it that bad managers have not been

trained? Or are the qualities of a good manager, not skills that cannot be learned, such as empathy, self-awareness, and self-regulation?

Management training is certainly necessary, but personal and human qualities are essential to being a good manager.

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