THE JOURNAL OF STUDENT LEADERSHIP

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To Our Fellow Readers,

Leadership is a broad topic, constituting many forms and expectations. It is also incredibly subjective, with each personal experience contributing to an evolving individual definition. Through this journal we have seen and experienced leadership in many forms. This issue explores the concepts and results of leaders and theories. The unique perspectives of the authors and artists on subjects from discipline to adaptation, historic and silent leadership, have combined to create an issue that will cause you to reflect and discover the countless aspects of leadership.

We acknowledge those who put their time and efforts into the writing and publishing process of this journal. Thank you especially to the authors and artists in this issue, your thoughts and study will have a lasting impact. And we need to thank *The Journal of Student Leadership* team for their countless hours of work and service.

Our experience with this journal has inspired us to become the leaders we wish to have in the world. We anticipate that this issue will add to the discussion of leadership, expanding and enlightening its many facets. We hope you discover greater understanding and appreciation of leadership within these pages.

Katie R. Schwendiman
Editor-in-Chief

Kylee V. Nielsen
Managing Editor

Dear Reader:

Leadership exists in all contexts. This journal accepts submissions from all disciplines, including those traditionally not seen as contributors to the leadership discussion. We encourage original contributions, expanding definitions of leadership across academic disciplines with the goal of creating a dialogue among students of leadership at all levels. To meet this objective, we welcome submissions from undergraduates, graduates, faculty, professionals, and the community.

Through scholarly, reflective, and artistic means, authors and artists in this issue explore the essence of leadership, the power of individuals and their stories, and leadership communication mediums. Discussions of leadership can be personal, self-directed, or contingent on interpersonal relationships. Emerging and seasoned leaders may need to develop emotional intelligence and unique attributes, skills, and competencies to meet the demands of organizational change. Leaders may emerge from unexpected contexts and act as beacons, guides, or icons who emanate strength. Authors and artists also investigate exemplars of leadership, ways to cultivate self-directed leadership and learning, and the role of deception in connection with autonomy and freedom.

The work that goes into creating a journal is never fully captured in the pages of the published issue. Katie Schwendiman, our Editor-in-Chief, skillfully directed the publication process of the journal's two inaugural issues, establishing an excellent archetype for future volumes. Her dedication will be missed as she graduates and moves on to future endeavors. We sincerely thank her and members of the student staff, editorial board, and the half-dozen anonymous scholars and postgraduate reviewers who contributed their time and expertise to ensure a high-quality double-blind peer review. We appreciate the continued support the journal has received from Chris Goslin, Chair of the Department of Student Leadership and Success Studies, and Forrest Williams, Dean of University College. Thanks again to all those who contributed to the publication of this issue.

Benjamin A. Johnson
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Changing Through Turbulent Times — Why Adaptive Leadership Matters

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As environmental factors continue to force organizations to adapt and change, researchers, practitioners, and leaders will be required to develop methods to more effectively handle the challenges of less predictability, increased uncertainty and complexity surrounding such changes. The adaptive leadership model (Heifetz & Laurie, 1997) provides leaders with a unique perspective on how to motivate, mobilize, and engage individuals to respond positively to change in a variety of contexts, particularly when traditional change models fall short in addressing the human side of change that so often leads to failed change processes. This paper proposes a conceptual framework suggesting that researchers, practitioners, and leaders applying adaptive leadership to traditional, prescriptive organizational change models can develop competencies and behaviors among all stakeholders as they thrive and move towards a new normal. Further implications are also given for leadership practice, theory, and research.

With the increasing pace of change in both the workplace and the world, the need to develop adaptive leadership skills (Heifetz & Laurie, 1997) as a competitive advantage is critical now more than ever before. While other leadership theories, such as transactional leadership, transformational leadership (Burns, 1978), servant leadership (Greenleaf, 1977), and authentic leadership (Gardner & Avolio, 2005) are centered around the leader, adaptive leadership focuses on the leader's behavior and interaction with followers as well as the ability to mobilize and motivate followers to adapt to change (Heifetz & Laurie, 1997). To that end, given the fast-paced changes occurring every day, it is important for individuals at different levels of any organization

to be equipped with the skills needed to lead adaptive change. Cawsey, Deszca and Ingols (2016), identify political, economic, social, technological, and environmental (PESTE) factors that may cause drastic changes to organizations. While some changes require a bit of fine tuning to normalize operations and systems, other changes may require complex solutions and systemic/paradigm shifts for organizations to reach a new sense of normalcy.

Unpredictability is at the heart of any change process because introducing something new to a situation may run counter to what previous experience conditioned one to expect (Combs, 2006), thereby creating uncertainty and less predictability. Traditional change models have been known to be prescriptive, thereby increasing predictability and giving change leaders a sense of control (Higgs & Rowland, 2005). However, these models have often failed to address the emotional and social aspects related to the human side of change which involves motivating and engaging those affected by change to adapt to a new normal (Gill, 2002; Kotter, 1996; Mulligan & Barber, 1998). This is alarming as research confirms that not addressing the human side of change is one of the most common reasons for organizational change failure as those leading change fail to account for how people react to disturbances in their routines (Palmer, 2004). Furthermore, leadership behaviors have a significant impact on the success or failure of the change process (Higgs & Rowland, 2005). Thus, a unique set of leadership skills and competencies are needed to effectively manage the unpredictable nature of organizational change while also attending to the human side of change. Adaptive leadership is one method that accepts the unpredictability of change and also focuses on the emotional and social side (Heifetz & Laurie, 1997).

With the current fast pace of change and its associated challenges, there is a scarcity of literature within organizational change on the importance of developing leaders who can mobilize, motivate, and engage individuals in organizations and societies to adapt to complex changes. Given the strategic role of leaders in organizations, not changing or learning how to successfully lead change will only hurt individuals and organizations in the long run. The purpose of this article is to present a conceptual framework that highlights how adaptive leadership skills

enhance the "human side" of change so often missing from more tra-
ditional organizational change models. More specifically, this paper
argues that adaptive leadership skills will aid researchers, practitioners,
and leaders in developing competencies and behaviors to more effectively
handle the challenges of less predictability, increased uncertainty, and
complexity surrounding organizational change.

What is Adaptive Leadership?

Adaptive leadership (AL) is a process of leadership where a leader
seeks to engage, mobilize, and motivate followers to change. This change
process requires people to tackle tough challenges and thrive (Heifetz
& Laurie, 1997). As there are different dynamics involved in a change
process, adaptive leadership focuses not only on the leader's capabilities,
but also on the leader-follower relationship, as well as internal and
external factors that impact the organization (Glover, Rainwater, Jones,
& Friedman, 2002; Yukl & Mahsud, 2010). AL requires all individuals
involved in the change process to see themselves as stakeholders, thereby
compelling them to work towards positive change, also known as adaptive
work (Heifetz & Laurie, 1997).

Adaptive Leadership's Six Behaviors

When implementing change in a complex setting, Heifetz and Laurie
(1997) have outlined six leadership behaviors that promote the adaptive
leadership process. The adaptive leadership process involves the leader's
ability to (1) "get on the balcony" to accurately assess the situation at hand.
Through this process the leader can gain a bird's-eye view by detaching him
or herself from the midst of the problem because it "does the leader no
good to be swept up in the field of action" (p. 132). As a result, the leader can
accurately (2) identify the adaptive challenges faced by the organization,
which is a critical component of the process. The leader needs to differ-
entiate between a technical challenge (one with identifiable solutions) and
the adaptive challenge (one where there are no easy or straight-forward
answers). Failures in leadership often occur because leaders fail to diagnose
challenges and problems accurately (Cawsey et al., 2016).

Another essential leader behavior is to understand the emotional
toll and stress the entire process of change will have on followers as they
are being asked to take up challenges which they may not be ready for.

During this process, Heifetz and Laurie (1997) note that it is important to (3) "regulate distress" (p. 134). It is at this point when leaders must provide a holding environment where stakeholders feel safe to express their opinions without fear of judgement or retribution. Providing a safe environment for stakeholders can lead to creative ideas and solutions that serve as a driver for change (Lichtenstein et al., 2006). Also, the leader's behavior involves (4) maintaining disciplined attention (Heifetz & Laurie, 1997, p. 135). This ensures the situation does not get out of control and followers stay focused on the work at hand. A leader's disciplined attention also helps to ensure a degree of structure that adds a sense of predictability to a change situation otherwise characterized by uncertainty. Another important behavior is to (5) "give the work back to the people" by guiding them and empowering them to come up with creative and innovative solutions (Heifetz & Laurie, 1997, p. 136). From this standpoint, followers are encouraged to learn, challenge themselves, and grow through the process. Lastly, Heifetz and Laurie (1997) support (6) "protecting leadership voices from below" (p. 137). This emphasizes the importance of paying attention to the marginalized ones whose voices and concerns may be overshadowed in the process. Listening to all viewpoints, including those whom the leader disagrees with, offers an opportunity for growth. Thus, giving a voice to all people is a foundation of an organization that is willing to experiment, learn, and explore different options.

It is noteworthy that other leadership theories, such as the Leader Member Exchange Theory (LMX) (Graen & Uhl-Bien, 1995) and Path Goal Theory (PGT) (House & Mitchell, 1974), also address the leader-follower relationships, albeit, to a lesser degree. The LMX theory focuses on the unique relationship that the leader must develop with each of their followers to avoid having in-groups and out-groups within the organization. In a similar vein, PGT theory suggests a leader must identify what motivates each employee and, as such, must work to remove or mitigate obstacles in the employee's environment. AL is unique in that when dealing with a high level of complexity impacting several individuals at the same time, the leader can draw on and combine certain behaviors, enabling the group to adapt to change without having to focus on what motivates each person. Additionally, the collaborative nature of the AL problem-solving process produces satisfying solutions for followers.

To further understand the uniqueness of the adaptive leadership model, there is a need to address its relationship to change leadership. Kotter (2011) notes that change leadership concerns the driving forces, visions, and processes fueling large scale transformation and affecting many people. Kotter further explains that due to the nature of transformation, situations have the potential to get out of control and, as such, a leader's role is to minimize risks and take the charge to lead the massive change process. Therefore, leaders must possess a certain set of competencies to lead large scale transformation. There are some similarities between change leadership and adaptive leadership. Nevertheless, while change leadership focuses on structures and processes as well as relationships among stakeholders, adaptive leadership focuses on driving the human side of change by nurturing relationships, understanding reasoning and emotions, and working together to do adaptive work. In essence, the leader does not do the work (of change) for the followers, but guides the followers to develop solutions to adaptive problems. Another distinguishing feature of adaptive leadership is that it does not always involve large scale transformation and masses of people. Any number of individuals, regardless of size, who are facing challenges where there are no easy answers can benefit from the guidance of an adaptive leader who understands how to engage and motivate others to change.

A comprehensive understanding of the different dimensions of AL underscores the importance of leadership as a learning process (Heifetz & Laurie, 1997) whereby leaders and followers cooperatively experiment with ideas to come up with effective solutions. As a result, followers feel a sense of empowerment and engagement in the process (Gill, 2002; Northouse, 2015), which is critically important when overcoming the uncertainty and unpredictability of organizational change. To fully appreciate the adaptive leadership model, a further understanding of organizational change theory and humans' need for predictability and consistency is necessary.

Organizational Change Theory

Organizational change is defined as the "planned alterations of organizational components to improve the effectiveness of the organization" (Cawsey et al., 2016, p. 2). Organizational components include an

organization's mission and vision, strategy, goals, structure, processes or systems, technology, and its people. One of the most common reasons organizations (and individuals within them) may change is because of dissatisfaction with a status quo (Cawsey et al., 2016; Osland, 2009). For example, an individual dissatisfied with their current weight is likely to take steps to change their current weight (i.e. new diet, new exercise, etc.) similar to how a tire manufacturer will make changes to its production line when it discovers the tires it produces are consistently worn out after 10,000 miles rather than the 40,000 miles they were expected to have. Even dissatisfied consumers may opt to return the faulty tires and purchase new tires from other manufacturers. This is because "for change to be possible and for commitment to occur, there has to be enough dissatisfaction with the current state of affairs to mobilize energy toward change" (Beckhard, 1991, p. 664). Therefore, once an ineffective product or process is identified, organizations (and individuals) will often make changes, which they hope will lead to more effective products, processes, or outcomes in the future (Cawsey et al., 2016).

Organizational change is often difficult because it temporarily impairs one's sense of normalcy because of new changes taking place (Cawsey et al., 2016). This makes sense because people have a natural desire for predictability (Torbiörn, 1982) and consistency rather than uncertainty (Palmer, 2004). Humans tend to want consistency because it makes the actions of others more predictable, allowing for established routines and positive behavioral patterns, which is healthy (Palmer, 2004). To want consistency is to resist change, because without consistency, things become more unpredictable and chaotic. Thus, organizational changes requiring someone to consider alternative unfamiliar behaviors are often resisted because people do not want to deviate from behaviors that have already worked for them in the past (Palmer, 2004). Interestingly, many organizational changes that fail are the result of human reasons. In other words, the change leaders did not address the common reactions of normal people to disturbances in their routines (Palmer, 2004). These failures resulting from the human side of change highlight the importance and necessity of leadership skills that can engage, motivate, and empower followers to adapt to change. Furthermore, due to the high uncertainty and low predictability pursuant to organizational change,

several models (including, but not limited to Lewin's Three-Step Model, Greiner's Model of Organizational Growth, and Sterman's Systems Dynamics Model) sought to provide structure and processes aimed at improving predictability and decreasing uncertainty when diagnosing and implementing organizational change.

The most basic model created by Lewin (1951) stressed that environmental forces (political, economic, social, and technological) can lead to changes in individual behavior (Cheung-Judge & Holbeche, 2015). Lewin's Three-Step Model includes unfreezing (identifying old behaviors to change, which will destabilize the status quo), changing (replacing old behaviors with new behaviors) and then refreezing (practicing the new behaviors within the group until they become habitual, thus, being stabilized in a new quasi-equilibrium, or a new "normal") (Cheung-Judge & Holbeche, 2015).

While Lewin (1951) directed attention to replacing problematic behaviors with more effective behaviors, Greiner's Model of Organizational Growth showed that change leaders need to be more in tune with the shifts that organizations make over time, particularly when the organization is out of balance with environmental forces (Cawsey et al., 2016). This imbalance can lead to crisis, which requires a change to overcome, leading to new growth until a new crisis develops. Thus, Greiner's Model of Organizational Growth is a very prescriptive approach hypothesizing that organizations move through five stages of growth followed by five stages of crisis (Greiner, 1972). Greiner's model underscores the need for leaders to be sensitive to the dynamic nature of organizations, the interaction with their environment, and that organizational changes may not lead to planned results because of unseen variables. Kotter (1996) also outlined the eight-step process of organizational change, whereby a leader follows a specific sequence to move from a current state to a desired future state. While this process is widely used, it also assumes a linear pattern, whereby change is a top-down process (Higgs & Rowland, 2005).

By addressing the failure of some organizational changes due to unanticipated variables after a change has been implemented, Sterman's Systems Dynamics Model was developed and suggested that this failure is because leaders often take a linear view of the world — a rational causative

model where leaders identify a gap between what is currently happening and what is desired, then make a decision, take action, and expect rational results (Cawsey et al., 2016; Sterman, 2001). Sterman's Model argues that change is more complex than a linear view of the world and, therefore, requires non-linear thinking to make change successful. This supports Reynolds' (1987) observation that the presence of complexity does not easily allow for linear and predictable models, and as such, change leaders have to work with a sense of a general direction and few guiding rules.

Conclusion

Even as early organizational change models (Lewin's, Greiner's, and Sterman's) utilized prescriptive approaches to aid in predictability, these same change models failed to address the human side of change by not accounting for the reactions of normal people to disturbances in their routines, or utilizing the collective insight of all stakeholders involved. Thus, paramount to today's leaders is the ability to develop new competencies that harness and utilize the collective knowledge and skills of diverse stakeholders in meeting organizational change challenges. Applying adaptive leadership to organizational change models can enhance the human side of change by highlighting behaviors and
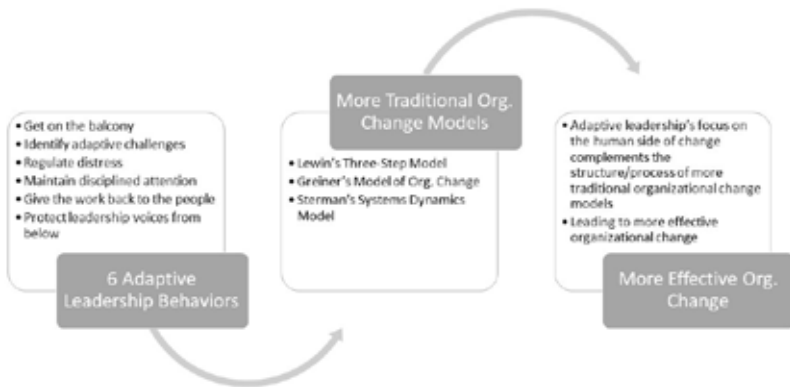

Figure 1. Complementing Organizational Change with Adaptive Leadership. This figure illustrates how the six adaptive leadership behaviors complement more traditional change models in achieving more effective organizational change.

competencies leaders need to exhibit for motivating and mobilizing followers to thrive in the change process. For example, while Lewin's Three-Step Model prescribes the idea of "unfreezing" the old behaviors, "changing" them with new behaviors, and "refreezing" the new behaviors until they are stabilized into a new normal, adaptive leadership allows change leaders to more effectively identify the old behaviors through their vantage point of "getting on the balcony." In its simplest form, taking a break from the hustle and bustle of the change by holding meetings in a different setting may be enough of a difference to clarify one's focus on the change process.

Adaptive leadership also promotes the non-linear thinking, diverse perspectives, and alternative approaches supported by Sterman's Systems Dynamics Model. For example, adaptive leadership's suggestion for leaders to understand the difference between adaptive and technical challenges requires leaders to gather all the necessary facts within and outside of the organization that make the challenge complex. When the factors of change and the process of change are misdiagnosed, leaders will end up developing technical solutions to the adaptive challenges. The process of gathering more information and including diverse perspectives are supported by adaptive leadership. Utilizing adaptive leadership is also beneficial for practitioners of Greiner's Model of Organizational Growth. The challenge of recognizing a traumatic crisis at each stage of organizational development and having the character, intelligence, and communication skills to propose and carry out successful changes to meet each crisis is only enhanced by adaptive leadership. For instance, the "regulating distress" and "maintaining disciplined attention" components of AL are important to help change recipients move through each of the crises. Clear and concise communication can help to regulate distress by providing information to increase predictability to address the uncertainty of the change situation.

Applying the basic principles of emotional intelligence such as self-awareness, self-regulation, and empathy (Goleman, 2015) helps to maintain disciplined attention among the leader and followers. Furthermore, "giving the work back to the people" as they address the crises may serve to empower change recipients when they see that their actions

can and do make a difference in the change outcome. Leaders can also give work back to the people by developing stakeholders' competencies through taking up different roles and tasks as they work towards devising solutions to the complex challenges they face. Equally important is the need for leaders to embrace diversity as a way of protecting leadership voices from below. This emphasizes the importance of paying attention to the marginalized ones whose voices and concerns may be overshadowed in the change process. As a result, change leaders utilizing AL can enhance the effect of traditional organizational change models by sharpening the human skills needed to carry out the prescribed steps of the models. To that end, AL can be positioned as an essential part of any change model as it addresses the challenges of the "human side" of change by encouraging adaptive behavior, commitment, and engagement among all stakeholders.

IMPLICATIONS

Change agents serve different roles within organizations and as such are involved in facilitating organizational development, leading or managing change, as well as developing training and other initiatives for leaders and followers. Thus, in addition to the kind of behaviors adaptive leaders need to exhibit when confronted with complex change, it is important to discuss implications on practice, theory, and research in organizations. For leaders, the imperative becomes developing the right skills and competencies to lead change. To that end, practitioners can offer training and learning initiatives where leaders are made aware of the benefits and implications of adaptive leadership and the kinds of skills required to partner with others in doing adaptive work.

A unique feature of the adaptive leadership process is the creation of a holding environment: a safe place with the right amount of tension whereby followers can actively debate issues and share their fears and frustrations without penalty, thereby generating new ideas and solutions that help followers adapt to complex change. This collaborative process offers learning opportunities to all stakeholders leading to enhanced outcomes. From an organizational development perspective, leaders can help shape organizational culture through an understanding of adaptive leadership. The exchange of ideas and appreciation of various perspectives encourage diversity within organizations, thus creating an organizational

culture where decision making stems from wider participation of stakeholders. Moreover, the adaptive leadership process enables leaders to understand how human behavior can affect performance in organizations and, by extension, how leaders can mobilize and motivate followers to change. This is particularly relevant as many established norms are being challenged in a fast-changing world. As a result, more information on effective leadership behaviors in solving complex problems is needed. Finally, leadership and change research can benefit from the renewed interest in leadership development during turbulent times.

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STRENGTH
GLORIA JAMES
Mixed Media

In my mind, tigers signify strength, patience, and precision: all useful qualities for effective leadership. Along with that, leaders will both stand out from the background of their peers, while also seamlessly blending and fitting in.

Self-Directed Learning as a Form of Self-Leadership: An Exploratory Study in a First-Year Experience Student Success Course

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First-year college students are often thrust into self-directed learning experiences that require them to more effectively lead themselves, even though much of their formal learning to that point has been teacher-directed in nature (Moebius-Clune, Elsevier, Crawford, Trautmann, Schindelbeck, & van Es, 2011; Dembo & Seli, 2013). Consequently, many first-year experience courses aim to teach self-awareness, self-efficacy, and self-direction, which are important contributors to self-leadership (Ross, 2014, Lee & Kim, 2016). Using a pre-post qualitative survey, this study evaluated the influences of how students perceive information (sensing and intuition), assignment flexibility submission (i.e., written, audio, video, creative, etc.) and active learning (e.g. metacognitive, problem-based, etc.) assignments on the self-directed learning of 83 students enrolled in four sections of a first-year student success course at Utah Valley University. There was a 35% increase in positive student perceptions towards assignment flexibility submission among sensing students and a 46% increase among the intuition students. When students evaluated their own level of self-directed learning after a semester of active learning assignments and assignment submission flexibility, 85% felt self-directed while 11% felt indifferent and 4% did not feel self-directed in their learning. The implications of this study may encourage first-year experience course instructors to implement more active learning assignments and assignment submission flexibility which may increase student self-direction and ultimately, self-leadership after high school.

Background

The concept of self-leadership has been associated with higher-level standards that guide one's behavior (authenticity), self-led intentions and behaviors that lead to responsible ends (taking responsibility for one's behavior) and an overall expansion of one's capacity to direct the self (Manz, 2015). Effectiveness in self-leadership is positively correlated to engagement in self-directed learning tasks (Lee & Kim, 2016; Kim, 2014). In high school, students generally move from a teacher-directed setting with little exposure to higher cognitive skill-building (Moebius-Clune, Elsevier, Crawford, Trautmann, Schindelbeck, & van Es, 2011) to a much more student-directed setting in college (Dembo & Seli, 2013). Similarly, because first-year college students enrolled in university success courses commonly have little to no prior self-directed learning experience, some believe college professors should give them greater structure and guidance leading to improved learning (Alberts, Hazen, & Theobald, 2010). Yet, so many college students continue to choose surface level learning out of habit, unconsciously or for other reasons (Horner, Zavodska, & Rushing, 2005).

The seminal works of Perry (1970) and King and Kitchener (1994) on cognitive development and reflective judgment has shown that college students commonly experience four stages of development. They enter college in a dualistic state, seeing there is a right and wrong way to do things and typically look to the instructor to tell them the answer. As students move through the initial part of the multiplicity stage they begin to face uncertainty and often do not possess the skills to deal with it. As undergraduate students progress through the multiplicity stage they may look for evidence to support an argument but often do not take time to think critically about the supporting evidence or how it compares to their own viewpoints. Some undergraduate students may enter the stage of relativism where they actively construct knowledge and meaning from information and their own experiences (Fosmire, 2013), similar to active learning, and in the process become more self-directed (Bembenutty, 2011) and self-motivated in their learning (Dembo & Seli, 2013), thus demonstrating increased self-leadership.

Curriculum in higher education revolves around learning outcomes. Instructors employ various forms of pedagogy to help students accomplish these learning outcomes. One of the common ways instructors facilitate and assess student understanding of and competency with learning outcomes is by way of regular assignments. Students, on the other hand, generally view assignments as a means to a grade. Consequently, the instructors routinely create and assess the assignments to determine if learning outcomes are accomplished and students routinely submit the assignments to earn a desired grade. While there is a growing trend in first-year experience pedagogies where professors who have incorporated student feedback in assignment design have seen increased self-directed learning among their students (Hutchison, 2016), these assignments are often based on feedback professors have gathered after assignments have been submitted. However, when students engage in a metacognitive process of becoming aware of learning outcomes, thinking about their own learning goals, and even sharing power with the instructor by contributing to the assignment design, they become even more self-directed in their learning (Tolman & Lee, 2013).

Research also reinforces "the current perceptions that different personality traits are most suited for different tasks" (Ahmed, Campbell, Jaffar, Alkobaisi, & Campbell, 2010, p. 249). Specifically, the psychological type theory that originated with Jung (1971) and was further explored in the Myers-Briggs Type Indicator (Myers & McCaulley, 1985), discusses two perceiving functions (sensing and intuition) or ways people take in information. This is particularly important when considering the learning relationship between the teacher and the student. One study (Tilley, Francis, Robbins, & Jones, 2011) that explored sensing and intuition found teachers were using their own cognitive experiences to shape their students instead of guiding the students to progress through their own cognitive experiences. In another related study (Francis & Smith, 2017), teachers in a religious setting presented their students with a learning experience where the information was left to their own discussion, creative manipulation, synthesis and interpretation. The sensing students, who typically are more sequential, fact-based, and are generally not quick to speculate, were in one group and struggling with designing their own interpretation while the intuition students, who

typically see things that are not there and enjoy developing ideas from only a few data points, were in another group and enjoying a fruitful, progressive learning experience. While some research addresses the student perceiving functions of sensing and intuition on pedagogy and learning, research does not appear to evaluate the influences of student sensing and intuition on their own experience of self-directed learning in a first-year college student setting. Therefore, the research question for this study is: Do assignment submission flexibility and active learning assignments change student perceiving towards self-directed learning in a first-year experience student success course?

Method

Participants and Procedures

The participants in this study included 83 (31 or 37% males and 52 or 63% females) students from four sections of a first-year experience student success course taught by the same instructor during the fall 2011 semester at Utah Valley University. Utah Valley University is a public open enrollment institution with just over 37,000 students, which at the time of data collection was the largest public four-year institution in the state of Utah. About 10% of this student population enrolls in the university student success course each academic year. Table 1 outlines some of the demographic attributes of the participants in this study.

Demographic Attributes of Participants

	Single	Married	Separated/ Divorced		
Marital Status	81%	13%	6%		
	Freshman	Sophmore	Junior	Senior	Non-traditional
Self-identified standing	82%	7%	0%	1%	10%
	White	Hispanic/ Latino	Other		
Ethnicity	86%	9%	5%		

Table 1

The only major difference between each section was four different peer mentors assigned to co-facilitate the class with the instructor. Peer-to-peer mentoring is a common best practice among first-year courses where student mentors assist the professor with teaching lessons; connect students to each other, to campus resources and opportunities; and overall, help students successfully transition to college (Larkin & Dwyer, 2016). While each peer mentor facilitated differently, the instructor was responsible for and approved all peer instruction and facilitation. Each section of the course followed the same syllabus and the same general pace of teaching and topics. The students enrolled in each section voluntarily participated in this study without any incentive (e.g. assigned points or extra credit).

Course Context and Measures

The students were exposed to three common first-year experience objectives throughout the course (i.e., self-awareness, learning skills and strategies, and connectivity to campus resources and events). In fact, this course is intended to provide metacognitive and self-directed experiences early and often so the learning skills and strategies are explored through the context of the students' own experiences with their perceiving functions, assignment submission flexibility, and active learning assignments as defined below:

Perceiving Functions. Student perceiving functions were assessed by an adapted version of the Myers-Briggs Type Indicator® (MBTI) by Pelley and Dalley (1997). Specifically, this measure focused on the way students sensed (S) or intuited (N) information based on two statements, "I am very uncomfortable when part of my learning is left to my imagination" (S) and "I am bored when everything I am supposed to learn is presented explicitly" (N).

Assignment Submission Flexibility. Students were given the opportunity to submit assignments in a format of their choosing. For example, a student could submit artwork, a traditional written paper, photos, audio or video files, songs, etc. As long as each assignment provided sufficient written, audio or video self-reflection and demonstrated a reasonable exploration of one or more of the three course objectives, the student could submit the assignment in any format.

Active Learning Assignments. Bonwell and Eison (1991) popularized this epistemological approach. Barr and Tagg (1995) also made a significant contribution in the field of active learning, specifically for undergraduate college students. Examples of active learning in the classroom included class discussion, think-pair-share and other group-based learning, along with debates, videos, music, and many other activities. The instructor and mentor in each section spent the first week of class focusing on relationship-building activities and reinforced this approach by using active learning activities throughout the course. Since the 1990s, research has suggested that students be given more guidance early in the semester and then increased practice as time passes (Renkl, Atkinson, Maier, & Staley, 2002). However, the assignments and learning activities in this class infused a synthesized approach of the two ideas (i.e. Bonwell & Eison and Renkl et al.) of active learning from the '90s and early 2000s. Students were given parameters and grading criteria, shown examples of what former students had submitted for the same assignment, and then given complete autonomy to explore and submit the assignment.

Self-Directed Learning. Self-directed learning is a construct where students were given opportunities in and outside of class to remember, understand, and apply the principles aligned with the course learning objectives. Specifically, students were invited to practice and apply principles (e.g. note-taking, test-taking, reading and memory strategies, etc.) in their assignments from this course as well as other courses over a period of time (often 2-3 weeks), thus giving students regular opportunities to self-analyze and evaluate the principles in the context of their own life and design learning approaches that were most effective for increasing their student success. Students were asked to evaluate the effectiveness of their self-directed approach and determine opportunities for improvement.

Data Collection and Analysis

Data were gathered by way of three primary measures and triangulated to address the research question. In addition to data from the survey on perceiving functions from the MBTI, a pre-post survey (see Appendix) of primarily open-ended questions was administered in class to gather additional information about assignment submission flexibility, active learning assignments, self-directed learning and student success. A

single rater (the professor of all four sections) triangulated the data and presented the findings to each of the four sections of student success courses. Using grounded theory, open-ended responses were initially open coded to identify all potential themes, then using axial coding, themes were categorized and selective coding was used to identify the primary categories (Strauss & Corbin, 1990). In addition to the student comments on the pre-post surveys, comments from the anonymous end-of-semester student evaluations were also collected and analyzed as a fourth source of data.

Results

It was anticipated that students who identified themselves as S (Sensing) in the MBTI might struggle with or otherwise be opposed to the instructor's assignment submission flexibility, active learning assignments, and self-directed learning. Likewise, it was anticipated that students who identified themselves as N (Intuition) in the MBTI would openly welcome assignment submission flexibility, active learning assignments, and self-directed learning.

STUDENT REACTION TOWARDS SELF-DIRECTED LEARNING BASED ON ASSIGNMENT FLEXIBILITY SUBMISSION AND ACTIVE LEARNING ASSIGNMENTS (PERCENTAGE OF THE SAMPLE)

	Pers. Type	No Response	Indifferent	Negative/ No	Positive/ Yes	More Positive
Pre	S	1% (1)	5% (4)	0	37% (31)	NA
Post	S	1% (1)	0	1% (1)	28% (23)	13% (11)
Self-Directed Learning	S	7% (6)	6% (5)	1% (1)	29% (24)	NA
Pre	N	0	1% (1)	0	55% (46)	NA
Post	N	0	1% (1)	0	30% (25)	25% (21)
Self-Directed Learning	N	1% (1)	4% (3)	2% (2)	49% (41)	NA

Table 2

There were 36 students who identified themselves as S and 47 as N with the following reaction towards self-directed learning based on assignment submission flexibility. The response options of indifferent, negative/no, positive/yes were included on the pre-survey and on the post- survey, the option of more positive was added to allow participants to identify if the assignment submission flexibility had increased their positive reaction towards their own self-directed approach to learning (as outlined above) since the beginning of the course. While coding the comments it was clear if a student was indifferent, negative or positive towards assignment flexibility and self-directed learning.

Even though one might have expected the S students to not enjoy assignment submission flexibility and would prefer that the instructor tell them exactly what to do and how to do it, this was not the case. In fact, 31 of the 36 S students looked upon assignment flexibility positively from the beginning while in the post survey, 23 looked on it positively with 11 looking at assignment flexibility even more positively, which is a 35% increase. Specifically, some S students explained the positive change from pre- to post-survey:

"When I started I wanted to be told what to do, and now as time has gone by I have been able to express it in my own way."

"Yes. At first I was not a fan of being flexible, but over time I branched out and had a lot more fun turning in my assignments in other ways."

"I thought it was a little scary at first but I quickly grew to like it."

Similarly, one might expect the N students to openly embrace this approach to learning. In the pre-survey 46 already had positive views towards assignment flexibility with 21 viewing it even more positively in the post-survey, which is a 46% increase. Some of the N students described how they felt about the change in views from pre- to post-survey:

"I've never had it before so it was a great new experience."

"Yes, because it allowed me to understand and learn the materials the best way I can."

"Yes. I learned to appreciate it more through the semester."

When it came to self-directed learning through assignment submission flexibility and active learning assignments, 65 (85%) of the students specified they felt self-directed in their learning while only 3 (4%) indicated they did not feel self-directed. Interestingly, of the two N students who indicated they didn't feel self-directed, one may not have understood the relationship between learning and the learner ("I don't feel I have much ownership. I'm a student not a teacher.") and the other student admittedly did not put forth the effort ("I don't feel I have pushed myself to learn as hard as I normally do."). The one S student who did not feel self-directed said, "I felt like I had more pressure to become more creative with my assignments" (when it is possible the student may have just wanted to be told what to do).

There were 8 students (5 S and 3 N) or 11% who claimed they felt indifferent about self-directed learning assignments. The indifferent S students described, "I did not care" or "I take ownership in all my learning. I don't think flexibility really has an effect on it." In other words, regardless of the assignment submission flexibility extended, some students may be apathetic towards learning in general while other students may already choose to be more self-directed in their learning without the need or invitation from the instructor. The indifferent N students were similar in their responses as they described they preferred choosing assignment ease ("I feel like it is offered to me but I don't take it. Like I said, papers are easier and quicker."); apathy towards the work ("This course was way awesome. I just didn't put 100% into it."); and possibly a misunderstanding of the intention of assignment flexibility ("I don't think I ever feel like I have ownership cause I'll worry, then think of an excuse I have to use if necessary.").

Of the students who indicated they felt self-directed in their learning through assignment submission flexibility, one S student made reference to feeling in control ("I felt like I was in charge of my learning and not under someone else's control."). Similarly, another talked about getting out of his comfort zone ("I stepped out of my comfort zone a couple times due to the flexibility of assignments."), which is a very positive cognitive experience. Similarly, the N students who felt assignment flexibility contributed toward self-directed learning made statements like the following:

"I felt that I was able to further find what my learning styles were. I came to this course unsure what they really were, but I feel I have a better understanding now of how to study and learn in class."

"It helped me actually work towards learning."

"I had to take full ownership. Without it, I couldn't do the assignment."

"I knew the teacher was only concerned with what I learned and had faith in my ability to show that [through assignment flexibility]."

The findings of this study and the overall outcomes of this approach to teaching first-year students also align with the majority of student comments left in the anonymous annual student rating of instruction at the end of the semester, such as:

"He let us do the homework assignments anyway we wanted. It let me be able to really get into what the assignment was about, (so that I actually can use it in my personal life)"

"Everything we did was helpful, the class is all about learning about who you are as a student and helps you jump into college. We were able to have freedom to do what we wanted based on our learning types with our assignments."

"I think he honestly was one of the first teachers that I can say respected my thoughts, struggles, etc. He really is great to work with, and teaches in a way that any student can appreciate!"

"Also in the classroom it was so helpful to not only find one way but other ways to do different things like studying skills; we learned more than 5 different ways to help us and he had all of us experiment on them and talk about it in the classroom to let others know how it worked out for us, which to me was very helpful."

"He has taught me to use school skills toward my life and it has been great! He even let us turn in assignments the way we wanted to. I found this method more effective and interesting than other classes where you don't have a choice."

Discussion

The combination of active learning assignments, student awareness of sensing and intuition, and assignment submission flexibility suggest an increase in student self-directed learning. By increasing self-directed learning through assignment submission flexibility and active learning assignments, students engaged at a much higher cognitive level, which may have prepared them to become more self-regulated learners and more well-prepared with the foundational knowledge and related skills that can lead to improved student success and overall self-leadership. Additional research is needed to explore these variables as well as the impact of student perceiving functions on progression through the cognitive development stages as they relate to self-directed learning and student persistence to graduation.

Limitations

One of the limitations of this study is the student perceiving functions of sensing and intuition only had one measure for each. It would have been more comprehensive to include multiple questions or statements where the student self-identified as sensing or intuition. Another limitation of this study is that it was merely exploratory, evaluating only four of 20+ total sections of the same university student success course. What is more, there also needs to be one or more comparison groups. With the addition of more sections and comparison groups in future studies, the data might be more generalizable to similar populations.

Implications

First-year experience students commonly enroll in courses intended to help them develop their own self-awareness, learning skills and strategies, and improve their connectivity to campus and its resources. However, how often do these courses actually create the environment for students to become self-directed learners (Dembo & Seli, 2013)? Based on the results of this study and future exploration of similar studies with comparison groups, if the findings hold true, first-year experience programs should evaluate the way instructors, share power with their students to design assignments through active learning, as well as assignment submission flexibility. One of the most profound outcomes from this study was that students explored and experienced self-awareness, learning skills

and strategies, and connectivity to campus resources and services in a self-directed learning environment, instead of just being lectured about these learning outcomes. Beyond the first-year experience courses, other instructors, both at the secondary and post-secondary levels, could evaluate the way they create their own learning environments to facilitate self-directed learning experiences. While this study is not generalizable, the results and implications are transferable and deserve additional consideration in a larger study that includes a sample more representative of higher education nationally and even internationally.

Conclusion

First-year students generally come from a very teacher-directed learning environment in high school and are expected to immediately transition to a self-directed learning environment to be successful (Dembo & Seli, 2013). While first-year students may be less familiar with higher cognitive active learning experiences, this study provides transferable evidence to the larger first-year student context suggesting students are ready and willing to engage in self-directed learning practices and need to be given the opportunity to do so. In particular, first-year faculty (and teachers at all levels) need to evaluate their own pedagogy and the self-directed learning experiences they provide to help students explore and create their own personalized and foundational learning skills and strategies and ultimately lead themselves to success in their other classes and in life.

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Appendix

1. Myers-Briggs Type Indicator® MBTI

    S   I am very uncomfortable when part of my learning is left to my imagination

    N   I am bored when everything I am supposed to learn is presented explicitly

2. Student Survey: If you need more space, please write on the back of this paper.

    1. Gender (circle): Male   Female

       Marital Status (circle): Single   Married   Divorced/Separated

    2. Primary Ethnicity (circle): White Hispanic Asian African American Native American Other:

    3. Status (circle): First-semester Freshman   Returning to school after time away Other Freshman Sophomore   Junior   Senior

    4. Qualify for Pell Grant? Yes No

    5. What is your definition of assignment flexibility?

    6. Is there assignment flexibility in this course? (Please circle) Yes   No   (if NO, skip to #13)

    7. What was your initial reaction to assignment flexibility in this course?

    8. Did your feelings towards assignment flexibility change over time in this course? Why or why not?

    9. Describe the circumstances, if at all, when you took advantage of the assignment flexibility in this course. (Give specific examples and reasons from your personal experience)

    10. *In this course*, describe your learning experience with flexible assignments as compared to your learning experience with non-flexible assignments.

    11. Describe how you felt towards the ownership of your own learning as a result of assignment flexibility in this course.

    12. Describe your own feelings towards your overall student success as a result of assignment flexibility in this course.

    13. Do you have assignment flexibility in other classes? (If no, why do you think you don't? If yes, describe the assignment flexibility you experience.)

    14. Regardless of how you feel about assignment flexibility, describe the reasons for your final grade in this class (i.e. overall success or lack thereof).

Watercolor Abraham Lincoln Portrait
Alisa Bingham
Watercolor

Lying as a Leader
Mason Garland
Utah Valley University

This essay draws on Plato's Republic *as a model of leadership that is fundamentally situated on lying to subordinates. Socrates founded a hypothetical city that would be the epitome of virtuosity, but at its core would be a system of oppression of the masses, based on a lie that would segregate the citizens into a hierarchical caste system with no possibility of changing their circumstances. Work will be drawn from Michel Foucault in* Discipline and Punish, *Friedrich Nietzsche in* Thus Spoke Zarathustra *and* The Gay Science, *and Simone de Beauvoir in* The Ethics of Ambiguity *to develop a critical analysis of the ethics of using a lie as a foundation for any leadership capacity.*

Lying is an interesting moral problem because it is not universally wrong or bad. It has been the source of debate amongst philosophers even since the time of Socrates, and there is no clear answer whether it is universally reprehensible or acceptable. This problem becomes nuanced when we take into account the specific social relations involved in the lie and its content. The goal of this essay is to evaluate the appropriateness of lying while one is holding a leadership role using the ethics of Friedrich Nietzsche and Simone de Beauvoir. I will begin this evaluation by using Plato's *Republic* as a model of leadership that lies to its subordinates. I will compare the motivations of Socrates to the philosophy of Michel Foucault in *Discipline and Punish*, highlighting key similarities in the thoughts of both thinkers. Then I will use Friedrich Nietzsche's ethical teachings found in *Thus Spoke Zarathustra* and *The*

Gay Science to evaluate Socrates's leadership model. Lastly, I will use Simone de Beauvoir's work, *The Ethics of Ambiguity*, to assess Socrates's ideal leadership system. I argue that Socrates creates an unethical leadership model, not because it involves lying to others, but because it involves the unwarranted oppression of people.

Plato's Republic is an account of Socrates's attempt to identify and define the abstract virtue of justice. One method Socrates employs to uncover the meaning of justice is to create a hypothetical, perfect city and liken that city to a perfect soul. In doing so it will make justice easier to discover, much in the same way one would use a magnifying glass to make something appear bigger so that it is easier to find. The city Socrates hypothetically creates is to be used as the epitome of a virtuous city and it is carefully divided into a hierarchy of three different classes of people. Socrates sees a problem with segregating the population this way because there will be people that rebel against being put into a lower class than their peers and having to deal with a harsher life than the more privileged higher classes. To combat this potential problem, Socrates deems it necessary to construct what he calls a "noble falsehood"[1] that would serve to placate the masses into willfully accepting their place in their respective class. The falsehood would take the form of a story or a myth that the leaders would tell the people about how their city, and they themselves, were created.

Socrates tells the story that all the people are related to each other, but "the god who made you mixed some gold into those who are adequately equipped to rule, because they are most valuable. He put silver in those who are auxiliaries and iron and bronze in the farmers and other craftsmen."[2] The different groups of people are separated because they are told that some are more valuable than others with each group experiencing less and less prestige and privilege the lower they are on the hierarchy. Furthermore, "the first and most important command from the god to the rulers is that there is nothing that they must guard better or watch more carefully than the mixture of metals in the souls of the next generation."[3] This means that there can be no interbreeding between groups

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1   Plato, *Republic* (Hackett Publishing Company: Indianapolis, 1992), 91.
2   Ibid., 91.
3   Ibid., 91.

and that the distinction amongst the different classes will be strongly reinforced by both the rulers and by the religious tradition. Effectively, this opens the way for Socrates to institute a practice of eugenics in the highest social class and cement their rule over the lesser castes. On top of the social stigma that he will enact, Socrates threatens that "there is an oracle which says that the city will be ruined if it ever has an iron or bronze guardian."[4] In effect, Socrates will have the people believe that if there should ever be a person of a lower class that happens to infiltrate the highest class, then the city will fall into ruin. Through the indoctrination of people, Socrates will achieve his perfect city, but at what cost? All the effort of using a noble falsehood is directed at making the population easier to control. This idea has a modern correlate found in the philosophy of Michel Foucault.

Michel Foucault wrote *Discipline and Punish*, which is an extensive study of the development of the penal practices of western societies and its impact on social structure. This specifically relates to Socrates because Foucault provides the rationale for why a system like Socrates's would work. The majority of Foucault's work in *Discipline and Punish* revolves around how power, be it social or political, is gained from organizing individuals and careful discipline. Foucault says "the chief function of the disciplinary power is to 'train', rather than to select and to levy; or, no doubt, to train in order to levy and select all the more."[5] Discipline serves as a facilitator of training individuals in order to properly command and discriminate them, based on rigorous norms and observation. Through discipline, one can make a body of people useful, as seen in today's armed forces personnel. The military, namely the Army, is able to take young people and mold them into soldiers through intense physical and mental training in boot camp. Boot camp takes the malleable recruits and subjects them to severe discipline and organization. They are harshly punished for the slightest deviation from protocol and are given a rank as part of a hierarchical structure that incentivises them to perform well in order to be promoted and receive accolades. After finishing the training, some of the recruits move forward to more specialized training such as special forces and etc. This example highlights the point Foucault makes

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4   Ibid., 92.
5   Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Random House, 1995), 170.

in that a group of people can be trained to fulfill a specific role and from the newly trained group you can select those to be pushed forward and trained even more intensely. The military training program is a machine that creates useful bodies that can be further augmented with higher levels of discipline. Discipline can be used to make people into groups of docile bodies. Foucault explains the meaning of a docile body saying, "a body is docile that may be subjected, used, transformed and improved."[6] Discipline turns people into the cogs of a well-oiled machine at the expense of their personal desires and wills. This modern observation fits wholly with Socrates's goal of creating groups of people that are willing to subject themselves to such rigorous class distinctions. Foucault offers a modern reference for the ancient program of Socrates and provides us with relevant examples of how it is done in our own society. The pervasive goal of discipline creates groups of people that can be used as tools in the hands of others, and the terrifying insight is that it causes humans to want to participate in the system of discipline against their best interests.

Socrates uses methods that would cause upheaval in western society. What is it about his system that is so offensive? The main ethical concerns regarding this perfect city are, first, the people are being lied to, and second, the people are arbitrarily forced into unequal castes with no hope of being delivered from their social status. Friedrich Nietzsche provides compelling accounts to the ethical quandary of lying in *Thus Spoke Zarathustra* and in *The Gay Science*.

In *Thus Spoke Zarathustra*, Nietzsche attempts to allegorize his philosophy through the teachings of a prophet named Zarathustra. Zarathustra works to teach people of the *übermensch* (overperson), who is the pinnacle of human achievement and evolution. While Zarathustra admits that no one alive in his time can become an *übermensch*, it is still important to strive to become like one. Everything that leads people closer to attaining that goal is considered ethical or moral. In the section titled *On the Three Metamorphoses*, Zarathustra describes the three stages of life a person can potentially encounter, depending on their own personal development. The first stage is that of the camel, who is a person that takes upon themselves the values of others. The camel stage is a condemnation of all those who ascribe to the values given to them by tradition or

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6   Ibid., 136.

religion and they do not question those values for themselves. They never attempt to evaluate the things they believe and so are led like beasts of burden throughout their lives. This stage is the lowest stage of the three metamorphoses and its transition to a higher stage is marked by the person recognizing they are burdened by the values and desires of others, not ones they themselves have created. This realization prompts upheaval by the person in what Zarathustra calls the lion stage. The lion stage is important because it allows a person to create the "freedom for oneself for new creation."[7] A person can revolt against the values others have given them and can begin to see that it is possible for themselves to create their own values. The downfall of the lion stage is that it only has the power to destroy old values, it cannot create new ones for itself. To do this, one must pass on to the child stage, which is characterized by "innocence and forgetting, a new beginning, a game, a self-propelled wheel, a first movement, a sacred 'Yes.'"[8] The child, in all innocence and without any rancor, is able to create for themselves new values. The importance in this is that they are their own masters and have decided for themselves how they will to live. This relates to Socrates's perfect city because he demands that people accept the values given to them by the city and to never question them, exactly as described by the camel stage. In essence, Socrates would prevent all of the citizens from progressing through the three metamorphoses for the benefit of the state and only allow a small few to attempt progressing through these stages. Such a damning policy would incite the anger of Nietzsche, who advocates that all people make an effort to move through the different metamorphoses, and be strongly condemned by him. For Nietzsche, nothing can take the place over the importance of the individual and that is why he vehemently opposes the state, or the masses.

Nietzsche also has qualms with doing anything for the benefit of the state. In *On the New Idol*, he calls the state "the death of peoples" and "the coldest of all cold monsters."[9] It lies to the people saying, "I, the state, am the people."[10] In this sense, the state is an abstract, third-person entity not representative of the actual population from which it arises.

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7   Friedrich Nietzsche, *The Portable Nietzsche* (New York: Penguin Books Ltd., 1982), 139.
8   Ibid., 139.
9   Ibid., 160.
10   Ibid., 160.

It is a generalization that lacks the specific traits of those it represents and so becomes a distinct identity and unity separate from the population. It is a phantom of the people it is supposed to represent and it is a tool for those in power to coerce the population into docility by appeals to popularity. Through this deception, the state is able to control the masses and people willingly give themselves over for the benefit of the state or for the public. They lose sight of the fact that "it was creators who created peoples and hung a faith and a love over them;"[11] people are the ones responsible for the creation of states, yet the state can subvert that truth in order to create a system of oppression. The state is a lie that wins over the hearts of everyone because, "it will give you everything if you adore it, this new idol: thus, it buys the splendor of your virtues and the look of your proud eyes."[12] The state actively suppresses individuals and turns them into lesser beings, much in the same way the rulers of Socrates's city force people into castes and tell them they are less valuable than their superiors. If they deny this lie they are made into enemies of the city, or the state, and are cast out of the city. Nietzsche would denounce Socrates's city on the grounds that it devalues the individual in order to deify an abstract entity like the state. Nietzsche says "where the state ends—look there, my brothers! Do you not see it, the rainbow and the bridges of the overman?"[13] The state stands in direct opposition to the coming of the *übermensch* and it hinders peoples' ability to improve themselves to become more like the *übermensch*. This is unethical and therefore must be discredited for the sake of the individual.

In addition to the wrongfulness of hindering the potential of others, Nietzsche speaks out against deceit of any kind. In *The Gay Science*, Nietzsche makes an account of how people should live their lives according to a new morality that affirms life in the present instead of any afterlife, which demeans our present experience. He succinctly states the basic tenets of his new morality in these words: "'I will not deceive, not even myself'; *and with that we stand on moral ground*."[14] Deception of any kind is not tolerated in Nietzsche's morality because it ultimately leads to people lying to themselves. The deception in question is that of science

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11   Ibid., 160.
12   Ibid., 161-162.
13   Ibid., 163.
14   Friedrich Nietzsche, *The Gay Science* (Vintage Books: New York, 1974), 282.

and religion, deceiving people into believing that there is a world apart from our world and that distant world holds all value, not the one we live in. This deception leads people to eventually hate their life and waste it in the hopes of a better life or existence that is yet to be found. It is with this stroke that the Socratic ideal city falls. It is based on a deception and upholds that deception throughout its existence, driving people to sacrifice themselves in the service of a falsehood and wasting their lives in a potentially demeaning position that was artificially placed on them.

This twofold refutation by Nietzsche is thorough and founded in critical philosophy, rather than appealing to any form of deity or tradition. One of the problematic refutations is his stance against lying. Nietzsche holds that deception is immoral in all cases and people must not deceive others nor themselves, but there must be some instances where lying is the right course of action. There is an ambiguity of existence that Nietzsche embraces throughout most of his work until he comes to the topic of deception, then that ambiguity is thrown out in favor of absolute values. Simone de Beauvoir compensates for Nietzsche's oversight in her work, *The Ethics of Ambiguity*, where she embraces the ambiguity of life and uses it to create a controversial, yet consistent ethics loosely based on the idea of the ends justifying the means.

Beauvoir's ethics is focused entirely on maximizing the freedom of all people. Her emphasis is on using existing people and situations in ethical systems rather than postulating any hypothetical group. She says, "whereas for existentialism, it is not impersonal universal man who is the source of values, but the plurality of concrete, particular men."[15] Beauvoir does not want to deal with hypothetical situations, but rather, with real people and real problems. Instead of talking about racism in general, she will advocate talking about racism specifically at work in South Africa or other colonial areas. This 'real world' emphasis enables Beauvoir to confront difficult issues that plague modern society. The underlying rule that Beauvoir's ethics follows is that freedom of all people must be respected. She says, "to will oneself free is also to will others free."[16] Freedom has a very specific definition for Beauvoir. She describes it as "not to have the

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15 Simone de Beauvoir, *The Ethics of Ambiguity* (Open Road Integrated Media: New York, 2015) 17.

16 Ibid., 78.

power to do anything you like; it is to be able to surpass the given toward an open future."[17] Freedom must be able to be expressed as possibility for future endeavors, unlimited by present circumstances. We must enable others to pursue their own projects and goals without any constraints.

This is the ultimate ethical good in Beauvoir's system and it seems to be simple, but unfortunately the world is not as neat as we would have it, and so ethics must take on many more nuances than any simplified idealized version philosophers can provide. Beauvoir escapes this issue by carefully giving her system a qualifier that is ambiguous: "We have to respect freedom only when it is intended for freedom…a freedom which is interested only in denying freedom must be denied."[18] All freedom is not safeguarded in Beauvoir's ethics, which provides people a way to assess real life scenarios, such as racism. The racist is free to express their feelings up until it infringes on the honest intentions of the freedom of others. In this case, the racist loses all claim to their freedom being respected and they are summarily denied. Their freedom is no longer respected so long as it focuses on restricting others. Beauvoir justifies this clause by saying that, in such difficult situations, "it is necessary to choose to sacrifice the one who is an enemy of man."[19] This approach is similar to utilitarian ethics, allowing for minor evils to be committed in the service of the greater good. Each circumstance demands a specific response, so violence is not always the answer, and those who commit such violence must evaluate whether their actions were warranted or not. The guiding rule for such an evaluation is "the evil that one inflicts be lesser than that which is being forestalled."[20] This allows a flexibility in Beauvoir's ethics where one can commit a minor evil, such as lying, in order to accomplish a greater good; the greater good being the maximization of freedom for all. Beauvoir would condemn Socrates's noble falsehood on the grounds that it limits the freedom of the lower classes. The lie itself is not reprehensible, but the act of restricting freedom is. Socrates is completely justified in using a noble lie as long as it does not intentionally limit the freedom of others.

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17   Ibid., 97.
18   Ibid., 97.
19   Ibid., 104-105.
20   Ibid., 162.

This ethical study has shown that leadership must confront difficult decisions and sometimes a minor evil is necessary in order to accomplish a greater good. Using the example of Socrates's perfect city in Plato's *Republic*, it has been shown that lying in itself is not wrong, only limiting the freedom and potential of others is. What is required is that the leader continually evaluate whether they are enhancing the freedom of others or restricting it. The leader is ethically justified in their actions, which is supported, in small part, by Friedrich Nietzsche and wholly by Simone de Beauvoir. This does not give the leader free reign to do as they please. They possess a great ethical burden to enable the potential of others and ensure that all people are improved through their interactions with the leader, directly or indirectly.

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Pixel Lighthouse
J.L. Trout
Graphic Art

The crumbling hermit sat standing by the old alabaster lighthouse, watching the sun descend upon the horizon. He thought about his life stuck on the island and wondered if he ever made a difference.

He gazed back at the giant white beacon and realized that he helped many husbands return to their wives, children to their parents, and provided a way for goods to reach his little island to improve quality of life.

He shrugged, took another smoke, and headed back inside to start another long night in his work alone.

Dedicated to those who don't realize how much of an impact they make.

The True Form of Leadership

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Leadership unlocks hidden potential and motivates the immovable towards an objective. This paper attempts to identify, isolate, and explain the key components of the best style of leadership. Many real-world examples of leadership are described to illustrate this. Leadership in a contemporary setting is discussed, not focused on the ethical aspects of leadership but solely on its quantifiable components and affecting factors. The attributes mentioned will give the reader empirical means to recognize and follow a true leader or become one themselves.

The events of April 4, 1968 sent shockwaves through the entire world. The reverend Martin Luther King Jr. (1929-1968) lay on the second-floor concrete balcony outside The Lorraine Motel, murdered by James Earl Ray in cold blood (Pepper, 2003). However, Martin Luther King's message did not die with him that day. His consummate leadership propelled his message of civil rights and equality for all far beyond his own life, and is today etched into history as an extraordinary leader.

A true leader is always envisioned at the most basic level as an individual who can inspire others towards an objective or goal. However, there are key, core components of leadership that are as timeless as the skill itself. Much like any other skill, leadership can be attained through consistent practice and can be continuously honed and perfected

through diligent introspection and revision. Leadership should be viewed as a living object that must be paid constant and careful attention. To determine what "true," meaning most positive and impactful, leadership is, the core components of true leadership must be identified.

To become a noteworthy leader, one must know which direction to head and what steps to take. A simple example of this would be someone standing at the center of an unfamiliar landscape. Whichever direction he or she turns, even down to the very degree they are facing, leads to its own unique path. Without a guide—such as a map and compass—that person can head in one of infinitely many directions. To begin in the precisely correct direction, one must know the exact route to take to arrive at their desired destination. All of this can be a metaphor of the journey to becoming a true leader. Let it be said, however, as the American author Henry Miller (1891-1980) remarked in 1959, "One's destination is never a place, but rather a new way of looking at things" (p. 360).

"True" Leadership

There are several different types of leaders and leadership styles. One must only look at history to see the comparisons. Many forms, both negative and positive, can be identified, but true leadership will be designated as the most ideal form. Three attributes true leaders should exemplify are being goal-oriented, exemplary to those they lead, and able to communicate effectively. A true leader will continuously adapt these three principles to changing circumstances and revise his or her own leadership practices accordingly.

Goal-driven

True leaders motivate people toward a specific, common ambition. This can be the difference between an aimless, disorganized group and an efficient, driven, and purposeful collective to be reckoned with. A true leader is self-aware and knows how to set goals, knowing which objectives to strive for while minimizing excess. He or she possesses vision, and change aspiration into achievement. Goal-driven leadership is what accomplished wonders from the Pyramids of Giza to sequencing the human genome to putting a man on the moon. Unfortunately, many people let laziness and complacency halt their goals and dreams.

Mediocrity has long been one of the greatest downfalls of mankind, so much so it could even be thought to interrupt more goals than many other factors. The human mind always tries to take the path of least resistance, and there is also a certain psychological reprieve that comes from giving in and giving up. The innate human gravitation towards complacency has long been one of mankind's most repressive sedatives, stifling prodigies of science, culture, government, and more that the world will never know. Thus, leadership is a purposeful action of consciousness that is never arrived upon by accident; it is practically the antonym of indolence. Ambition and purpose are the inverses of mediocrity, and a true leader must possess them. However, these are not spontaneous traits.

Equally as important as being determined to complete a goal is knowing when it is advantageous to take a different angle or revise a goal altogether. An example of a true leader being able to wisely readjust their focus to attain new goals is the tech industry prodigy Steve Jobs (1955-2011). Ousted out from the company he co-created, Jobs applied the principle of "failure is feedback," and eventually returned to his previous position when his tech company NeXT was sold to Apple (Sonnenfeld, 2013). He then went on to revolutionize the technological world with his creations of the iPod, iPhone, and iPad. Steve Jobs adjusted his goals and took a different angle to achieve his original goal, regardless of all setbacks. On the other hand, Adolf Hitler (1889-1945) is commonly depicted as a leader that let misguided ambition get in the way of foresight and revision of a goal (Stokker, 1997). Hitler made a crucial mistake with his exaggerated ambitious goal of conquering the USSR in Operation Barbarossa in June 1941. It is theorized that if he had readjusted and focused on conquering the British Isles first, most likely all of Europe would have been conquered and the world as we know it would be much different now (What if Nazi Germany Won, 2015). His blunder revealed a glaring fault in his leadership skill to his countrymen and the world. Dissensions and desires for assassination and revolution increased significantly as his substantial leadership flaws were grossly exposed.

It is also important to remember that an easy mistake for driven-minded leaders is to fixate excessively on their goal and to slowly disregard the people involved. Be it greed or pride, it is a human tendency

to become narrow-minded. In life it is sometimes the journey, not the destination, that is most important. This cannot be truer than when striving towards a goal, as it is very easy for those involved to be swallowed up in the process. True leaders know the balance between concerted effort and excessive obsession towards a goal.

Exemplary

True leaders instill within followers an admiration toward the leader. This adoration compels supporters to aspire to become like their leader. A true leader builds up those they lead and does not leverage their position for personal gain, but rather uses it as a platform to hoist their followers to their own level. In short, true leaders are positive examples that influence others to attain greater heights and achievements.

A true leader brings those with them to the goal, not just themselves, and builds up his or her own people with the foresight that they themselves will become leaders. No leader lasts forever, and if he or she sincerely wants their influence to outlast themselves, they will prepare those who follow them. A model to illustrate this point is Alexander the Great (Freeman, 2011). Alexander was the embodiment of the word prodigy and a savior to a declining Greece. Seemingly out of nowhere, this young war hero reestablished Greece's economic and cultural dominance in the region while conquering vast tracts of Asia and northeast Africa. His kingdom fell victim to his early death when he suddenly became ill with a fever and died roughly fourteen days later. When questioned on his deathbed as to whom would be his massive kingdom's successor, he replied, "tôi krastitsôi"—or, "to the strongest" (Barr, 1966, p.6). With Alexander's kingdom caught off guard by his death, dissention and rivalry segmented the empire. His generals bitterly fought a divisive war to assume power that rent the very seams that held Alexander's kingdom of conquest together.

Alexander's lasting influence and specifically his kingdom, may actually pale in comparison to what it could have been after his death, had he designated and prepared a leader replacement. What could have been a long-lasting and flourishing kingdom with the potential to change the course of history for centuries became naught. A true leader must never be jealous of the progress made by those whom they lead. True

leadership is transformative and shapes its followers, knowing that one day new leaders will eventually emerge and surpass or replace the leader.

Communicator

Action is always the loudest message a leader can send. David Bascom conveyed, "The older I have become, the more I have learned to stop listening to what men say and start watching what they do" (personal communication, December 14, 2013). A true leader's actions should always communicate leadership. A leader can possess vision, but if they do not communicate it through word and action, then the goal remains as nothing more than a dream. Two forms of communication are fundamental to leadership: action and word. A true leader knows that these are his or her two most powerful forms of communication and that their cause and message either thrives or dies through their communication or lack thereof. Communication in the most primal forms is what first joined mankind to a unified cause. Communication has expansively changed over time, but the fact remains that a message never sent or a message poorly conveyed is a message never received. When face-to-face interaction is not an option, written or other lasting forms of messages are next best. A true leader knows how to use various mediums of communication to ignite interest in his or her followers that motivates them towards the goal.

Mass media communication and the internet have revolutionized and amplified the sphere of influence of leaders. Take for example the first televised presidential debate, which was between John F. Kennedy (1917-1963) and Richard M. Nixon (1913-1994) (Webley, 2010). During the debate, Nixon, "appeared haggard and was sporting a '5 o'clock shadow,'" while Kennedy, "clearly 'won' the debate, a fact attributable to both his superior comfort level with the new communication medium and his 'telegenic' good looks" (History.com, 2009, para. 2). A great portion of how people perceive true leadership is what the leader does and how they carry themselves. Therefore, a true leader is always aware of his or her forms of verbal and nonverbal communication. Nowadays, one must both look and act like a leader always.

Models of True Leadership

Battlefields have been the breeding ground for some of the world's

most famous leaders. The complex mechanics of war combined with its uncontrolled chaos necessitates that men and women are either polished into exceptional role models of leadership or are replaced or even killed in the process. In the drastic leadership situations of warfare, leadership either kills young men and women or leads them to victory.

General George S. Patton, Jr. (1885-1945), known by many as a wartime hero of the United States during the Second World War, is remembered by history for his exemplary leadership of the Third Army. General Patton is famously quoted as always telling his troops, "Go forward!" (Axelrod, 1993, p. 53), always urging his troops to surge forward with courage and never admit defeat. As Alan Axelrod (1993) interprets it, "To go forward is to make each move, each action, count. To go forward is to give up dwelling on the past" (p. 53). Even when forward movement was stalled or even reversed, what some might consider hopeless, General Patton always remarked, "You are not beaten until you admit it. *Hence* DON'T" (p. 74). While the extremeness of leadership in warfare might not be mirrored exactly in other facets of life, the principles remain the same; true leaders always look with an eye forward to the future, locked onto their next goal, never jumping to the conclusion that a setback is a defeat until all possibilities are exhausted.

Colonel David H. Hackworth (1930-2005) is another wartime hero and a true leader known for his dramatic transformation of the 39th Infantry of the U.S. Army during the Vietnam War. He inherited one of the most backward groups of soldiers in the entire war. The 39th consisted primarily of draftees and was incurring a grossly substantial number of casualties than was usual, with as much as 40% resulting without any open contact with the enemy (Hackworth, 2002). Colonel Hackworth ended up polishing this band of misfits into the most feared band of warriors and most effective soldiers in the entire war.

Many looked to Colonel Hackworth as a leader for his direction in how to duplicate his results elsewhere, and he narrowed down his philosophy to six principles: "Fight smart, never be in a hurry, lead from up front, set the example, take care of the troops before you take care of yourself, and keep good commo [communication] going" (Hackworth, 2002, p. 59). This lead from the front and be an example method was

nothing short of opposite to the principles that had preceded him in the 39th Infantry, as the prior commander had employed careless, selfish tactics only to produce satisfactory numbers to those whom he reported. This unnecessarily endangered the lives of every man, and countless lives were needlessly lost or permanently maimed, all resulting from poor leadership that was not focused on a common goal and was anything but exemplary like a true leader should be.

The men of the 39th were badly beaten by the time Colonel Hackworth was assigned to them, and their faith in leadership was almost nonexistent. Colonel Hackworth reversed the improper leadership practices and cultivated a culture of unity and pride, branding them as the "Hardcore Recondos" (Hackworth, 2002, p. 55). Colonel Hackworth instilled in every single man—from the cooks to the medics to the soldiers—that they were the best, and he allowed them to prove it to themselves. Most importantly Colonel Hackworth led by example and inspired every man in his command to achieve excellence. By the acts of true leadership of one single man, hundreds of soldiers, if not thousands, were directly and indirectly affected, and the history of the 39th Infantry was forever memorialized.

Leaders can be seen in many other aspects of history. Intellectual leaders in academia are a vibrant, constant reminder of leadership and ingenuity. In industry, Nikola Tesla (1856-1943) is responsible for revolutionizing the science of electricity and ushering in an unprecedented new era of invention and innovation. Tesla immigrated to the United States in 1884, and shortly after signed a patent for his alternating current method that would eventually be used for the hydro electrical dam at Niagara Falls. A statue of Tesla remains to this day, and his legacy can be seen in many other ways. He is known for his theorizing of radio communication, invention of remote controlled devices, wireless energy transfer, and most famously for alternating current (Carlson, 2013).

Not only were the devices and theories that Tesla created forerunners (Carlson, 2013), but he himself was an example of persistence and ingenuity, typifying an unwavering goal-driven attitude that every true leader has. He was doubted, mocked, and scorned repeatedly through his life, constantly being scoffed at for his revolutionary ideas and being

labeled as a fool and a madman. Tesla's perseverance is exemplary of a true leader in the face of immigration, mockery, failed experimentation, retreating investors, bankruptcy, and skepticism. Through it all, he never gave up hope in himself or in the belief that technological breakthrough and advancement of humanity were just around the corner. Tesla (1934) is noted as saying, "The scientific man does not aim at an immediate result. He does not expect that his advanced ideas will be readily taken up. His work is like that of the planter—for the future. His duty is to lay the foundation for those who are to come, and point the way" (p. 119). Nikola Tesla is the personification of selfless perseverance and true leadership for a better collective future.

Leadership Today

Leadership today takes on a new appearance. Most of today's leadership positions are found in workplaces and government bureaucracies. In the modern context of leadership, managerial tasks must not be confused with the growth of people. It is important to note that people often confuse filling a managerial position overseeing routine operations with leadership. Any person can complete checklists and order others to accomplish workplace tasks, but a true leader motivates, not demands, this to happen and improves everyone in the process. Bennis and Nanus (1985) brilliantly clarified that, "Managers are people who *do things right* and leaders are people who *do the right thing*" (p. 21). A true leader develops a devotion to each of the people under his or her stewardship and never acts without consideration toward the deeper mental and emotional impacts of their decisions.

If there is a vacuum of interpersonal communication in leadership, miscommunication and resentment can take its place. Patterson et al. (1996) claimed that the world is fraught with the inability to correctly influence others, and shared, "U.S. divorce rate is over 50 percent; child, spousal, and most forms of interpersonal abuse are on the rise; and close to two-thirds of inmates in prison for a capital offense are first-time offenders" (p. 144). Put simply, in today's age people do not know how to properly communicate with others. Resentment is the opposite of respect and a dangerous cancer to leadership that must be healed before it becomes more deeply rooted. A true leader earns the respect of

those who follow them by example and undermines communicational maladies prematurely.

In today's world, one can be a true leader by simply being a positive, sincere, and determined person. Even in minor and seemingly insignificant ways, we can begin to develop what can be called a "leadership reflex." This means taking small steps toward a goal of being a true leader, so that when the bigger decisions arise all choices seem almost second-nature. The significance of leadership in a modern business setting is perfectly epitomized in these words: "A business short on capital can borrow money, and one with a poor location can move. But a business short on leadership has little chance for survival" (Bennis, Nanus, 1985, p. 20).

Conclusion

In conclusion, leadership is one of the oldest practices in human history, but even so has taken on many changes. Even while outlying components are subject to change, certain components of leadership are intrinsic and unchanging. This paper serves as a template to both become and/or discern a true leader. A true leader is goal-driven or committed to a unifying cause, exemplary to those who follow them, and effectively communicates their message through action and word. Leaders have long been the largest factor of the rise and fall of civilizations, and today hold the power to affect millions and even billions. Never has the true form of leadership been more imperative. In an age where so many never climb to their utmost capabilities because of indolence or other excuses, those who do rise above the rest stand out even more so as limitless, *true* leaders.

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THE LEADER IN US ALL
KADEE JO JONES

What defines a leader, in today's day and time?

Can it be described in simple word or rhyme?

Or is it defined by action, taken to add value to someone's life?

Or to diffuse a situation, in this world of toil and strife?

Are a leader's actions big or small, or are they measured by the way

That they touch someone else's heart, or brighten someone's day?

Does a leader take the credit where credit is often due?

Or do they stay unnoticed, and attention hardly drew?

Does a leader only do the work when they feel it is convenient?

Or are they always looking to help, because they are both loving and lenient?

Let me tell you a secret, about what the word "Leader" really means

Because it's not what society makes it, or as seen on movie screens

A leader is only looking to make the world a better place

To help the lives of others, with dignity and grace

A leader's actions may be big or small when seen on chart

But the only thing that matters is that their actions come straight from the heart

A leader usually goes unnoticed, seeking not to take the fame

But instead to seek the happiness that serving brings the same

A leader doesn't do the work just when they feel the need

Rather they are always helping, and serving to take the lead

You see when it comes to defining a leader, there is a fact that will always remain

And it's a fact that a real leader helps others understand, apply, and retain

The fact is that being a leader isn't an exclusive club or fame

It's not a "One size only" brand or "Winner takes All" game

There is no algorithm or equation to doing a leader's work

Rather, leadership is in us all, like a trait and little quirk

But the decision still remains whether you decide to be

The leader that the world looks up to, and very often needs

It's up to you to take the lead, to make changes great and small

And when you do, a flame ignites, and you inspire the leader in us all.

Leadership: An Exploration of the Influence of Written Language

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The concept of leadership is versatile, and its interpretation varies in every field. For some, an example of a leader is a student who chooses to spend his or her time researching and addressing certain larger issues, such as the college mental health problem (Aller, 2017). For others, an individual might stand as a representation of the essence of leadership as Arthur Henry King does for Gardner and Christian (2017). Some aspects of these interpretations are consistent no matter the context, including the idea that a leader is inspirational. That being said, a few interpretations of the word "leadership" are accepted across the board. In this essay, I will discuss some people who possessed exemplary leadership qualities and how they changed history through their writing. It is my belief that the most influential leaders do not seek to attain followers, but to inspire conversation for change.

Leaders come in all shapes and sizes, and someone who is considered a leader in one field may not be in another. Through their actions and writing, leaders build on those who went before them as they encourage conversation and ultimately change. This essay will explore various examples of authors in different time periods and with different goals who were able to build the meaning of leadership.

There are certain individuals who are more universally accepted as leaders. One of these is Martin Luther (1483-1546), a central figure in the history of religion. His writings and actions ultimately inspired the Protestant and Catholic Reformation. The great influence of this man's ideas is observable in the conversation that followed and the way common people interpret the scriptures and express their spirituality no matter their religion (or lack of) today. The question is, how did one man's concerns become the basis for an entire reformation and the inspiration for hundreds of new ideas previously unheard of, for centuries after?

We can attribute a large part of Luther's success to Johannes Gutenburg (c. 1400-1468), with his invention of the printing press in 1440 (Treasures, n.d.). By 1517, when Martin Luther posted his 95 Theses to the door of Castle Church, the printing press was close to a century old and more developed and accessible. Luther was certainly not the first man to share ideas that could change the course of history, especially concerning matters of religion, but he was among the first with the available means to write and widely-distribute his ideas for people to read and discuss.

It was not solely Martin Luther's *ideas* that changed history, but how he made his concerns known. His success is a perfect demonstration of the power of written language. The written word contains the capacity to travel in a more unified way, and grants the reader and direct listener the freedom to interpret in a way that as an individual, he or she can relate to, therefore creating a more easily accepted and consistent message.

Literature written in the sixteenth through eighteenth centuries introduced new ways of thinking and inspiring conversation through various forms and using different tactics. In her poem, *The Prologue*, Anne Bradstreet writes:

> I am obnoxious to each carping tongue
> Who says my best hand a needle better fits
> (…)
> Let Greeks be Greeks, and Women what they are.
> Men have precedency and still excel;
> It is but vain unjustly to wage war.
> Men can do best, and women know it well. (1650)

Bradstreet was among the first women in American history to write under her own name. In her time, women were generally considered incapable and irrational beings, and Bradstreet, through her poetry, raised what was a bold question for the time: Was it harmful to a man's dominance if he allowed a woman to write in her spare time? Bradstreet admits it is more her place to sew rather than to write, but in doing so points out the innocence in letting a woman write if she still knows her place and is aware of her inferiority to man. This is quite a clever tactic, especially considering that Bradstreet herself was female. The collective efforts of Bradstreet and women like her inspired conversation about female productivity, which in turn inspired change in the mentality surrounding the topic.

Modern day literature, no matter the genre, functions similarly in that it allows for conversation. Dr. Seuss (Theodor Seuss Geisel, 1904-1991) is a name we all know well, and generally is not one that first comes to mind when we think of literature. However, Seuss calls to question the definition of literature through his own writing, and few of us (in the United States, at least) can say we were not influenced by his books. He introduced a new, playful kind of expression through words, by creating them when he could not find ones he liked. The word *silly* is commonly used to describe his style, and yet in almost all his books, no matter the absurdity, we can usually find some deeper meaning or moral. In his popular book *The Lorax*, Seuss writes "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not." (Geisel, 1999, p. 57) In this instance Seuss is inspiring people to care about things and take responsibility because that is when an individual can make a real difference. Seuss's style of writing combined with these lessons is enough to even inspire conversation about the definition of literature itself. Whether it is the moral, style, or the question of literature, Seuss has inspired children, professionals, and authors alike, and continues to provoke conversation today.

It is not only the writers of the past who initiate and shape today's conversations. In the first edition of *The Journal of Student Leadership*, published in 2017, Aller, a scholar from Utah State University, identifies researchers as leaders. Gardner and Christian, authors of "The Influence

of an Authentic Individual: Arthur Henry King" (2017), describe an individual whose life helped expand the canon of leadership to include authenticity. For readers who were not previously familiar with Arthur Henry King, or had not considered him in this context, Gardner and Christian, through their writing, contribute a unique perspective to the ongoing conversation about what makes a leader and, along with Aller, follow in the footsteps of authors before them as they inspire change of perception and conversation through their literature.

All the authors previously discussed come from different times and with different causes. Despite this, all of them managed to alter or expand upon the definition of literature and leadership. We continue to do so today as we write and voice our ideas. It does not matter how much potential an idea has to change history if that idea is never shared. The written language provides a means to distribute ideas that inspire conversation and change, and those who take advantage of the power of writing represent the greatest examples of leadership.

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Attributes that Build Effective Leaders

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This paper explores three attributes that can assist leaders in becoming more effective: the power of storytelling, emotional intelligence, and organizational communication. There are several styles of leadership and several ways that people learn, so we can infer that there is not one right way to lead. However, there are certain attributes and abilities that could set a leader apart from others, regardless of the style of leadership. Literature shows that the three attributes mentioned above assist in the effectiveness of an organization. The intention of this paper is to provide information to support effective leadership.

Leadership can be found everywhere—within families, school, and work. A person may function in the role of "leader" without even realizing it. For that reason alone, it would be important to learn how to become a more effective leader and to understand why managers and administrators lead the way they do. This paper addresses three points of leadership that are important attributes in understanding how leaders can and have become more effective. These include the power of storytelling, emotional intelligence, and organizational commitment. While there may not be an antidote for how to make every leader "great" or even effective, these three attributes and ideas can help both leaders and followers to better understand and appreciate their roles.

Power of Storytelling

Goncalves (2013) reasons that there are seven types of leadership powers found in the work place: legitimate (authority from a formal position), expert (people who possess information and specific skills), coercive (influencing others by fear), reward (worker doing what is asked, desiring benefits and rewards), referent (association between person exercising power and icon that wields influence/power), charisma (force of character, getting people to do what leader wants), and information (knowledge a leader possesses to influence followers in their favor). After describing each leadership power, Goncalves concludes that not one singular "power" is better than another—each style offers attributes that work, and things that do not work. In the end, the idea expressed is that the most important trait or "power" for a leader to have in the twenty-first century is to be a "storyteller" (p. 3). Some may ask the question, "How can storytelling make a leader more effective?"

When people share or tell stories, stronger connections are more likely to take place among those sharing the stories and those listening: "In leadership, solid rhetoric and self-confidence…create trust among followers" (Auvinen, Aaltio, & Blomqvist, 2013, p. 1). Stories tend to draw people in, especially personal stories. If a leader seeks to inspire those they lead, they must get their attention which is more quickly offered when stories or metaphors are shared (Harris & Barnes, 2006). Leaders who share stories relating to those they lead come across as more approachable and engaging, rather than intimidating or indifferent.

To better internalize the value of being a storyteller as a leader, Goncalves (2013) relates this message in his article:

> In this new century, successful leaders will have to become storytellers. Not only are we seduced by stories (that's why we like books, movies and theater), but we must invariably place stories above price and quality. We often justify a lack of or excess of those attributes with stories. We always have a story for why we must pay the high cost for a Starbucks coffee, or for a high-priced Apple computer, for a higher cost FedEx shipment or skyrocketing tuitions at colleges and universities.

> Yet, all the organizations listed above have leaders that knew how to tell their story, not only to their peers and subordinates, but also to the public, thereby becoming somewhat of a celebrity in the process (p. 3).

It is interesting to consider any organization that has become popular or well-known probably had a leader who shared a story and made a connection. As the power of storytelling continues to be studied and researched, leaders who learn how to share their own stories of success and failure effectively create connections with and confidence from those whom they lead. We may conclude from these findings that storytelling has become a valuable asset in leadership; however, it is not the only asset that leaders should seek after.

Emotional Intelligence

Emotional intelligence can simply be defined as achieving a balanced emotional state or being able to reason intelligently with emotions (George, 2000). Regarding leaders, "the objective of having this intelligence is…to achieve the desired emotional state so that the employees are able to attain their expected performance" (Alkahtani, 2015, p. 24). Leadership is sometimes known for being an emotional process since leaders not only manage their emotions, but also the emotions of their followers for the sake of productivity (Kerr, Garvin, Heaton, & Boyle, 2006). Alkahtani focused particularly on the relationship between emotional intelligence and the transformational leadership style, as well as the relationship between emotional intelligence and the transactional leadership style. Transformational leadership, in which "the vision of the leader must be conveyed to the follower" (p. 25), is the preferred leadership style among leaders and employees. Transactional leadership provides more power to the leader, and followers agree to do as their leaders ask for the sake of accomplishing goals. What Alkahtani found in the relationships between these leadership styles and emotional intelligence is as follows:

> Leaders with high emotional intelligence abilities are hypothesized to enhance the relationship between transformational leadership styles and organizational commitment and change the direction of the relationship

> between transactional leadership styles and organization-
> al commitment of employees in the organization (p. 24).

From Alkahtani's work we observe that leaders who have high emo-
tional intelligence, whether they are transformational or transactional,
both enhance and change relationships among employees within the
company. However, this begs the question: Does emotional intelligence
have an overall effect on employees, regardless of leadership style?

George (2000) found that leaders who have high emotional intelli-
gence can produce more creative and constructive thinking in the work
place. Work can be extremely hectic and stressful, particularly for
leaders who also need to manage and handle stress in a positive way, so it
does not negatively affect employees. Maintaining emotional intelligence
and stability could be seen as something enhancing a leader's ability to
ameliorate stress and increase productivity and creativity. According
to George, perhaps style of leadership does not matter when it comes to
having emotional intelligence. Indeed, having emotional intelligence
generally enhances great leadership.

Based on these studies, we may conclude that a leader who has high
emotional intelligence will have a better, more positive influence on the
entire organization, which could consist of hundreds of people or a team
of ten or fewer individuals. Regardless of the number of people involved,
leaders with personal, emotional stability and balance are better suited to
respond to employees' individual needs, helping them to find emotional
balance as well. Emotional stability enhances great leadership.

Organizational Commitment

Organizational commitment refers to an employee's commitment
or attachment to their employer and organization where they work.
According to most findings, commitment or lack of commitment to a
company stems from leadership and management teams. Clinebell,
Skudiene, Trijonyte, and Reardon (2013) suggest, "the leader should be
very familiar with any impact his/her demonstrated behavior has on
followers' perceptions towards the work place, or even the organization
as a whole, and adapt his/her leadership behaviors in order to enhance
followers' commitments" (p. 140).

Clinebell et al. (2013) based their theory on previous studies in the field of organizational commitment. The purpose of their research was "to examine the relationship between distinct leadership styles and separate dimensions of organizational commitment in two foreign subsidiaries of one multinational organization" (p. 140). They studied three types of commitment generally found in employees: affective (employees stay because they want to stay), continuance (employees stay because they need to stay), and normative commitment (employees feel they ought to stay). As part of the research, types of commitment were compared with three specific leadership styles: transactional (certain transactions or bargains between employee and leader/manager), trans-formational (leaders share vision with employees), and passive-avoidant (indifferent, only acts when necessary) leadership. Data was collected using a survey questionnaire measuring each of the variables listed above; 359 questionnaires were distributed. The results of these studies indicate transformational and transactional leadership positively affect all styles of commitment, while passive-avoidant leadership has only a negative effect on affective commitment.

Both positive and negative relationships between leadership and the commitment of followers were demonstrated in the research. Transfor-mational and transactional leadership styles appear to have a more positive impact on relationships with employees, thus increasing their desire to stay and be committed to the organization.

DISCUSSION

Those who lead may not necessarily have a formal title, but there are a variety of roles that can be considered leadership, including, being a parent, older sibling, caregiver, peer, friend, etc. Everyone is or can be a leader in some way. Because of this, leadership should be embraced as something meant to be learned. Though individuals who lead are not perfect, they can become exceptional and influential to those who follow them.

Warren Bennis said it best: "The most dangerous leadership myth is that leaders are born—that there is a genetic factor to leadership. That's nonsense; in fact, the opposite is true. Leaders are made rather than born" (Kruse, 2016). Discussed in this paper, there are attributes leaders can seek to attain that will enable them to lead more positively and effectively.

Leaders, or future leaders, should consider storytelling, emotional intelligence, and organizational commitment as attributes that will assist in more successful and effective leadership.

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Those Who Wander
Christine Standish
Mixed media

"All that is gold does not glitter, not all those who wander are lost…"
–J.R.R. Tolkien.
I made this piece based on the quote above. I feel the imagery perfectly embodies the essence of the journeys in our lives and what it means to be a leader. A leader to me is someone who not only seeks to improve themselves, but elevates those around them and helps them to reach their potential. Being a leader is finding those who've wandered and helping them get back on the path to success. I hope that everyone can picture themselves on their own path to where they want to be in life. There is light leading others through that path; likewise, there are resources we have along our own paths. There are people to help along the way. Our leaders act as a guiding light in a confusing time when it's easy to wander off.

Opportunities for Servant Leadership In and Out of Prison

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Servant leadership is a subject that can be applied to many aspects of life. Business and religious applications abound on this topic. However, prison opportunities for servant leadership are very seldom discussed. I had the opportunity to serve a 33-month federal prison sentence and a 16-month state prison sentence. These sentences gave me the opportunity to observe how the concept and application of servant leadership during prison life enabled me and others to change our lives. Continuing to serve during parole and after completion can help make the transition to a normal life much easier. This paper will present the argument, through studies and personal observation, that prison can be an opportunity for change and that servant leadership is available and applicable in a prison setting, as well as outside of prison.

My high school diploma was received from South Park Academy. This is a part of the Canyons School District at the Utah State Prison. I was able to walk and wear a cap and gown for my graduation ceremonies. I was also privileged to have my mother and a sister attend the ceremony. The ceremony consisted of inmates from different parts of the prison. It

was similar to most graduations, except for the 100 or so correctional officers and SWAT team members also in attendance. This was the culmination of several months of attending school for four days a week. Receiving my high school diploma opened several doors for me to become a servant leader in prison.

Once I graduated from high school, I had the opportunity to volunteer as a teaching assistant (TA) for life skills classes. Life skills classes are something that every inmate is required to take to get out of prison. Each inmate is evaluated by a case manager when first arriving at the prison. The case manager tells you what classes you need to attend so you can get out of prison. These classes include subjects such as financial literacy, thinking for a change, communication skills, and victim impact. According to Richel (2017), classes like financial literacy can help inmates become invested in their financial future. One study conducted by Antonio and Crossett (2016), examined a cognitive life skills course, demonstrated a recidivism reduction of 24% in a control group and a 31% reduction among high risk offenders. This study is evidence of the impact life skills classes can have on inmates.

Becoming a TA was a bit of an oxymoron. I received three days of intense training from a correctional officer (CO) who had a master's degree in education. He was an amazing teacher, and I never could figure out what he was doing in corrections. When I was assigned my first class, I found out there was no one to assist because I was the teacher. There were two of us with no experience assigned to teach the class. We had both just done the training together, along with about ten other inmates. We received a teaching manual and away we went. These life skills classes gave me my first opportunity to understand what it means to be a servant leader. Volunteering to be a life skills TA allowed me to help other inmates. Over the span of a little more than a year, I taught several courses, each of which lasted for eight or nine weeks. I tried to teach two classes per term. I found great satisfaction in teaching these classes. I am truly grateful for the opportunity to begin to understand the concept of servant leadership. It inspired me to want to continue my education after release. Teaching these classes also instilled in me the desire to become a teacher and a lifelong learner. I also discovered that I am a fairly respectable teacher.

Education is vital to reducing recidivism rates. A lack of education for ex-prisoners makes the task of finding employment very difficult. The Utah State Prison has an education department that is part of the Canyons School District. All inmates are encouraged to finish high school through this program. A five-year study involving 6394 ex-prisoners from the Indiana Department of Corrections concluded that age, level of education, and post-release employment were the greatest predictors of recidivism. These findings held true across race. African Americans or Caucasians, the results were very similar (Lockwood, Nally, Ho, & Knutson, 2015). This study shows how important education is for ex-prisoners.

After receiving my diploma and teaching the life skills courses, I was looking for more ways to serve. I enjoyed teaching and decided to help with the education department. I knew they had tutors, so I signed up to become one. Several inmates enrolled in school had learning disabilities. A U.S. Department of Justice, Bureau of Justice Statistics Special Report (2015), concluded that 40% of females and 31% of males in prison have some sort of disability. We can infer from these percentages that tutoring is an essential way to help and serve inmates, especially those who have learning disabilities. Helping other inmates become educated was a great opportunity to apply servant leadership.

Another opportunity I had to learn servant leadership while in prison was in The Church of Jesus Christ of Latter-day Saints (LDS) family history room. This facility had ten computers that enabled inmates to index names for the Family History Indexing Program. These computers were available for about three hours each day. There was always a race to get down to the family history room to do indexing. With only a limited number of computers and 400 inmates, the daily race was on! Not all of the 400 inmates wanted to index, but there were plenty that did. Inmates could also work on their own family history, and many did. The indexing was not done online. The church volunteers would bring the program and take it with them each week to submit the work done by the inmates. I was indexing between 1,400-2,200 names each month. This was not only a great opportunity to serve, but also a chance to lead. Being able to serve and find some happiness in prison set some people apart as leaders.

In the drug program I participated in, there were opportunities for servant leadership through positions called peer leaders. These peer leaders served as representatives for each dorm. There were eight dorms with 50 men per dorm. Each dorm was assigned four peer leaders. One peer leader would be the group rep and the others would help him conduct meetings and attend weekly meetings with staff. The men selected for these jobs had to learn to become servant leaders. Many of them already were, which is why they were chosen. There were also opportunities to serve in the music room. Individuals who knew how to play guitar taught other inmates guitar lessons. These men also put on concerts and many were very talented. They demonstrated servant leadership by teaching guitar lessons and performing.

Many of the people that work for the prison system practice servant leadership. Each of the eight dorms in the drug program had a therapist. These therapists were great examples of servant leaders. It was their job to work with inmates, and the ones I interacted with were definitely trying to serve and help keep inmates from returning to prison. Some of the correctional officers were also examples of servant leaders in the way they dealt with inmates. The people in the education department were what I would define as servant leaders. It is a tough environment, but these teachers were tireless and patient in trying to help inmates earn a high school diploma.

Once I was released on parole, I decided I wanted to continue my education. I had found that being a servant leader was very fulfilling, and I wanted to find ways I could continue to help others. I signed up for school and began attending classes to earn a Substance Use Disorder Counseling (SUDC) certificate. I received the certificate after two years of school but decided to continue my education and work towards becoming a therapist. I was attending school, but felt something missing in my life. I attended church on a regular basis and after I had been out for about ten months, I was privileged to receive a temple recommend that gave me access to LDS temples. I was doing good things, but felt that I should be doing more to help others. I went to a few LDS 12 Step meetings with a young man I was mentoring. After attending some of these, I felt impressed to become a facilitator for the program. I had attended

LDS 12 Step meetings in prison. The spirit at these meetings was always a positive thing in my life. I contacted the missionary couple in charge of the Utah County North Mission and became a facilitator for LDS 12 Steps. This has been an opportunity for servant leadership that brings me great joy. I was a facilitator for two years and was then asked to be a missionary for the LDS 12 Step Addiction Recovery Program. I am humbled by the opportunities I receive to serve men and women who are trying to change their lives. I currently serve in two meetings each week. I am a sponsor for people who are struggling with all kinds of addictions. My own past drug addiction allows me to help these people know that they can change their lives. I give people hope by sharing my experiences. After the despair and anguish of being incarcerated in county jails, state prison, and federal prison, I try to let them know that change is always possible. To me, this is what servant leadership is about—helping others through their own issues and being a positive influence in the world.

This privilege of being a servant leader took me a long time to grasp. In the few short years that I have been practicing my version of it, I have been presented with some great opportunities to share. I was released from prison on parole April 1, 2014—just over three years ago. The practice of servant leadership has brought about great change in my life. I am a 59-year-old junior (almost a senior) at UVU, with a 3.92 GPA, majoring in psychology. I want to become a therapist and help other people. I have reconciled with all my family and enjoy their company often. On several occasions, I have been asked to speak about my experiences. I have spoken at a LDS 12 Step Fireside and a Brigham Young University single adult ward. I have been asked to speak in LDS Stake Conferences twice. I have spoken to youth groups. These speaking engagements are a great privilege and opportunity for me to share what I have learned about servant leadership. The theme of my talk is always about serving others. I know that serving others puts you in a leadership position. Stephen Covey stated it this way: "As you expand your influence by inspiring others to find their voice, you increase your freedom and power of choice to solve challenges and serve human needs; you learn how leadership becomes a choice, not a position…" (Covey, 2006, p. 6). This is the servant leadership I am striving for. I want to help others, serve human needs, give hope

to those who have lost it, and lead by example. My life has changed in ways I could never have imagined five years ago. Servant leadership has brought me more joy and happiness than I ever knew existed. This is the path I choose!

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Transcendent Tones
Angelica Thomas
Acrylic

This massive acrylic mural expresses how musicians are leaders in society, influencing the world in powerfully profound ways. Meaningful music shapes listeners lives more than we might realize. Musicians communicate messages to their audiences that impact people's emotions, attitudes, actions, political views, and interactions with others. Committing themselves to an art that requires hours of daily practice and time, musicians embody the epitome of dedication and drive. They know how to lead effectively as individuals, yet are sensitive to the holistic success of the groups they perform with. Good leaders understand that every instrumentalist in an ensemble plays a valuable part and should give their best, even if their part seems insignificant. Regardless of what academic or social fields leaders in our world specialize in, memorable leaders recognize the value of both dedication and emotional communication. Musicians spend extensive amounts of time behind the scenes to make that connection and influence listeners approaches to the world.

A Brief Treatise on the Ethics of Unjust Discipline

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An opinionated provocation and discussion of three circumstances and their participants

In the world of relationships and struggles between humanity and their superiors (other humans), the concept of discipline is fraught with tradition, wrought with adversity, and prolonged by pragmatism. Those who seek to control the future by condemning others, or punish the outcomes by those "most" responsible, are both egotistically and metaphorically dangerous to the morale and health of the recipient. I speak of three relationships, namely, Student and Teacher, Employer and Employee, and Warden and Prisoner. In this piece, I will also relate an imaginative example of a young person who passes through each.

I feel strongly about the ethical philosophy for the recipient of discipline and want to outline what methods are used for behavior correction, versus ways they could be altered/interpreted based on different ethical theories. I will also take into consideration the reaction to that discipline, and the conflict, unhappiness, and despair that unethical discipline can cause. I will point out injustices and causalities that should lead to further discussion.

Student and Teacher Relationships

The foundation of education requires imparting of knowledge and a willingness to tailor the information and the curriculum to the needs of the recipients. In so doing, over the course of a dozen or more years, a single student may observe the actions of hundreds of faculty members. Those with whom they interact most frequently are the teachers, whether for a term, or for a year, or even as a substitute. The duty or responsibility of the teacher is not solely to teach the individual in a public-school system, but to maintain the teaching environment. As such, the opportunity for disorder and disruption has the potential to impact the rest of the learning in the area. If the learning environment is intentionally impaired, the teacher is faced with an ethical dilemma of how to discipline the student, unless he or she chooses to ignore the behavior altogether. Correcting unwanted behavior offers the completion of an implicitly understood agreement between the student and the teacher who must reconcile. The student, who is bound only to the premises for safety and guardianship concerns, could choose to leave the classroom, or the campus altogether, if he/she felt threatened or depressed enough to do so, to avoid discipline. The teacher can also escalate to a higher ranking staff member, or dismiss the student, to avoid confrontation. If discipline is delivered directly from teacher to student, then the method and delivery of correction may be publicly broadcast, such as striking a student, commanding them to go to an office, assigning detention or even suspension. The approach to the discipline may depend on the perceived severity of the mischief. This approach is ethically considered fair by the standard that all disobedience of that nature would be met with the same punishment. The handling of it can be explained in advance, even with provided caution and advertisement. Some students, out of fear, will juxtapose their rebellious nature against their curiosity about learning. Some will favor that which will have a greater pleasure, albeit short-term, while others resign themselves to the will of their educators. I often regard Student-Teacher disciplinary relationships as a feud between hedonistic children and utilitarianistic staff members. My focus is on the forced absence imposed upon the student by the teacher. He, who receives a heavy hand or social humiliation, is disadvantaged to ideal conditions of learning. Perhaps suspension is the kindest rebuke, with the greatest potential to remedy, as it takes place away from the site of supposed

transgression. I purposely forgo the subject of parental guidance/counseling in an effort to focus on the methodology between acting on what is in the best interest for the class, versus the isolation of wrongdoing. The focus here is on wrongful discipline.

In speaking of the "wrongs" done by children and teenagers alike in the public education system, the common symptoms of disobedience demonstrate a lack of interest in the material or a scarcity of attention to personal needs. Other conditions (medically diagnosed or otherwise) may place difficulty on students receiving proper instruction in core materials and concepts. Discipline may yield a further schism in the progress of a student's education or the desire to achieve such. The common adage often heard as "[students] don't know what's best for them" is something that I grew up hearing in my early years of study. It has lasting repercussions for those students who are already self-aware. In fragile, delicate, even impressionable minds, learning risks being displaced by anger and hostility. Sometimes even the best intentions are misinterpreted when demonstrated (esp. in a student's writing[1], creative, or otherwise).

Unjust discipline may harbor resentment and hard feelings, which may make the feelings mutual between the teacher and the student. For example, if a student is distracting the class with noise, the teacher may wish to retaliate and punish to the full extent possible, to set an example or make a personal pain point between the offender(s). To view this as one-to-many relationship, it is obvious that any teacher can, with their methods of discipline make a lasting impression on the critical distinction between being "nice" and "good" versus "mean" and "bad." This perception occurs in the minds of the students based on how they are treated as individuals as well as other students around them.

On the other hand, mercy may provide a different ethical viewpoint. Imagine a deontologist who truly believes in the concept of "no child left behind." Would such a teacher not find it in their lessons that it is a duty and responsibility to specifically provide for the administration of scholastic enlightenment? If that means being patient through rough attitudes or being kind and gentle to anger, then a mutual respect has the potential to flourish as a symbiotic bond of trust. Contrary to this, a troubled teenager, who is developing physically and mentally, may

lose faith in a system designed around his or her personal development and success. Their obedience is just an evasion tactic to avoid unjust punishment. Resentment, dissent and irrationality increase in these conditions. Cruelest of all, is dishonest placement of blame. A student who takes the fall for behavior that he or she is innocent of, and a teacher who does not believe in appeals for justice, are both examples of torture when viewed from an ethical and virtuous mind. Some victims and observers may endure this, but most will concede to the negative consequences. In effect, the victims (students) accept the discipline, but not the reason behind it, in a sort or fashion of temporary pacifism.

To summarize, in the matter for discipline between students and teachers, the teacher has the most responsibility for the outcome. By using various ethical practices and holding certain philosophical views, a couple of outcomes are possible. First, a student receives and accepts discipline intended to either modify outlandish behavior or to standardize it with the rest of the class. Second, a student withdraws further from the accepted norms of correct behavior. The application of "Assertive Discipline²" forces an ethical balancing act. Whether or not a student can receive individual attention without compromising the learning of his or her peers is almost exclusively up to the teacher.

Employer and Employee Relationships

The work place for adults and colleagues is full of complications due to legal and political ramifications. Those who find gainful employment from an organization, company, or institution typically are hired onto a team with a superior to report to. That superior may or may not be their sole supervisor. He or she may be accountable for the employee's potential to receive additional compensation and opportunities for advancement. Often, the numerical disproportions of profit and loss determine a company's quality of personnel. When performance is lacking, discipline is administered in a series of escalating events. The first is an admonition, the second becomes a warning, the third is perceived as a threat, and the final event is the conclusion. This process is followed to motivate and promote change towards efficiency. In extreme cases, disparity is engendered to fulfill a larger agenda, and discipline is just the means to act with the fewest legal liabilities.

To surmise the ethics of productivity involves a full analysis of vocations, employment, and trades. I only wish to conjure the nature of the *feelings* felt by those who are paid hourly for employment in at-will job states. Assume I were to ask a group of one hundred employees at the top five largest retailers in the United States about their supervisors, managers, or those they report to, if they have ever been asked, "What are you working on?" I suppose the vast majority would affirm that they have indeed been queried as such, in one way or another frequently, if not daily. The probe is in part to gather information, as well as to examine, challenge, and potentially prove that work results match the verbal confirmation of the employee, in either or both quantity and quality. Ethically speaking, questions like these can be the appropriate approach when offered out of genuine, innocent speaking, but the job (or responsibilities) of such employers is typically to cut labor costs, increase efficiency, and drive sales. Weeding out weak performance (or performers) becomes a full-time job for many managers, some who even thrive off the failures of others. All of it backed with a clause stating that an employee is employed "at-will"[3] and may be dismissed with or without good reason (sometimes referred to as just cause).

This opens possibilities for several varieties of unequal opportunities due to favoritism, prejudice, and sycophancy. Morality is compromised and overlooked for those who "play the game" in favor of those who hold the power to usher change and enforce discipline, both just and unjust. Regardless of past performance, violations (warnings, written, or verbal) can stack up quickly against unjustly targeted individuals, if left unchecked. Further infractions lead to threats of termination. In a court of law, were a trial to be held, damages awarded, or an offer given to appease a disgruntled employee, a purpose of discipline and its dignity would be established. Future employers may ask in an interview, "Why were you fired from your last job?" If injustice is claimed, the prospective manager has a chance to hear and believe the candidate's side of the story. But if he calls the previous employer, and is presented a different perspective, or even a different outcome for why the previous employee was terminated, who can he find the truth from if there is doubt? What recourse is there for the employee to defend himself or herself? What if there is a jury of peers, a tribunal, or an arbitrator who knows the whole

truth, unadulterated? What system of free commerce and capitalism is in place to protect the innocent in the work place in this manner? What large retailer, publicly traded, has a Human Resources department with the power to override the decisions of poorly executed discipline? Can the damage truly be undone? Do they care? These questions and more must be explored before a true understanding can be achieved, and before a true *value statement or mission statemen*t can be fulfilled.

A successful company's morality is demonstrated with the morale and well-being of its employees. I appeal that virtue ethics would dictate the true benefit of removing injustice from discipline, applied universally in work environments across the United States (or in democratic institutions[4]) retail or otherwise, is the highest goal. I believe it is possible to be ethically good and maintain at-will privileges. The enactment, or withholding of discipline, from warnings to termination, and its methodology, is the key which opens the door to the metaphorical "cage" that detain progress and peace of mind. Of course, there are those victims of discipline who abuse the system, some even criminally, but let's assume most do not.

WARDEN AND PRISONER RELATIONSHIP

Take for a moment, one such example of an adolescent, teenage boy who grew up in a community with a traditional family in a neighborhood that was neither rich nor poor. Now imagine this boy unfairly ridiculed at school by his teachers. Despite his best intentions and relatively good behavior, he was indentured to endure a hostile environment that did not foster his education. All attempts to learn were interrupted with the distraction of discipline. For reasons unknown, he is now the "bad kid." At first, it may have been an innocent error, or perhaps just a mis-understanding, thought to be intentional. Imagine the teacher who seeks retribution by "blacklisting" the student. Now imagine he is frequently discussed between faculty members as a bad example due to a prejudice towards him (whether to his person, demeanor, voice, or attitude is not the point). Further imagine this boy endures the same scenario for 7–8 years, and has long since become accustomed to being the "class clown" or "dunce." Imagine he sees himself as a troublemaker.

What happens when he is finally given a teacher who does not ostracize him, who forgoes the perception and reputation that is the

majority stakeholder for this teenager's scholastic profile? Does the student rebel against the justice or the nature of the faculty? Is all he knows injustice and poorly executed behavioral correction? What is it about him is so disruptive to his peers? Is it the reputation or the fact that it supposedly cannot be changed? Imagine this leads to dropping out of school and seeking employment. What will his personality be like in a retail environment? How will he behave? Will his instincts and "discipline" (referring to his trade or collective study) impair his capacity for positive reinforcement? Would he understand the difference, or could he? Now let's finalize this scenario with the worst possible alternative. What happens to the teenager who fails high school and cannot hold a job? What options are left, assuming no involvement from parental or other resources? Does he turn to the street; to illegal activity? Does he go to jail?

The warden of a jail, or any institution of behavioral correction, defines rules his or her own way. In the imaginative example, the dropout student and fired employee had some say in his attendance and absence. Truancies were not punishable by confinement and the student is more likely to be expelled than compelled. No amount of discipline would detain a student the way a real prison cell can. The ethical irony of it, though, is that the physical confinement is less demoralizing than the mental prisons created by unjust discipline. Just as an athlete can properly condition his or her body to meet harsher circumstances, a person who is verbally or physically abused can develop immunity to the proper introduction of behavior correction. Most would rather endure an unjust prison (juvenile, even), knowing that truth and justice have a place there. That can make even physical abuse from a warden seem like a separate entity, when knowing the truth can liberate the senses.

Conclusion

To summarize, ethical concerns of discipline, especially when unjust, are mired with patterns of degradation, starting at a young age. The difference between a child who is rebuked and ostracized at school, a young worker who is chastised and withheld from benefits of career advancement, and an inmate who receives punishment or violent abuse, is relatively small. Legally, a person may do the right thing for the right reasons (be they for the good of others, the good of existence,

or even the duty of self) but have unethical treatment through those who are authorized to dispense discipline. As the truth is buried far away from the origin of bad stewardship, the victim becomes gradually susceptible to acting out the wrongdoing he or she, by principle, has been condemned to be punished for.

Thus, potentially becoming the very thing he or she was not to begin with. What choice is there when the moral good of one's life is torn apart, without proof of innocence, in systems designed to foster growth and progress?

I close with a final thought regarding the antithesis. What would the student be if no discipline were permitted in school, work or even prison? What would human nature dictate? Would the lawless revolt in anarchy? Would the just restore and keep peace? Would war ensue? I am willing to acknowledge there are those who respond to behavior correction properly and with good behavior. There are those who strongly believe it is the only way to correct or fix problems with attitudes and habits. I feel that, too often, discipline limits the ability of humans to show each other their inherently obedient, calm and intelligent approach to society. Especially when, for the mutual benefit of all, further education, higher compensation, and ultimately strength and freedom prevail.

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Mother and Child
Victor Amor
Bronze

The mother as a leader, example, and coach of future leaders.

Experiential Student Leadership: Encouraging Self-Growth Through Leadership Experiences

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Each year, institutions of higher education take on the responsibility of mentoring and guiding newly appointed student leaders through a year of personal and academic growth. Many of the nation's most successful leadership programs find ways to conjoin both their educational and leadership experiences to help promote lasting change in both students and the institution of higher education (Eich, 2008). Encouraging student leaders to recognize the words of John F. Kennedy (1963) when he stated, "leadership and learning are indispensable to each other" can truly enrich the student leadership experience. In the spirit of President Kennedy's sentiment and past research findings, the following article outlines simple, but tangible suggestions from past student leaders to help future student leaders be more successful in conjoining their leadership experiences with academic growth. To help accomplish this goal, we provide personal insight from our leadership experiences to explain both individual and organizational challenges experienced in leadership roles at an institution of higher education. In explaining these challenges, we provide relatable and tangible solutions to help improve the successes of future student leaders.*

Individual Challenges and Solutions

In discussing our experiences as student leaders, there was a common thread we labeled 'individual challenges' that directly affected our leadership and academic growth. The following sections outline these common problems and the solutions we implemented to improve our experiences as student leaders. These solutions should be viewed as a possible outline for future leaders to implement throughout their tenure to enhance their experience and academic growth.

From Campaign Promises to a Unified Vision

After annual elections, newly appointed student leaders are left with the reality that they now need to translate their 'campaign promises' into tangible, measurable actions. This task is very similar to the experience of setting academic goals to map future career opportunities. Both these tasks can seem initially challenging and slightly overwhelming. However, by gaining the ability to create a strong, guiding vision, and following through on this vision with charisma and continued inspiration, these processes can become both a fun and exciting growth opportunity leading to lasting success.

In line with transformational leadership theory, an effective leader is expected to have the ability to create an idea that can motivate others while promoting positive change (Bass, 1999; Bass, 1996). This style of leadership also includes the ability to recognize what it will take for this idea to become a reality and how to encourage self and others to follow through on the vision. This leader uses perspective to see the steps that must be taken on the way to achieving a particular goal, using the available resources and doing so in a timely manner. In our experience, the most valuable components of transformational leadership are understanding what you want to achieve and how to react if things do not work the way you imagined, all while continuing to motivate those around you to achieve their own goals (Bass, 1996).

By creating a unified vision, we were able to lay the foundation that helped us carry out our initial promises and transform them into a tangible reality. For instance, one long-standing policy we had the initiative to change was our school's finals week policy. This large task was initially very overwhelming, but by creating a unified and detailed

vision of the end goal we determined what specifically needed to be changed, who we needed in the university system to support the changes, and how to adapt as the policy advanced throughout university committees. Our unified vision, charisma, and inspiration helped us set specific goals and tangible objectives. This then helped us develop a time-line for achieving each item. From there, we were better prepared to manage our experience throughout the year as academic, personal, and leadership responsibilities all competed for our time.

Managing Your Time to Complete Your Goals

A common experience often felt by student leaders is the lack of time to accomplish all of their 'required tasks'. Because of this, it is crucial for student leaders to develop effective time management skills. An average day can include school work, internship opportunities, jobs, other involvement throughout campus, and having an enjoyable social life. It is important for student leaders to view these opportunities as complementary and a chance for self-growth rather than a nuisance. With this mentality, these unique challenges can be an opportunity to apply a new skill set of time management.

In our experiences, we all used different ways of managing our time in day-to-day responsibilities. From using planners and calendars, to simple to-do lists and phone reminders throughout the day we each accomplished our own unique goals. This was largely made possible because instead of viewing our unique ways of managing time as negative, we recognized the diversity and inherent strengths of our alternative methods in helping us accomplish our daily tasks and unified vision. Because of this, we recommend instead of focusing on what works for others, it is more useful to focus on the unique methods that best work for yourself. Too often, we try to force ourselves into a pre-established box and expect ourselves to operate in a prescribed manner. If we focus on what is already going well for us with our time-management, we may find ways to bolster our own unique abilities.

Believing in Yourself

Accomplishing a specific policy initiative or organizing and running a student event as a student leader require that we truly believe in ourselves. Many student leaders do not realize how much they will personally

grow, and even though it might go unnoticed, this transition can be challenging. Recognizing this, it is important to make the most out of any leadership position, and to do so, students must realize they themselves will grow and change. While this belief is continually refined throughout the leadership experience, we found several components that helped make the growth go more smoothly.

In discussing our common experiences, we recognized the traits we learned in our leadership positions were skills we already used in the classroom, and that those experiences actually complemented each other. This realization helped motivate each of us to lean into the fear of failing because we recognized we had already been successful. For instance, many characteristics that professors desire for their students can be found in those who refine their leadership skills. Some of these traits include a strong work ethic, organization, communication skills, and the ability to work with others. In completing projects as student leaders, we were required to work as a cohesive group, sticking to and accomplishing a common goal, using analytical and critical thinking skills, working as team members in group projects, and maintaining and sticking to time frames. As each of us developed the specific skills in our leadership role, we found ourselves doing better in our academic lives.

We believe that for individuals to excel in a leadership position, they must be comfortable with who they are as individuals. Student leaders will face self-doubt at many different times throughout their leadership experience and academic careers. This insecurity is often compounded when student leaders focus on the preconceived notion that only a particular type of student finds themselves in a leadership role. We believe, however, there is not one common mold for a leader. Leaders come from many different backgrounds, races, and genders and this diversity in experience complements the ability of each leader to promote positive change in a university system.

Individual Solutions: Quick Takeaways
- Have goals set in place and make sure they lead you to a unified vision.
- Realize that to achieve these goals, methods and approaches might need to change.

- Find what works for you and create a routine to help with time-management. Not everyone is the same and what might work well for some may not necessarily work well for you.
- It is absolutely okay to make mistakes. Acknowledge the problem, be transparent with your team about what is going on, and come up with a solution to fix it as quickly as possible. This is crucial for your self-growth and your team's success!
- Bring your own style to leadership. You are there for a reason, acknowledge that and do not be too hard on yourself. You have what it takes, so believe in yourself.

Organizational Challenges and Solutions

As each of us identified solutions to our challenges, we recognized that many of our challenges were created by the organizational structure of a university. To address these challenges, we were required to develop an extensive knowledge of the university system and the people working in this system. The sections below explain the common themes of challenges we encountered and the solutions implemented to help us be more successful.

Understanding the System

As leaders, it was important for us to recognize that any of our initiatives would need the support of several administrators to be successfully implemented. A perfect knowledge of the entire university's system was not required, but an understanding of how major components interact—and who to talk to get something done—was vital. From our experiences working on the finals week policy, we pursued the initiative with excitement and vigor guided by our unified vision. However, we quickly realized the university was a complex system of administrators, faculty, and staff and any change would require their support and guidance, and our vision to expand. More specifically, we recognized we needed to work with both faculty who enforce the policies in the various academic departments and the administrators who created these policies including the academic provost. As student leaders, our task was to work with these administrators to convince them that our initiative was a positive solution to a real-life problem. Once we realized this, each

of us adapted our leadership style to be less 'task-focused' and instead focused more on cultivating meaningful relationships.

Relationship-Focused Approach

A student leader's tenure is very limited. Within a short time, you will graduate and move on, so creating lasting impact on-campus under that time crunch is challenging. Because of this, we believe it is more important for student leaders to focus on building relationships with administrators to progress towards common goals. Even if a goal is not completed during one student leader's tenure, the relationships forged with administrators are an asset to future student leaders. When student leader after student leader demonstrate consistency in ideas and a level of respect for the policy process, a level of trust is developed that carries on into the future. Students may leave, but the culture of collaboration with the goal of improvement will stay. For example, in one academic college at our university, previous student leaders had built up a level of credibility with administrators that we were able to benefit from in accomplishing specific initiatives. Because past leaders had blazed the trail, we were able to address serious issues and were taken seriously, even when those issues were sensitive and possibly viewed as a strict faculty problem. This relationship emphasis becomes increasingly important as we continue to work with the administration in our university system.

Students to Administration

In our experiences, we found that representing a student constituency to high-level administrators can be challenging. Sometimes, what a student leader wants and what administrators want are very different. So, how does one bridge these gaps? Firstly, trust needs to be established between student leaders and the administrators. Administrators need to see proof that student leaders are valuable and can be trusted to accurately represent student interests. Student leaders should understand the needs and priorities of administration and know how to find common ground between the two parties. It is a delicate balance. Student leaders need to work with administration, but must remember they represent student interests, not the interests of administration. Sometimes the interests of both coincide and some of the times a student initiative does not align with the current priorities of a particular administrator or the university

as a whole. Finding common ground satisfying both parties is typically the most successful option and can be accomplished if there is an emphasis on relationships rather than on tasks.

Secondly, student leaders need to take the initiative and find creative solutions to get administrator support. Administrators do not have the time to be as engaged with students as a student leader is, thus an issue a student leader brings up could be new information. By student leaders already having a possible solution, an administrator saves time and sees the value in working with students. This can largely be accomplished by working through many of the individual challenges outlined in the previous section. More specifically, having a unified vision allows student issues and solutions to gather support from others more quickly, increasing the likelihood that administrators will respond.

Lastly, student leaders need to effectively communicate and convince administration to see why a certain idea is beneficial to students and by extension, the university as a whole. Because proposed changes can affect thousands of individuals, it is crucial for you to create compelling solutions with measurable outcomes that inspire administrators to invest their energy into implementing the change. By having a detailed and unified vision, with tangible outcomes for students, administrators are more likely to rally behind the efforts of students and work together collaboratively with them to accomplish the specific goal. While these techniques can help you prepare for foreseen problems, it is equally important to be prepared for the unexpected shifts that will inevitably happen.

Adapting to Inevitable Shifts

Each institution of higher education is continually adapting to the unique needs of their students, staff, faculty, and administration. Because of this, it is important for students to be flexible in their unique goals and vision. In our experience working on the finals week policy, we had to continually adapt to the ever-changing needs of our students and faculty. For example, we initially miscalculated which faculty subcommittee we needed to present our policy to before we could implement it as a formal rule at our school. This miscalculation could have been devastating for our policy initiative had we not been willing to adapt, change our desired

goal slightly, and focus on working with administrators to fix the actual problem. For instance, after nearly a year of working with faculty members on this policy, we were not able to formalize it as a university policy. We did, however, present the desired policy to higher administration who then required faculty sub-committees to perform formal reviews of our proposed policy and take action during the next academic year. Frustrations like this happen to anyone who wants to create change in a university, but it is vital to react well and understand that sometimes roadblocks happen. Because we did not give up and instead adapted to the roadblocks, we were able to work collaboratively with faculty, which will likely end in changed policy.

Organizational Solutions: Quick Takeaways

- Focus on building meaningful relationships with administrators! Discuss your ideas and provide realistic solutions to problems. Administrators will be impressed that students want to help make the university a better place!
- Do most of the legwork. You want to walk into a meeting with a plan ready to execute so all you need is their approval to make it happen.
- Be willing to adapt! Your original plan, no matter how well-thought out, will need to change. View this experience as an opportunity to learn more rather than an attack on you as a person.
- A university is very slow to change—begin working on your goals sooner rather than later and consistently evaluate your progress. Don't be scared to pass off your work on to future student leaders.

Conclusion

Being a student leader is a transformative process that can lead to meaningful individual growth while also facilitating organizational change. As is common with most growth experiences, there are certain barriers that will require you to directly address and then adapt to in order to be successful. By being aware of individual and organizational challenges, student leaders can possibly improve their experiences as student leaders. Accordingly, this paper sought to identify common individual and organizational problems often appearing in an institution

of higher education, while also providing tangible, actionable solutions. While the experience of student leaders will differ from institution to institution, many of the challenges and solutions outlined in this paper could be useful for future student leaders in the higher education system.

*The experiences described in this paper are the cumulative experiences of three student leaders at Utah State University in the 2016-17 academic year. These student leaders worked collaboratively throughout the year on a finals week policy that directly affected their academic experience. The challenges and possible solutions provided are the commonalities of each student leaders' experiences and are not empirically based nor empirically evaluated. That being said, each of the student leaders have found these suggestions useful in their leadership and academic experiences.

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Christine Standish is a student at Utah Valley University studying behavioral science with a concentration in anthropology and a minor in gender studies. She anticipates graduating in May 2018. She has been a mentor in the UVU Mentor Program for three years and is currently the research and development team lead. She would like to work for an NGO or non-profit organization, providing research relating to women's issues in developing countries.

Angelica Thomas is an accomplished and passionate violinist and artist. Recently accepted into the violin performance program at Utah Valley University, she studies with the prestigious Dr. Donna Fairbanks. She has exemplified leadership as a musician in various respects including serving as concertmistress and orchestra president in high school and now plays with the Utah Valley University Symphony and Chamber Orchestras. She has received superior ratings at state solo and ensemble events annually and recently won the Talent Scholarship in the Miss Orem pageant playing her violin. Leading a wedding string ensemble business, Angelica is very involved in performing and aspires to become a famous solo violinist someday so she can share her passion with the world.

Nadir Tekarli is the former Huntsman School of Business Academic Senator and is a senior at Utah State University. He is majoring in economics and accounting and is graduating this May. Upon graduation, he plans to work in the technology sector.

J.L. Trout is a student in art and design at Utah Valley University and a desert rat native of Las Vegas. You can view more of his work at https://bluestonefist.deviantart.com/gallery/

Jay Waldron is a junior at Utah Valley University, studying business information systems. While he pursues a career in the technology world, reading and writing will always be his most important source of exchanging information. He can be reached at GateofTime9@gmail.com.

Jeffrey M. Zimmerman, Ph.D. is an Assistant Professor of Organizational Leadership at Northern Kentucky University. His research focuses on leading organizational change, ethics, trust and expatriate adjustment to foreign cultures. He has published in the *Journal of Leadership Education*, the *Baltic Journal of Management*, and the *Journal of Language Problems and Language Planning.*

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Journal Description and Call for Papers

The *Journal of Student Leadership* is a double-blind, peer-reviewed, interdisciplinary, academic journal that addresses ideas, theories, and issues of leadership. The journal's two purposes are to:

1. Contribute to the scholarship and discussion on leadership
2. Provide an engaging outlet for research, writing, editing, and publishing

We welcome papers and essays on leadership topics from all relevant disciplines, including business, education, law, policy, social sciences, arts, humanities, and technology.

We invite perspectives on leadership from every sector of the academic community. Academicians and students are equally welcome to send their papers to the editors of the journal before formal submission for feedback and likelihood of acceptance.

What Topics Are Most Interesting?

Authors often wonder what topics would be of greatest interest to the editorial board or readers. The following topics are just a subset of appropriate areas that could be addressed: ethics in leadership, the need for diverse leaders, the importance of communication in successful leadership, how to maintain integrity in leadership, why and how people lead, what practices the best leaders implement, examples of excellent leaders and their contributions, and a broad range of other topics that relate to leadership. Likelihood of publication exists for those submissions that are able to incorporate current theories of leadership in their paper.

How to Submit an Article or Essay

For the latest on submission criteria, see the following:

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