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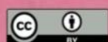
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Manager versus leader: An impact on international internships Gestor versus líder: Impacto nos estágios internacionais

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ABSTRACT: The broad topics of management and leadership have been studied by several authors. In this project a brief introduction to these topics is carried out as well as the differences found between them are highlighted. Businesses are considered a source of education so the topic of introducing internships through the school trajectory is also addressed. In an increasingly competitive market, companies have to keep up, and for that, they need increasingly qualified workers, whom both these and future generations depend a lot on the results of their school careers as well as their internships. This is the primary problem that leads us to the main objective of this study, to identify and understand the type of management that each participant had in the internship, and which one they prefer, having as a starting question "What is considered the most appropriate style of team leadership in companies by young adults after their international internship?". To develop the study, a qualitative methodology was used. For data collection, the structured interview, and the reading of scientific documents such as articles and books were used as techniques. Then the collected data was processed, applying the interpretive phenomenological analysis method that helps understand the personal experiences of an individual. The results of the study made it possible to identify the management preference of young adults for companies today, according to the types of supervisors that they had when they carried out the international internships.

KEYWORDS: Management; Leadership; Emotional Intelligence; International Internship.

RESUMO: Os abrangentes temas de gestão e liderança têm sido estudados por vários autores. Neste projeto é realizada uma breve introdução a estes tópicos assim como são realçadas também as diferenças encontradas entre eles. Os negócios são considerados como fontes de educação, portanto é também abordado o tópico da introdução de estágios através do percurso escolar. Num mercado cada vez mais competitivo, as empresas devem manter-se atualizadas, para isso precisam de trabalhadores cada vez mais qualificados, o que tanto nestas como em futuras gerações depende muito dos resultados dos seus percursos escolares assim como dos seus estágios. É esta problemática que nos leva ao objetivo principal deste estudo, identificar a compreender o tipo de gestão que cada participante teve no estágio e qual o da sua preferência, tendo como pergunta de partida "Qual é considerado o estilo de chefia de equipa mais adequado nas empresas pelos jovens adultos após o seu estágio internacional?". Para desenvolver o estudo, recorremos a uma metodologia qualitativa. Para a recolha de dados foram usadas como técnicas a entrevista estruturada e a leitura de documentos científicos como artigos e livros. De seguida realizou-se o tratamento dos dados recolhidos, aplicando o método de análise fenomenológica interpretativa que ajuda a compreender as experiências pessoais de um indivíduo. Os resultados do estudo permitiram identificar qual a preferência de gestão dos jovens adultos para as empresas atualmente, de acordo com os tipos de supervisor que estes tiveram quando realizaram os estágios internacionais.

PALAVRAS-CHAVE: Gestão; Liderança; Inteligência Emocional; Estágio Internacional.

1. Introduction

Changes in business companies are increasingly present, but never had such an intense development been observed as it is today. In this project the aim is to provide a description of the current insight about management and leadership development and its differences, as well as present what is the preferred approach to be adopted by young adults in the labour market nowadays.

In the last decades we have witnessed a vast amount of research and analysis on management and leadership topics, such as innovation, human resources, productivity, and many others. These are terms that are most often considered synonymous, but, after an extensive analysis, it is possible to affirm that there are clear differences that must be pointed out and even explained to society, more directly to young people so that their entry into the labour market is simpler. Despite the differences found, both management and leadership are essential for organizational success. There is also a major role attributed to today's leaders, which is to be ideal role models for future generations.

The difficulties that the new generations overcome in entering the labour market are due to the lack of experience that, in recent years, has been fought through the option of internships during the school trajectory, so this topic is also addressed in this article. The study carried out and presented in this article is related to evidence the perception of students who have carried out international internships, regarding the type of leadership performed by their supervisor, who may position himself/herself more as a manager or as a leader. It was observed that individuals who attend internships have an easier time getting jobs because the real experience gained during internships is what employers are most looking for nowadays (Coco, 2000).

Although people have less difficulty entering the labour market after having integrated any type of internship, they are not always successful or provide a good experience. Therefore, the purpose of this study is to analyse several testimonies of individuals and understand the internship conditions they have overcome, relating these elements to the main topic, manager versus leader.

For the elaboration of this study, the following starting question was formulated: "What is considered the most appropriate style of team leadership in companies by young adults after their international internship?". To answer the starting question, it was set out as a general objective of the study the understanding of the factors that influence the transition of young people to the labour market, having used the interview as the main data collection technique and the interpretive phenomenological analysis as a data processing technique.

Regarding the structure of the article, it is divided into five sections namely: the introduction, the literature review, the objectives, the methodology and the analysis and discussion of the empirical results.

The first section focuses on the literature review, which seeks to offer a theoretical approach to the concepts that support the study, namely: the development of management and leadership, emotional intelligence linked to leadership, the differences found in what is a manager and what is a leader, the characteristics, and skills that a good leader must have and finally the introduction to internships.

The third section refers to the methodology used to carry out the study, in which the objectives of the study are explicit, the methods as well as the investigation techniques, then the data collection techniques are also mentioned, which were based on structured interviews, aimed at young adults with a degree, going through document analysis and, finally, the characterization of the sample of the study in question is presented.

Finally, the last section includes a more specific characterization of the participants involved in the study, as well as the description and analysis of all the answers (one by one) obtained from the questions asked in the performed interview.

2. Literature review

Nowadays, management of companies is very different from the past. Currently there are at least two alternative approaches to consider for managing a company in a coherent and consistent manner. The first, the prevailing method used in the 20th century perfected over the last 50 years, where the goal of the company is to maximise shareholder value, is what we refer to these days simply as management or old paradigm.

According to Murphy and Murphy (2017) "Frederick Taylor, Henri Fayol, the Gilbreths, Mary Parker Follett, Henry Gantt, and Max Weber are classical management thinkers who helped move the concept of

management from an agriculture society driven by lords and masters in charge of peasants to one of a more rational and scientific approach” (p.9). This development of society has forced organizations to better apply and enhance their resources.

In contrast, in the 21st century, the method pioneered and increasingly seen in leading companies, as well as in individual companies where the company's purpose is to create customers, is what we know nowadays as leadership or new paradigm.

As Murphy and Murphy (2017) stated “sadly many of today’s managers and leaders take these new concepts and try to apply them without a full understanding of the other factors that are usually at play in solving organizational problems” (p.9).

The first issue that can be addressed is that there is a need to differentiate the traditional company from the learning organization. It is possible to observe several elements that are key for this issue. The attitude toward change is different (Ferguson, 1993), so as the attitude towards ideas, innovation itself is different, the main fear observed is also different (in the old paradigm the main fear is to make mistakes when in the new paradigm it is to not be able to adapt to change), competitive advantage is also different and the role of the manager is clearly different (in the old paradigm the role of the manager is to control and in the new paradigm it is to enable others).

Murphy and Murphy (2017) state that “for managers, the authority is derived from the organization, while for leaders it springs from the unfettered willingness of the people to follow” (p.42).

Leadership can be seen as a concept that evolves over time and in different contexts. It can be embodied by anyone, especially with the growing need for leaders in the professional world. We cannot discuss leadership and leaders without mentioning management and managers. They are different concepts, but we can relate them since the business area is moving from the idea of management to leadership (Bertocci, 2009).

Osborne (2021) defines leadership as “the ability to create an environment where everyone knows what contribution is expected and feels totally committed to doing a great job” (p.6). Murphy and Murphy (2017) state that “when employees do internalize organizational goals as a part of their own value system (private acceptance), the individual who influenced them to do so has become their leader” (p.44).

As such, management is the process of achieving results and goals directly linked with the available resources (human, financial and material). It is possible to say that to manage is to use scarce resources and make them sufficient to achieve a goal. Murphy and Murphy (2017) believe that “managing is not just an exercise to control objects and processes. It also includes the efforts to motivate people to achieve organizational goals” (p.45).

The figure below (Figure 1) indicates the main differences between management and leadership.

Figure 1

Main differences between management and leadership.



Source: Adapted from Murphy and Murphy (2017, p.43)

Although management and leadership skills are different, they are both necessary. A manager is expected to have greater authority within the organization, a leader is expected to be followed through a sincere will on the part of those who are led. For Sharma (2022) even though managing is related to administration and the fact of the achievement of objectives, leadership goes further and presupposes understanding and involvement in a joint vision, from which objectives are defined and accomplished.

Also, according to Murphy and Murphy (2017) “the answer also lies in the apparent intrinsic feeling that the long-term health of the organization depends on both management and leadership, even though many have a difficult time in separating them conceptually” (p.42).

2.1. Emotional intelligence

It is also necessary to highlight the concept of emotional intelligence simply because it is directly linked to leadership (Sadri, 2012). In accordance with same author, emotional intelligence can be defined as the capacity to understand, use, and manage one's emotions (as well as the emotions of those around us) in a positive way. The way we deal with these emotions is directly linked to being able to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflicts. It provides the connection between cognition and emotion.

Sharma (2022) describes emotional intelligence as “an adequate perception and management of their (and others) emotions, as well as the decoding of the signals that people send about it” (p.454). For Osborne (2021)

the term Emotional Intelligence (EI) was coined to describe an ability to identify, discriminate between, and use one's own and others' feelings to guide your thoughts and actions. The emotions that leaders experience affect the culture of an organization, shaping productivity, employee satisfaction, and loyalty, and having a real influence on results. (p.16)

Hunsaker and Hunsaker (2021) present emotional intelligence as the ability to monitor and work with your and others' emotions. It is measured in EQ, which is the emotional equivalent of IQ. EQ is the measure of your ability to understand and interact with others and becomes more important the more people you deal with. (p.12)

Having a high emotional intelligence means better control over emotions (one's own or others' emotions) and means the ability to use them wisely to act when needed. Cui (2021) states that emotional intelligence is perceived as the individual ability to take hold of their emotions, positively transforming the social and business environment.

The following table (Table 1) contains a brief description of the five characteristics of emotional intelligence, which are the most prominent when directly related to leadership.

Table 1

Characteristics of emotional intelligence.

Characteristic	Description
Self-awareness	People with high EI control their emotions instead of letting their emotions control them
Self-regulation	People with high levels of self-regulation have strong conscientiousness and are accountable for their behaviour
Motivation	Emotionally intelligent people are highly self-motivated and seek long-term success over immediate results
Empathy	The ability to relate to the emotional states of others is one of the most important features of EI
Social skills	People with high EI and social skills can become exceptional communicators and mediators

EI – Emotional Intelligence
Source: MindHelp (2021, s.p.)

These five emotional intelligence characteristics have proven to contribute greatly to workplace achievement. As far as these characteristics are concerned, they are all interconnected as they make an individual able to recognize their own emotions and their effects and impact on those around us. Knowing your preferences, abilities and limits, and an intuitive sense of self-esteem. In a general context these skills help us to be more understanding with others, thus creating good self-control, reliability, initiative, adaptability, and innovation, the latter two being linked to having an open approach to receiving new ideas and suggestions.

Not only knowledge itself, but also emotional intelligence facilitates the processes inherent in teamwork and, consequently, motivation and productivity. These aspects enable the fluidity of a multitude of dimensions present in organisations, such as the resolution of challenges, growth, innovation, and development Cui (2021).

Finally, with these characteristics, a leader can be a good communicator and influencer, thus achieving the collaboration and cooperation of his/her team, as well as resolving conflicts that may arise. Navas et al. (2022) claim that “Emotional Intelligence (EI) is said to have a lot to offer businesses in the twenty-first century, including better performance and productivity” (p.5667). Analysing these aspects, we can recognize that having highly emotionally intelligent employees in the workforce gives a competitive advantage in the business world.

After a study on emotional intelligence at the workplace, Navas et al. (2022) conclude that “emotional intelligence is crucial in the workplace while cognitive talents are thought to help people find jobs. Emotional intelligence is seen to help people advance in their careers. It is seen to be twice as valuable as analytical and technical skills in the job” (p.5670). Therefore, emotional intelligence is asserting itself as a differentiating factor to consider when mentioning leadership.

2.2. Contrasting manager and leader

Leaders make others want to follow them in an interactive dynamic, while managers guide their teams towards operational goals. While leaders merge people around their vision, looking at tomorrow, managers focus on the smooth functioning of the organization today. That is why the author Osborne (2021) affirms that “a leader is someone who creates a bold vision and inspires others to believe in it, while a manager seeks to put the vision into practice by steering the day-to-day actions and behaviours of her or his employees” (p.11).

Furthermore, leaders inspire their teams, set an example, and show enthusiasm. They create an environment which stimulates engagement. Thanks to their emotional intelligence, they communicate effectively and manage the talents of their staff members. They quickly perceive trends. Their situational intelligence and knowledge of their environment enable them to capture weak signs and operate necessary changes.

Another good feature is that there is no need to be in a particular position of authority to show leadership. For Osborne (2021)

the old idea of one person at the top issuing orders is on its way out. Leadership now is about creating the conditions for all to rise and building the structures and cultures that empower any team member to lead when required. In today’s dynamic world, we are all potential leaders. (p.10)

Leadership is universal because it reflects the variety of different individuals. It is situational because it varies depending on the context. And it is relational because it is interactive, and it is based on recognition.

Murphy and Murphy (2017, p. 44) describe this difference mentioning.

the key point is that managers and leaders both use the management process to achieve organizational goals regardless of how their authority is obtained. Essentially, the manager is using organizational authority to focus the energies of employees in order to achieve organizational goals while the leader goes a step beyond by getting employees to embrace the goals as a part of their own value systems. (p.44)

An important and key factor is that we cannot confuse leadership with the leader who embodies it. For authors Murphy and Murphy (2017) “more correctly, being a manager is always a fixed reality whereas being a leader is a moving target” (p.50). Being a leader implies having an excellent knowledge both of yourself and your environment.

It is also possible to differentiate the old paradigm from the new paradigm with a set of very important elements. As the world changes, organisations also change, adjusting to new contexts. Consequently, and although it is not possible to define the exact moment of this change, it is possible to associate certain characteristics with old paradigms (such as the promotion of consumption, the imposition of objectives, the centralization of operations, management based only on rationality, among others), and distinct characteristics associated with new and contemporary paradigms (such as the promotion of more sustainable consumption, self-defined objectives and rational but also sensitive management). The following table (Table 2) aggregates the most evident characteristics associated with each of these paradigms.

Table 2*Old vs. new paradigm differences.*

Old paradigm	New paradigm
Promote consumption	Promote appropriate consumption
People to fit jobs	Jobs to fit people
Imposed goals (top-down decision-making)	Worker participation
Centralized operations	Decentralized operations when possible
Short-term solutions	Strategy long-term solutions
Rational management	Rational and sensitive
Quantitative evaluation	Quantitative and qualitative approach
Manipulation, power, and dominance	Cooperation/ Negotiation
Struggle by stability	Open to change

Source: Ferguson (1993, p.223)

3. Methodology

In this section the aim is to outline the purpose and objectives of the research project, as well as the methodological approaches that support it. Thus, in addition to identifying the overall purpose and the specific objectives of the project, the methodological hypotheses were set out as well as the data collection and analysis methods used.

3.1 Objectives of the study

Since nowadays the transition of the management method adopted by companies is a reality, this research project is supported by the following starting question: "What is considered the most appropriate style of team leadership in companies by young adults after their international internship?". This question is in line with the main purpose of the article which is to identify and characterise the main management methods and the factors that influence the transition that is observed in companies considering a social context.

To obtain feasible outcomes, the pursuit of the stated purpose requires considering a set of concrete objectives which, when considered in an integrated approach, will allow us to answer our starting question. In an initial phase of this research, a literature review was carried out, whose main objective was to clarify and define concepts such as management and leadership, as it was already put forth in the first section of this article.

3.2 Research methodology

Research methodology is a systematic process and the theoretical review of a study to obtain knowledge of a particular theme. Research methods can be abstract or concrete, precise or vague, with a specific purpose. Research is a formal and intensive process of carrying on the scientific method of analysis. It is also seen as a structured investigation that uses scientific methodology to solve problems and create knowledge, for which systematic observation, classification and interpretation of data are necessary.

Gupta and Gupta (2022) describe this subject as "defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organizing and evaluating data; making decisions and reaching conclusions; and at last, carefully testing the conclusions to determine whether they fit the formulating hypothesis" (p.2).

Leavy (2022) refers to research design as "the process of building a structure, or plan, for your research project." and points out five major methods to research: "quantitative, qualitative, mixed methods research, arts-based research, and community-based participatory research (CBPR)" (p.9).

To carry out the project and gather data that will help in its development, the choice and presentation of the research methodology are two very important issues in the process. Having said this, the approach chosen for this project is the qualitative method. The option for a qualitative methodology is based on the fact that we are trying to collect information, using perceptions, opinions and points of view, as well as motivations, ideas and attitudes of the participants.

For Leavy (2022)

the values underlying qualitative research include the importance of people's subjective experiences and meaning-making processes and acquiring a depth of understanding (i.e., detailed information from a small sample). Qualitative research is generally appropriate when your primary purpose is to explore, describe, or explain. (p.9)

According to Bhattacharya (2017), qualitative research "aims to work within the context of human experiences and the ways in which meaning is made out of those experiences" (p.6), and Bhattacharya (2017) "conducts in-depth inquiries within a small sample of population" (p.18). Bhattacharya (2017) also claims that "qualitative research is not only diverse, but there is no one correct way of designing or conducting a qualitative study" (p.92).

Gupta and Gupta (2022) declare that qualitative research is a study based upon a qualitative process of inquiry has the goal of understanding a social or human problem from multiple perspectives. Qualitative Research is conducted in natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest. (p.7)

For Efron and Ravid (2019)

the essential difference between quantitative and qualitative research is their contrasting definition of 'knowledge'. For qualitative researchers, knowledge is socially constructed by the subjective meanings that people assign to their reality. From this perspective, the social reality is experienced differently by individuals and communities depending on their social, cultural, and historical backgrounds. (p.17)

In methodological terms, to be able to answer the starting question through exploratory research, we conducted structured interviews. An interview is a method of social interaction that allows an exchange of information and ideas and are usually conducted with the intention of demonstrating personal experiences.

For Leavy (2022) "the major advantage of this approach is that you could collect rich data with descriptions and examples, and the participants' language and concerns would be at the forefront" (p.19). As Bhattacharya (2017) describes, "in this type of qualitative inquiry, interviews are the primary mode of inquiry, although other data sources are often used as additional data sources" (p.26).

The decision to use a qualitative technique was taken so that we could more thoroughly examine the respondents' discourse. The emphasis on interpretation is the most distinguishing characteristic of qualitative research.

3.3 Data collection methods

Collecting the proper data for each study is a choice among several methods that each researcher must make, they will differ considerably in context of cost, time, and other resources. Primary data, in this project was collected through interviews but it was also collected through the reading and analysis of documents and books. Interviews are usually conducted with the intention to demonstrate personal experiences.

According to Leavy (2022), through the interview method "an open-ended focus group would allow the students to talk about the issues they think are important, using their own language and describing their experiences in detail, with stories and examples" and "with a low level of moderation, you could guide the discussion, asking some key questions, but allowing students the freedom to talk at their discretion" (p.19). In this way, the researcher can extract and interpret the key elements of information for the project, in this context, being possible to collect the testimonies, interpretations and perceptions of the interviewees.

Bhattacharya (2017) explains that "qualitative interviews are conversations between the interviewer and the interviewee. Depending on the researcher's positionality, these conversations take different forms" (p.126).

In this project, data was collected through semi-directive one-on-one interviews and desk research. In-depth open-ended interviews allow us to arrive at different impressions and perceptions that individuals have of the variables under investigation. This selection of techniques is aimed at better understanding and capturing the perspective of the respondents. It features a pre-written script that guides the extent of the interview. Bhattacharya (2017) explains that these types of interviews.

usually focus on digging deep into one's experiences with a few key questions prepared in advance. The researcher focuses on using the key questions as probes to peel away a superficial understanding of one's experiences to a deeper understanding of one's experiences. (p.127)

The interviews were aimed at knowing people's perceptions of the internship and the subsequent

labour market, and were not aimed at guiding or limiting responses, but expressing the true meaning of their opinions, considering research purposes. The purpose is precisely that.

Every interview can be unique and there are various ways of asking questions during the interviews and normally the theoretical perspective, research purpose and questions, and information gained from literature review should guide the construction of the interview questions. In this project, descriptive questions were the guide in advance for the interview. As Bhattacharya (2017) says, “these questions are designed to generate conversations about a specific incident with descriptive details” (p.132). Therefore, the conducted interviews are based on a series of open-ended questions.

Moreover, it is necessary that the interviewees focus their perceptions of reality through the lived experience. After data collection, the next phase is triggered with the desired analysis and interpretation given. These phases are therefore intrinsically linked.

3.4 Data analysis

The process of data analysis and interpretation help us to answer the starting question. Bhattacharya (2017) states that

data analysis involves creating processes that would allow for deep insights that reflect how the researcher integrated theoretical and analytical frameworks, previous understanding of literature, and the focus of the research purpose and questions. These deep insights can often lead to identification of findings in a qualitative study. (p.149)

To analyse the qualitative data gathered, the Interpretive Phenomenological Analysis (IPA) method will be used. This method of data analysis is designed to help understand the personal experiences of a person, or group of people, in relation to a major life event, experience, or situation. These phenomena can range from relatively common events – such as motherhood or being involved in a car accident – to extremely rare ones – for example, someone's personal experience in a refugee camp. As such, the interpretive phenomenological analysis is a great choice when research involves looking at people's personal experiences of something that happened to them. In this project, the experience that was analysed is the internship experience of the interviewees, which must be an international internship.

Noon (2018) mentions that “IPA researchers seek to generate a purposive, fairly homogeneous sample; this ensures the study holds relevance and personal significance to respondents and enables investigators to capture detail on a specific group of individuals who have experienced a particular phenomenon” (p.75).

When using this method, it is important to keep in mind and mention that, as the sample size is usually very small, it is often not possible to be able to draw broad conclusions about the generalisability of the findings.

3.5 Sample characterization

The empirical object of this project is young adult graduates, of both genders, currently in the labour market or not, who have completed an international internship.

To obtain the convenience sample, friends, family, and acquaintances indicated individuals with the abovementioned characteristics. Interviewees were also asked to indicate individuals that we could also interview (a snowball strategy, according to which the participants, through their networks, invite others to also participate in the research).

In the next table (Table 3), a brief characterization of the sample regarding the distribution by gender, age, home country and internship country of the interviewees is presented as well as the number of the participants.

Table 3

Characterization of the sample.

Participants	Gender	Age	Nationality	Internship country
P1	Male	28	Portuguese	Spain
P2	Female	38	Portuguese	Netherlands
P3	Female	33	Portuguese	Spain

Participants	Gender	Age	Nationality	Internship country
P4	Female	25	Portuguese	France
P5	Male	27	Portuguese	Croatia
P6	Male	26	Portuguese	Czech Republic
P7	Male	23	Spanish	Portugal
P8	Female	24	Portuguese	Poland
P9	Male	30	Portuguese	Spain
P10	Female	22	Portuguese	Poland

Source: Interview survey, Authors owns elaboration

To carry out the interviews, a date was scheduled with each of the interviewees according to their availability, performing via Zoom, considering the creation of more favourable environmental conditions for the interview. A relaxed, low-noise environment was created for each interview so that respondents felt comfortable addressing their responses. The interviews lasted between 15 and 25 minutes. In the beginning, authorization was also requested for the use of the answers, ensuring their anonymity, replacing the names of the participants with numbers. After the interviews were concluded, the respective transcripts were carried out, which proved to be quite exhaustive and prolonged in time but helped us to become familiar with the richness of his contents.

4. Results

In this section, we intend to present the analysis of the results of the empirical study. Tables will be used to present the results, the first showing a more specific characterization of the participants, then the questions asked in the interviews will be presented, with two or three possible options and which one was chosen by the participants. After the tables, the answers and a brief explanation will be presented in greater detail.

4.1 Characterization of the participants

The following table (Table 4) contains a brief description of the participants, including the degree area in which they completed their studies as well the school trajectory, their current professional situation, and the location where they performed the international internship.

Table 4

Characterization of the participants.

Participants	Degree Area	Current Professional situation	School trajectory	Internship Location
P1	Finance	Employed	Bachelor	Lanzarote
P2	Agronomic Engineering	Employed	Bachelor	Berkel en Rodenrijks
P3	Educational Psychology	Employed	Master	Seville
P4	Health Assistant	Employed	Professional training course	Lille
P5	Management	Unemployed	Bachelor	Split
P6	Accounting	Employed	Bachelor	Prague
P7	Agronomic Engineering	Unemployed	Bachelor	Porto
P8	Management	Employed	Master	Warsaw
P9	IT	Employed	Bachelor	Madrid
P10	Marketing	Employed	Bachelor	Warsaw

IT – Information Technologies

Source: Interview survey, Authors owns elaboration

As it can be observed in the table above, most of the participants are employed, even though they are from different areas of study. Some of the areas of study are connected and most of the participants have a higher education level degree.

4.2 Results and discussion

Two types of questions were asked, the direct one (e.g.: yes, no) that will be presented in tables and described later, and the open-answer one that will be analysed and described but with all data presented in text for better clarification. Both were important in collecting and clarifying information. The next table (Table 5) contains question number three of the interview, and it also aggregates the information contained in the answers given by the research participants.

Table 5

Question 3 of the interview.

Question 3: Do you think that the skills acquired during the degree were important and necessary for the internship? Why?	
Yes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
No	

Source: Interview survey, Authors owns elaboration

As we can see above in the data collected, all participants think that the skills acquired during their studies were important for the internship. For instance, P2 states "All the skills were very important and essential for the job because all the technical and practical terms were the basis for the work developed by the company."; P3 clarifies "With the skills learned, I had enough bases to solve problems" and P4 considers "Yes, but they weren't enough"; P5 explains "Yes, but I didn't have the opportunity to apply them" and P10 emphasises "Yes, but I didn't have a good guide to know how to use the skills".

The next table (Table 6) contains question number four of the interview, as well and it associates the answers obtained from each group of participants.

Table 6

Question 4 of the interview.

Question 4: What expectations did you have when you finished your internship?	
To Find a job	P1, P2, P3, P4, P6, P8, P9
To Find another internship	P5
To Continue studies	P7, P10

Source: Interview survey, Authors owns elaboration

In the previous table, we can see that most of the participants had as their main expectation to find work, while only a few had other choices. P1 declares "Getting a job"; P2 "Find a job and be a good professional with the ability to solve problems and develop new techniques"; P6 "Develop my career in Accounting"; P5 "I hope to find another internship in my area"; only P7 "Continue my scholar trajectory" and P10 states "Continue my studies because I think that with a Master, I will improve myself".

The next table (Table 7) regards question number five of the interview, as well as the possible answers and indicates which answer was given by the participants.

Table 7

Question 5 of the interview.

Question 5: How was your first internship experience?	
Good	P1, P2, P3, P4, P7, P9
Bad	P5, P10
Incomplete/Short	P4, P5, P6, P7, P8

Source: Interview survey, Authors owns elaboration

As we can see in the previous table, most of the participants consider their internship experience to be good, some consider it to be short or incomplete and only two consider that they have had a bad experience. P1 states "Overall it was good, dynamic"; P2: "Very enriching. I had access to new techniques in agriculture, which I would never have in Portugal"; P3: "Very good, I was very well received and assisted by the supervisor"; P4: "More or less, I had to learn how to do many things by my own"; P9 "It was very complete"; P5 "I had to

do a lot of tasks that I had never done before by myself and I didn't have much support from the supervisor...I really missed the help that should have been provided when we are learning in the field for the first time"; P10 "My supervisor just wanted to give orders and get things done, didn't take very well to receive opinions". Overall, the rest of the respondents consider that they have had an internship which was either too short or incomplete.

Next, question number six is an open answer so there is no need to create a table, instead the data is presented within the text.

Question 6: What did you expect? (Improvements to be made, supervisor/company ethics style, etc.)

Regarding this question, eight of the participants consider some changes that they would have preferred to have had in their internship. P1: "I really expected to have more specific tasks related to my studies"; P4: "I would have liked to have received more help as it was the first time I was putting into practice everything I learned"; P5: "Having received more support from the supervisor as well as colleagues and having performed more tasks according to my field of study"; P10: "Having had someone more understanding and open to suggestions as a supervisor, having more team interaction"; P6 and P8 expected to "have more time since it was too short"; P2: "The company culture was incredible, very much based on sustainability and innovation, which made the internship very enriching. The company policy allowed all teams to work towards the same end with the same motivation"; P3: "It was very good, the company, my supervisor, I could not ask for better in my first experience" and P7: "Overall it was good but too short since I cannot perform a lot of tasks".

The following table (Table 8) contains question number seven of the interview, sorting the answers given by each of the participants into three distinct groups.

Table 8

Question 7 of the interview.

Question 7: Do you think you are prepared for the labour market?	
Yes	P2, P3, P9
No	P5, P6, P10
More or less	P1, P4, P7, P8

Source: Interview survey, Authors owns elaboration

We can see in the previous table that most participants do not feel completely prepared for the labour market, while three consider themselves to be prepared and three say they are unprepared to face the labour market. P1: "I wouldn't be prepared if I hadn't worked before studying"; P4: "I think I learned things well on my own, but I don't feel like I'm fully prepared"; P5: "No, because I don't feel prepared at all after the internship experience"; P6: "I feel like I need more internship time to be better prepared"; P3: "Yes, very much. Since I developed methods that were implemented during my internship and later by them when I left" and P10: "Not at all, taking into account that the internship time was neither necessary nor good to acquire skills for real day-to-day tasks", the rest of the respondents just answer Yes or More or less.

Table 9 contains question number eight of the interview, which aggregates the response possibilities of each of the ten participants in the investigation.

Table 9

Question 8 of the interview.

Question 8: Which attitudes do you consider necessary for the transition to the labour market?	
Search for more Internships	P5, P6, P10
Workshops	P1, P2, P3, P5, P8
Take short duration courses	P3, P4, P7, P8, P9

Source: Interview survey, Authors owns elaboration

In the table above we can observe the data and extract the information that everyone considers necessary to look for more practical components for the transition to the labour market. Most preferred workshops and short courses, and only three considered looking for new internships. P1 stated "Having a closer approach to technological aspects of future work"; P2: "Be motivated to always learn more with workshops, seminars and internships on different topics that can complement each other"; P3: "Much more

practical training is always needed”; P4: “More courses for more proper training”; P5: “Probably workshops and more internships to find one that helps young people to be better prepared to face the reality of a company”; P6: “An internship with a proper duration to learn the most important aspects of a daily basis in the workforce” and P10: “Search for more internships or continue studies for a higher level”; the rest of the respondents only answered workshops, seminars or short duration courses or classes to continue learning.

The next table (Table 10) focuses on question number nine of the interview, as well as the possible answers and indicates which answer was given by the participants.

Table 10

Question 9 of the interview.

Question 9: Do you know the difference between manager and leader?	
Yes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
No	

Source: Interview survey, Authors owns elaboration

As we can observe, all participants know the difference between a manager and a leader. Overall, all respondents were able to confidently say that they knew exactly the difference between manager and leader, only one of the participants’ responses was “yes, I think so” so I briefly explained the two concepts and they matched what the individual initially thought.

The next table (Table 11) concerns question number ten of the interview, as well as the possible answers and indicates which answer was given by the participants.

Table 11

Question 10 of the interview.

Question 10: What kind of supervisor did you have in the first internship experience?	
Manager	P1, P4, P5, P6, P10
Leader	P2, P3, P7, P8, P9

Source: Interview survey, Authors owns elaboration

As we can see in the table above, half of the participants had a manager, and the other half had a leader. Nowadays one would expect to see the leader in greater numbers, but in some cases, it is possible to observe that this idea and style do not please everyone. P1 states that “The one that tries to control everything”; P2: “I had a leader who helped all people to contribute positively and effectively to the team, which allowed tasks to be completed”; P3: “A leader for sure”; P4: “A manager who only ordered me to do tasks, but that's also how I learned to do everything I know on my own”; P5: “A manager, as he only divided the tasks for each employee, but tried to adapt to the leadership style desired by the company”; P6: “Definitely a manager”; P7: “Fortunately a leader, who accepted opinions very well”; P8: “A leader, who knew how to work very well in a team and in problem solving”; P9: “A leader, good communicator and innovator” and P10: “A manager, who did not accept opinions or adhere to the leader method”.

Table 12 contains question number eleven of the interview, as well as the possible answers and indicates which answer was given by the participants.

Table 12

Question 11 of the interview.

Question 11: Which one do you consider the most appropriate style for nowadays?	
Manager	
Leader	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

Source: Interview survey, Authors owns elaboration

All participants agreed that the style they preferred to find in a company and the most suitable for nowadays would be that of a leader. P1 claims that “The one that trusts its team”; P2: “A leader who's close to the team members with positivity like coaching”; P3: “A leader, because I had a great experience being supervised by one”; P4: “A leader for sure”; P5: “A leader, some qualities and attitudes of the manager are

necessary but without a doubt the leader's approach is better"; P6: "Definitely leader"; P7: "Leader the style is much more suitable for the new generations"; P8: "Leader is the future"; P9: "A leader, the characteristics necessary for a good leader are more suitable" and finally P10: "having the experience with a manager I think that the different and more innovative approach of a leader will be much better".

Next, question number twelve is an open answer so there is no need to create a table, instead the data is presented within the text.

Question 12: What qualities do you consider important in a good leader?

In this open question a lot of different answers were collected, but the most common quality indicated that a leader must have is good communication. P1: "Listener, trustworthy"; P2: "Be an example for team members, who is close to the team, who listens the team members and value when they do something good and motivate and teach/coach when they aren't at their best"; P3: "Good communicator, open to opinions, motivation for the team members"; P4: "Confident but not arrogant, open to new ideas and that helps team members"; P5: "Innovative, good at decision-making and good communication"; P6: "Good at listening others, authentic"; P7: "Motivator, humble, good with people"; P8: "Polite, good team motivator and good communicator"; P9: "Good at solving problems, honest, knows how to manage others" and P10: "Good leadership skills overall such as decision-making, problem solving, team building and communication".

The next table (Table 13) is about question number twelve of the interview, showing that all participants gave a similar answer to this question.

Table 13

Question 12 of the interview.

Question 12: Do you think that a company that has a good leader can perform better in the market? (Faster evolution)	
Yes	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
No	

Source: Interview survey, Authors owns elaboration

Finally, it can be verified that all the participants also agree that companies with good leaders will improve its competitive advantage in the market. P1 states "Totally, as leaders shape the future"; P2: "Of course. If a leader contributes to a good environment and is close to the team, it allows people to feel valued, to have a purpose in the company and for the work flows, making everyone want to contribute to the company's final purpose"; P3: "Yes, definitely"; P4: "Yes, of course"; P5: "Yes, a good leader will improve better performance within the team and the company which means better performance in the market"; P6: "Leaders improve the company itself, so the result will be better accomplishment in the market"; P7: "Yes, for sure"; P8: "Leaders nowadays lead the company to improve results and achievements, so it will increase its competitive advantage in the market facing other companies"; P9: "Yes, a leader will improve its team which will achieve better results for the company" and P10: "Leaders have an approach that leads the company to succeed, so it will stand up in the market".

5. Final considerations

Management is an intrinsic business process of all organizations that attempt to harness human energy to accomplish organizational goals. Leadership is described as the method in learning organizations where the purpose is to create followers within the company to fulfil customers' needs. Both methods are different, but fundamental for the businesses to grow and achieve goals with the desired success resulting in competitive advantage in the market.

Currently, society has many expectations from leaders on how to run their organizations and manage to succeed in difficult situations. As a leader, having or developing good emotional intelligence is strategic to business growth and development as it underscores an innovative culture within organizations. Emotional intelligence is the capacity to understand, use and manage one's own and other's emotions in a positive way. Regardless of industry or function, any business impacts all areas of our lives. Business is seen as a source of education in an economy that is always progressing.

To pass this education on to new generations, the responsibility lies with schools to prepare students theoretically and experientially with the skills to make decisions and deal with real situations and problems as they arise in the growing labour market. The observation noted is that the highest priority choice for this type of preparation is the integration of internships during the students' school journey, thus ensuring that their curriculum is more relevant, as these qualities are the most searched by employers.

The purpose of this project is to help readers better understand the differences between being a leader and being a manager and how the style chosen and applied in today's companies affects the newcomers who will perform their first internships in an international context.

Also, whether adult models of leadership are appropriate or not for younger people remains an open question.

To achieve the purpose of this study, interviews were conducted. The sample of the interviews is made up of young adults between the ages of 22 and 38, which means, some have just completed their studies and others have been in the labour market for some time and with a lot of experience.

The conclusions obtained from the interviews were that, despite the difference in generations, and the different countries in which the participants carried out their internships, most of the preference for the method applied in companies is the leadership and leader. It was also possible to observe that nowadays the manager style is still very present, with very fixed boss ideas, and which most of the new generations do not appreciate having as head of the team.

In any investigation there are limitations, so this one is no exception to the rule. The limitations overcome for the development of this project were having a small number of participants and short answers and brief explanations to some questions, as this can decrease the effectiveness and reliability of the entire research.

For future research, it would be interesting to conduct a new project exactly like this one, including interviews with more participants, especially with foreign individuals that performed their internships in Portugal, to be more complete and more feasible and also to observe possible changes in the results as well as if it will exist new styles or new ideas about management and leadership.

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