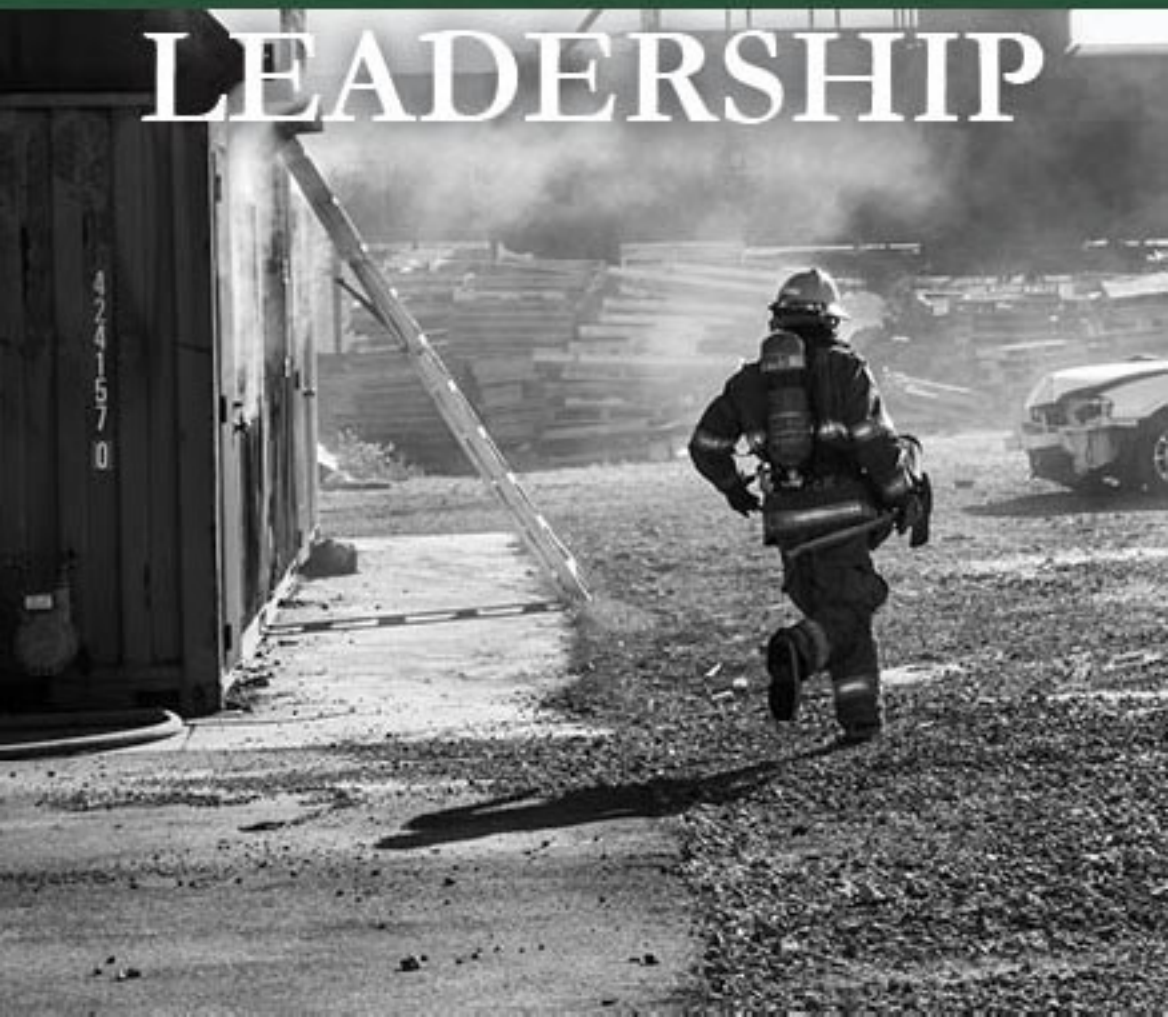


VOLUME 2 • ISSUE 2

THE JOURNAL OF
STUDENT
LEADERSHIP



The Journal of
STUDENT LEADERSHIP

VOLUME 2 • ISSUE 2

A PUBLICATION OF THE DEPARTMENT OF
STUDENT LEADERSHIP AND SUCCESS STUDIES

UTAH VALLEY UNIVERSITY

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, why and how people lead, the importance of communication in successful leadership, how to maintain integrity in leadership, 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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In Memory of

George Wesley Johnson, Jr.

04/28/1932-11/16/2018

William Charles Storch, Jr. (“Bubby”)

04/15/1965 - 02/02/2018

Mark Ryan Myres

02/26/1990 - 05/04/2018

DEDICATORY LETTER

This issue of *The Journal of Student Leadership* is dedicated to the lifesaving professions of first responders, whose tireless and incredibly heroic efforts work to ensure our safety as citizens. On November 14th, 2018, JSL staff members had the humbling opportunity to spend a few hours photographing a firefighter training exercise in Salt Lake City. While watching the grueling exercises, our staff was struck by the complex sacrifices these men and women make each day when going to work—heroes choosing to put their own lives on the line in hopes of saving others. This brave example is leadership in its purest form and *The Journal of Student Leadership* is honored to dedicate this issue to first responders.

In loving memory of the fallen heroes.

All photos were taken on November 14th, 2018 and feature firefighters training for Salt Lake County. In an effort to respect the wishes of those photographed, the names and departments remain anonymous.

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CONTENTS

ARTICLES AND ESSAYS

LETTERS FROM THE EDITORS	x
FEATURED ARTICLE	
FOLLOWERS SAY THEY WANT LEADERS WITH INTEGRITY, BUT DO THEY?	1
Melvin Holder, Ed.D.	
STUDENT LEADERSHIP PERCEPTIONS REGARDING RESILIENCE AND SELF-EFFICACY	13
Paula B. Atkins, M.S. and Richard G. Shrubb, Ph.D.	
TRANSITIONING MILITARY LEADERSHIP SKILLS INTO A CIVILIAN SETTING	27
J. N. Haymaker	
TAMIL TIGERS	35
McKay Peck	
ROMAN LEADERSHIP PATTERNS IN ANTIQUITY	47
Jessica Wallace	
EMOTIONAL INTELLIGENCE:	
THE OXYGEN MASK OF LEADERSHIP	59
Brett D. Mathews	
UTAH VALLEY UNIVERSITY'S PRESIDENTIAL INTERNSHIP: ITS HISTORY, PURPOSE, AND POTENTIAL SUCCESS	71
James S. McGraw, Tanner Anderson, Nick Varney, KC Hooker, Khaliun Amarjargal, Ryan Stephenson, McKenna Marchant, Elizabeth Bowen, and Brooke Schroeder	
THE NECESSITY OF HISPANIC LEADERSHIP	89
Brayden Daniel Facemyer	
MOTIVATING FACTORS OF FORMAL STUDENT LEADERS AT UTAH VALLEY UNIVERSITY.....	95
Camron J. Robinson	

CONTENTS

ARTWORK AND POETRY

ODIN'S VIEWPOINT	12
Chandler Holloway	
LEADERS IN ACTION	26
Emilie Minshew	
RISE (A 9/11 MEMORIAM)	43
J. L. Trout	
PORTRAIT OF JOHN GLENN	44
Layton Scarbrough	
STANDING STRONG	46
Sarah Lyle	
LEADER DEFINED	68
Rebecca Frost	
STANDING OUT	70
Olivia Nelson	
CONTRACTS OF LEADERSHIP	86
McKenzie P. Odom	
THE ROAD LESS TRAVELED	88
Ryan S. Brown	
LEADERSHIP MEANS MAKING DECISIONS	94
Pat Debenham, M.A.	
HALLEY 1910	117
Mike Jensen, M.Ed.	

LETTER FROM STUDENT EDITORS

TO OUR FELLOW READERS,

Since its beginning, *The Journal of Student Leadership* (JSL) has proven that any individual can obtain leadership qualities throughout one's lifespan. As we highlight first responders and express our gratitude, the journal staff members want to give thanks to all the leaders who help inspire and motivate others to achieve the unimaginable. We also want to thank our authors and artists for their contributions. Without their time, efforts and patience through the editing process there would not be a journal.

This issue focuses on inclusive leadership. Inclusive leaders are those who generally care for others. These individuals can often be soft spoken and inspiring. As the current generations grapple with leadership issues, the need for more diversified conceptions of leadership becomes apparent. This journal allows all readers to express varied interpretations and perspectives on leadership.

Staff members put in countless hours accomplishing the journal's purpose. The JSL core leadership teaches leadership through careful training, organized delegation, and hands-on experiences. During production, the staff gets accustomed to prioritizing, adapting, problem solving, and so on. While being resilient they also grow inclusively by creating leadership opportunities that can prepare them for future endeavors. As you scan through the pages of this issue, we hope that you can consider the diverse perspectives and many forms of leadership found within.

MAKAYLA BERNARDO
STUDENT EDITOR-IN-CHIEF

BRETT D. MATHEWS
MANAGING EDITOR

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JOURNAL PRODUCTION EDITOR

LETTER FROM SENIOR EDITORS

DEAR READER:

The two-fold purpose of *The Journal of Student Leadership* is to contribute to the scholarship and discussion on leadership, and to provide an engaging outlet for research, writing, editing, and publishing. Articles and works of art are submitted by students, post-graduates, faculty, and members of the community, providing diverse perspectives to the leadership conversation. We genuinely thank them for their contributions.

In this issue of the journal, leadership is uniquely explored through military service and ancient history. The qualities of emotional intelligence and integrity are embraced and diversity in leadership is promoted. Readers have the opportunity to peer through the lens of qualitative research, gaining insight into student leadership experiences. Artists provide additional perspectives through multiple mediums, inspiring viewers to think outside of the ordinary.

We especially appreciate the dedication of our Student Editor-in-Chief, MaKayla Bernardo; Journal Production Editor, Arianna Trujillo; Managing Editor, Brett Mathews; and Design Technical Editor, Kenni Littlefield. Their leadership and enthusiasm have been instrumental to the creation of this issue. We thank our Editorial Staff for their editing, marketing, and design contributions and express gratitude to our scholarly faculty-level Editorial Board and the anonymous faculty and student reviewers who donated their time and expertise to ensure a high-quality double-blind peer review. We particularly acknowledge the tremendous support received from Chris Goslin and Beth Reid from the Department of Student Leadership and Success Studies and from Deans Forrest Williams and Deborah Marrott, and the University College Dean's Office.

Again, many thanks to all who contributed to this issue of the JSL.

BENJAMIN A. JOHNSON, PH.D.
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FACULTY ADVISOR

FOLLOWERS SAY THEY WANT LEADERS WITH INTEGRITY, BUT DO THEY?

MELVIN HOLDER, ED.D.

PALM BEACH ATLANTIC UNIVERSITY

Followers consistently indicate they desire to follow leaders who have demonstrated the characteristics of integrity, honesty, trustworthiness, and credibility (Kirkpatrick & Locke, 1991; Kouzes & Posner, 2003; Simons, 2002). There may be inconsistencies in the expressed desire of followers, since they may be willing to follow leaders knowing the leaders lack these characteristics or have compromised these personal characteristics in their behavior and actions. It has been argued that individuals who are prone to following untrustworthy leaders tend to be compelled by psychological needs and fears that have been delineated as a need for reassuring authority figures; a need for security and certainty; a need to feel chosen or special; a need for human community; a fear of ostracism, isolation, and social death; and a fear of personal powerlessness to challenge a bad leader (Lipman-Blumen, 2005). This has been exemplified in business, religious, and governmental organizations with catastrophic consequences. If followers are aware of these propensities, better assessments of leaders and improved responses to leaders lacking integrity could result.

In the leadership and management literature, there is a propensity toward presenting leadership development in a hopeful, good, and constructive framework, which is inarguably the desired form of leadership; however, from a realistic viewpoint, negative or bad leadership may exist in organizations (Avolio & Gardner, 2005; Kellerman, 2004; Kouzes & Posner, 2003; Lipman-Blumen, 2005). When leaders lack integrity, it can lay a foundation for bad leadership practices. Followers consistently claim

they desire to follow leaders with integrity whose actions and behaviors exhibit trustworthiness, honesty, credibility, and conviction (Kouzes & Posner, 2003). Even though this is what followers claim they desire, at times they willingly follow leaders who lack integrity, and there are multiple reasons for this inconsistency in followers.

There is a divergence in the concept and meaning of integrity, and clarity is needed to fully understand the term as it will be used. The origin of the word *integrity* is from the Latin term *integer* that means whole, complete, intact (“Integer,” n.d.). Integrity is defined as the “adherence to moral and ethical principles; soundness of moral character; honesty; the state of being whole, entire, or undiminished; and a sound, unimpaired, or perfect condition” (“Integrity,” n.d.). Even scholars differ on the definition of integrity as applied in management and leadership literature, with some having an objective perspective while others have a normative perspective (Bauman, 2013; Becker, 1998; Monga, 2016; Moorman & Grover, 2009; Palanski & Yammarino, 2007). The objective perspective gravitates toward defining integrity as wholeness, in that a person is complete and is consistent in their values, behavior, and thoughts while being morally neutral. In contrast, the normative perspective encapsulates the moral and ethical implications of a person’s behavior and character (Jensen, 2009; Moorman & Grover, 2009; Palanski & Yammarino, 2007).

In various studies on leadership qualities and traits, respondents have coalesced terms associated with integrity such as honesty, trustworthiness, credibility, and conviction (Kirkpatrick & Locke, 1991; Kouzes & Posner, 2003; Simons, 2002). Covey (2006) expands this to include congruency and intent. The concept of congruency relates to the wholeness and consistency of a person in living out her values and beliefs in her actions and behaviors coupled with the intent of the individual. The congruency of wholeness and consistency was well captured by Mahatma Gandhi when he said, “My life is an indivisible whole, and all my activities run into one another . . . My life is my message” (as cited by Covey, 2006, p. 63). Followers understand the message of the leader by what they see and experience.

Followers have indicated the qualities of honesty, trustworthiness, credibility, and conviction are the qualities that embody a leader worth following. This paper aligns with the normative concept of integrity that is

recognized in leaders by followers. Followers persist in expressing their desire for leaders of integrity; however, when leaders fail to embrace integrity, followers may continue to follow the leader. When people are unaware of a leader's lack of integrity, their followership is understandable. However, people consciously following an untrustworthy leader is perplexing, but this occurs in all types of organizations: business, religious, and governmental.

One of the best-known examples of leaders lacking integrity is the Enron Corporation scandal. Kenneth Lay and Jeffrey Skilling were the top leaders in the organization, who deceptively led the company, but there were people within the company and associated with the company, who had some knowledge of the questionable practices. However, they continued to follow the leaders. When the organization's practices became public knowledge, it resulted in bankruptcy, and many followers suffered financial ruin (Thomas, 2002).

Religious organizations are not immune to being led by people who lack integrity. Jim Jones began a religious organization that ultimately became known as the *Peoples Temple* with the intent of building a utopian community, and his charismatic appeal attracted thousands of devoted followers. Jones' initial appeal to the disenfranchised became self-serving greed and power. Some of the followers began to sense an inconsistency in Jones' character and leadership but continued following him out of commitment, fear, and intimidation. In 1978, Jones led over 900 of his followers to commit suicide by drinking cyanide-laced Kool-Aid (Gritz, 2011).

Historically, one of the most notorious governmental leaders who lacked integrity, when defined with a moral bent, was Adolf Hitler. He had the alluring ability to captivate the minds and hearts of people to align with his vision for Germany, which ultimately led to the killing of millions of innocent people. Some followed him with absolute loyalty while others began to question his actions and goals, but those who objected were dealt with strongly resulting in many being executed.

In one study, researchers found that followers "want leaders who are honest, forward-looking, competent, and inspiring. What this adds up to . . . is personal credibility" (Kouzes & Posner, 2003, p. xiv). In most contexts, honesty is by far the most desired characteristic, and Kouzes and Posner

(2003) found that followers want leaders they can believe in and trust. In a Gallup study from 2005-2008 of followers' opinions about leadership, it was found that followers want and need trust, compassion, stability, and hope (Rath & Conchie, 2008). An interesting dichotomy is that people want to follow leaders who are trustworthy and noted for their integrity but are seemingly willing, to a degree, to follow leaders who are untrustworthy and lack integrity (Kellerman, 2004; Kouzes & Posner, 2003; Lipman-Blumen, 2005; Padilla, Hogan, & Kaiser, 2007). Ideally, followers desire integrity but practically will tolerate the lack of it also.

An example of compromised integrity with the person remaining in a leadership position involved Christine Lagarde, the Managing Director of the International Monetary Fund. When Ms. Lagarde was the Finance Minister of France, she chose not to appeal a large arbitration award to Bernard Tapie, a French businessman who had close relations with the French president, Nicolas Sarkozy. Some of her advisers encouraged her to appeal the exorbitant arbitration decision, but she declined. In December 2016, she was found guilty of criminal charges associated with the misuse of public funds by a person in a public authority position. In spite of her conviction, the directors of the International Monetary Fund expressed confidence in her ability to lead the organization (Thomas, Alderman, & Breeden, 2016).

The 2016 United States presidential campaign presented an interesting scenario regarding integrity in leaders. It had been well documented that both Hillary Clinton and Donald Trump had a history of breaches in their integrity (Fournier, 2016; Remnick, 2016). Seemingly, the two presidential candidates had struggled more with integrity than the candidates who opposed them in their respective primary election campaigns. Even though members of both the Democratic and Republican parties knew this before they voted in the primary elections, they still preferred candidates who were untrustworthy with large numbers of the party members enthusiastically supporting them as their candidates. David Brooks of the *New York Times* (2016) stated, "I'm beginning to think this whole sordid campaign is being blown along by an acrid gust of distrust" (para. 1). If this is an accurate assessment, it furthers the quandary of trying to comprehend why people follow leaders they know lack integrity and they do not trust.

Barbara Kellerman (2004) of Harvard's Kennedy School of Government posits that there are seven types of bad leadership with four of these types (callous, corrupt, insular, evil) relating to the leader being unethical, which is problematic for a leader. Leaders, who lack integrity, fail to differentiate between what is right and what is wrong, which breeds distrust from followers. Some followers, who do not trust their leader, still follow the leader to satisfy their basic human needs of safety, simplicity, and certainty (Kellerman, 2004). As Maslow (1943) explained in his hierarchy of needs, the need for safety is sought in order to provide a sense of security from the uncertainties, known and unknown, that life presents to individuals. He stated, "His safety needs often find specific expression in a search for a protector, or a stronger person on whom he may depend, or perhaps, a Fuehrer" (p. 379). Some would perceive a leader as a person to satisfy that need for safety. People desire simplicity and seek it in ordering their lives and seeking solutions, even in resolving complex problems (Chater, 1999). Ambiguity can be perceived as a threat, and people crave certainty that, when met, provides the sensation of reward (Rock, 2009). When these three needs of safety, simplicity, and certainty are fulfilled by a leader, followers may be willing to compromise their desire for integrity. Padilla, Hogan, and Kaiser (2007) classify these types of susceptible followers as conformers. In a collective sense Kellerman (2004) pointed out that a bad leader can be beneficial in affording order, cohesion, and identity to an organization. Capturing the essence of this, "Leaders enable groups and organizations to distinguish themselves one from the other. And leaders at the top symbolize the whole" (Kellerman, p. 24).

It has been postulated that individuals who are prone to following untrustworthy leaders tend to be compelled by psychological needs and fears that have been delineated as a need for reassuring authority figures; a need for security and certainty; a need to feel chosen or special; a need for human community; a fear of ostracism, isolation, and social death; and a fear of personal powerlessness to challenge a bad leader (Lipman-Blumen, 2005). The unhealthy meeting of these psychological needs in childhood may condition individuals to be more accepting of and susceptible to following leaders who lack integrity and trustworthiness. Lipman-Blumen (2005) expounded on "how these psychological needs and fears drive us into the arms of leaders, some good, some bad (p. 30)."

Individuals may quench the psychological need for a parental figure by seeking an authority figure or external authority in a leader. The need for security, and to be considered personally significant to others, may be paramount for some individuals. An essential human need is to be accepted by others in the community considered vital to the individual, and the fear of ostracism by that community can be devastating (Lipman-Blumen, 2005; Maslow, 1943). When these psychological needs are met to some extent, it can lead to an individual becoming vulnerable to a leader lacking integrity (Lipman-Blumen, 2005).

Kenneth Lay and Jeffrey Skilling of Enron were the reassuring authority figures to their employees through growing business challenges and declining stock prices creating a false feeling of security and certainty in the decisions they were making on behalf of the company. Some employees could sense and realize that the actions of their leaders were not actually in the best interest of the company but felt powerless to take action until a couple of the managers took the risk to be forthright and expose the deception (Ellwood, Kliot, Motamed, & Gibney, 2005; Thomas, 2002).

Jim Jones, the leader of the Peoples Temple, exploited all six of the human psychological needs and fears delineated by Lipman-Blumen (2005). Teri Buford O'Shea, a survivor of the Jonestown tragedy, recounted her experiences, noting that Jim Jones was a father figure to many of his followers and, seizing on that, he isolated them from their families and the outside world. Jones' followers felt privileged and were committed to being a part of this special utopian community. Through intimidation, blackmail, terror, and physical and emotional abuse, Jones created an environment where his followers felt powerless to challenge him (Gritz, 2011).

Adolf Hitler also exploited the psychological needs and fears of his followers to advance his vision for Germany. Hitler became the supreme authority in Germany and convinced the German people they were a superior race and a "chosen people," and that provided a means to protect and secure the German race (Fairweather, 1932). Since Hitler was the ultimate authority, his followers were powerless to oppose him or criticize his actions.

Some followed Hitler for seemingly practical reasons related to security, safety, simplicity, and certainty. Jessica Shattuck (2017) related that her grandmother, as a teenager, became a Nazi through an agricultural program that promoted the rebuilding of Germany in a time of severe unemployment. Her grandmother stated she did not know everything that was going on, and she did not listen to everything that was being said. She had been selective in what she heard and gravitated toward the appealing aspects. Shattuck profoundly observed, “My grandmother heard what she wanted from a leader who promised simple answers to complicated questions. She chose not to hear and see the monstrous sum those answers added up to. And she lived the rest of her life with the knowledge of her indefensible complicity” (para. 13).

When untrustworthy leaders face opposition, a common practice they use is to target those who do not follow them, who actively oppose them, or who can be seen as the problem. Many times the leader will give a name or classification to the dissenters, the opposition, or the problem to devalue or minimize them. Adolf Hitler chose the Jews as the problem, and they became the unifying scapegoat for Hitler’s movement. This was seen in the 2016 presidential campaign with Donald Trump demeaning illegal immigrants and those of the Islamic religion, while Hillary Clinton used the same tactic by demonizing those with differing philosophical beliefs as a “basket of deplorables.” Lipman-Blumen (2005) explained this transformation of “huddling followers into superior beings” (p. 68) when she stated, “The heroic leader’s promise to eradicate the polluting enemy relieves the group’s insecurities and its projected guilt” (p. 67).

Followers may rationalize following untrustworthy leaders when the leader has painted a captivating vision; however, in the 2016 presidential campaign there was a wide disparity in the candidates presenting their vision or policy in their advertising campaigns. Approximately 60% of Hillary Clinton’s campaign advertising focused on candidate characteristics while 25% focused on policy. In contrast, over 70% of Donald Trump’s advertising focused on policy (Fowler, Ridout, & Franz, 2017). It cannot be concluded if this was the determining factor in the outcome of the election, but one of the candidates concentrated more on visionary glimpses of what could be rather than character assaults. The propensity for followership can be related to a captivating vision.

Another group of individuals who follow untrustworthy leaders are those followers who have a similar worldview, share similar values, and can fulfill ambitious desires. Padilla, Hogan, and Kaiser (2007) label this group of susceptible followers as colluders. These followers recognize that they may personally benefit from following a leader lacking integrity, since it may advance their personal views, is congruent with their value system, and furthers their career or personal ambitions. In the Enron Corporation, there were employees who acquiesced by virtue of their agreement with the worldview and values of Kenneth Lay and Jeffrey Skilling. Additionally, by following, they sought to advance their professional careers and potentially realize tremendous financial rewards.

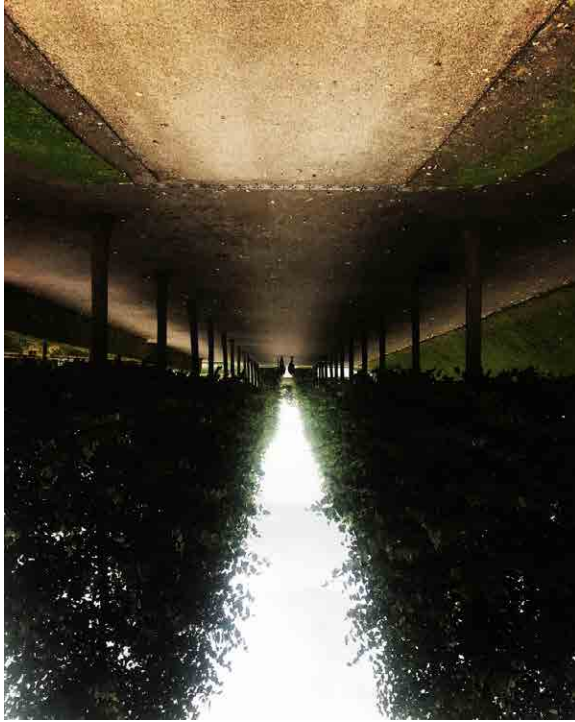
Followers consistently state their desire for leaders with integrity, who exhibit trustworthiness, honesty, credibility, and conviction; however, their longing for certain personal and psychological needs may overrule that desire with their actions, contradicting their stated beliefs. Examples of followers conjoining with leaders lacking integrity are prevalent in business, religious, and governmental organizations, but there is a dearth of research in the occurrence of these events documenting the reasons for people following leaders lacking integrity. Further examination of these contradictory behaviors and actions has the potential of allowing followers to reflect on their needs in relation to the leaders they are following and any incongruences with the behaviors and actions of their leaders not consistent with their own personal values. Further awareness would better equip followers in responding to the leader's behaviors and actions and increase understanding of their personal motivations.

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ODIN'S VIEWPOINT
CHANDLER HOLLOWAY
Photograph

In Norse Mythology, Odin hangs himself upside down from the Tree of Life for nine days. In doing so, he receives the gift of understanding and wisdom he ultimately desires.

Leaders take risks and suspend themselves in a position to see the bigger picture.

Sometimes your world needs to go topsy-turvy before you can get a really good look at it.

STUDENT LEADERSHIP PERCEPTIONS REGARDING RESILIENCE AND SELF-EFFICACY

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Resilience and self-efficacy are emerging issues in student-leadership literature. As malleable skills, these concepts show potential to positively influence leadership development and appropriately prepare students for engagement with an increasingly diverse workforce and social change beyond graduation. This qualitative study utilized open-ended interviews and directed content analysis to explore leadership perceptions of female college students (n=6) at a regional, public university in Northwest Louisiana. The student narratives are consistent with previous research demonstrating the importance of relationship building, personal characteristics, and external influences in student leadership perceptions. Additionally, this investigation extends the research by giving specific consideration to the concepts of resilience and self-efficacy within the students' narratives. Observations regarding differences in gender and race are also noted where appropriate.

In their efforts to prepare all college students for a diverse workforce and complex social issues following graduation, student affairs practitioners appropriately attend to leadership development on college campuses. However, leadership and its development have proven to be complex concepts which have multiple influences and evade clear definitions (Northouse, 2007). In recent studies, self-efficacy and resilience have demonstrated an influence on leadership development (Hannah, Avolio, Luthans, & Harms, 2008; Machida & Schaubroeck, 2011). The current study

proposes to extend the investigation into the relationship among self-efficacy, resilience, and leadership with specific focus on female college students. Expanding the investigation into the role of self-efficacy and resilience in leadership behavior would enhance our understanding of the phenomenon and provide information to student leadership development efforts. These considerations may serve not only to prepare student leaders, but also to minimize barriers, such as lack of confidence, role expectations, and biases which limit leadership opportunities for women (Ayman & Korabik, 2010; Haber, 2011).

According to Bandura (1977), self-efficacy is the individual's belief about his or her capabilities to affect change. Several investigations (Dugan, Komives, & Segar, 2008; Haber, 2012; McCormick, Tanguma, & Lopez-Forment, 2002; Shertzer & Schuh, 2004) have explored the relationship between college student beliefs and leadership development. These explorations conclude that students' beliefs about their abilities influence their leadership choices, behaviors, and development. Shertzer and Schuh (2004) assert there are empowering-versus-constraining beliefs which either enhance or inhibit student action with respect to leadership opportunities. Gender differences have been noted in the relationship between leadership and self-efficacy in college students. Women report lower levels of self-efficacy despite higher levels of leadership capacity (Dugan et al., 2008) and no differences in the number of leadership roles in which they engage (McCormick et al., 2002).

Generally viewed as a process for effectively adapting to significant stressors, resilience has proven to be a difficult concept to define (Richardson, 2002). Current thinking is that resilience is more than a response to or simple recovery from difficult circumstances, but a process of adaptation and growth which builds upon internal strengths (Richardson, 2002). While much of the resilience literature is situated in developmental and clinical psychology (Windle, 2010), a review of the literature reveals emerging interest between resilience and outcomes in higher education. For example, a review reveals investigations into academic outcomes (Cassidy, 2015), adjustment to the college environment (Pidgeon, Rowe, Stapleton, Magyar, & Lo, 2014), and coping skills in college students (Hartley, 2012). In a study of college students of color, Brown (2008) reported

interpersonal interactions and social supports contribute to an individual's resilience. These studies indicate resilience provides protection against social and environmental stressors. While resilience in leadership has been explored in relation to job satisfaction, job performance, work/life happiness and organizational commitment (Luthans & Youseff-Morgan, 2017), investigations into the potential influence of resilience on student leadership are limited.

Cassidy (2015) and Schwarzer and Warner (2013) assert a positive relationship between self-efficacy and resilience. That is, when faced with challenges, individuals with higher levels of self-efficacy cope better and are more resilient. Less efficacious individuals show less ability to cope with challenges. These studies are important to the current investigation in that they add to an understanding of the relationship between resilience and self-efficacy. The relationship may be instrumental in understanding college students' adjustment as much of their stress, and subsequently, their ability or desire to engage in leadership opportunities arises from academic tasks. While the existing literature provides some guidance on the potential influence of self-efficacy and resilience on leadership in college students, additional information is needed to better understand how these constructs influence leadership development. Gaining a better understanding of the relationship may inform student leadership development efforts and prepare future leaders.

METHOD

Participants

Following Institutional Review Board (IRB) approval, students from a regional public university in Northwest Louisiana participated in the investigation. According to Robinson (2014), a sample size between 3 and 16 is sufficient when results target a specific group and are not intended to generalize to the larger population. A convenience sampling strategy was intentionally selected as the objective was to gather in-depth information and a rich understanding of students' lived experiences (Klenke, 2015). The participants were recruited through chain-referral sampling, beginning with two students known by the researcher. Snowball sampling identified additional participants as each of the initial students referred other female students. A total of six students participated in the

study. Prior to beginning each interview, the students were informed of the purpose of the study, confidentiality and its limits, and the voluntary nature of their participation.

Although small, this sample of students reflected the characteristics relevant to the study; that is, all participants were female, from diverse backgrounds and had varying experiences with leadership. Additionally, all participants represented a variety of academic majors, ranging in age from 22 to 26 years. The students' experience included formal and informal leadership positions in employment, athletics, academic organizations, honor societies, and Greek organizations. Half of the participants had leadership experience, both prior to and during college. Two of the participants engaged in leadership experiences only after beginning college. The final participant identified minimal experience related to her off-campus job. Four of the participants were seniors and two were recent graduates with plans to enter graduate school. Half of the participants identified as Caucasian. Of the three other participants, one identified as Hispanic, one identified as Indian, and one identified as African American. The two graduate students were also international students and had lived in the United States for the past six years.

Procedures

While leadership perceptions can be investigated through either quantitative or qualitative methods, the researchers determined qualitative methodology to be the most appropriate, as the primary objective was to identify and understand rather than quantify college students' perceptions of leadership (Creswell, 2013). The exploration incorporated the researcher's observations with a semi-structured interview. The interview protocol comprised of five demographic questions and seven broad questions about their perceptions of leadership as well as their personal leadership experience. The five demographic questions were used to establish rapport with the participants and thus increase trustworthiness (Klenke, 2015). The interview protocol, adapted from Armino, Carter, Jones, Kruger, Lucas, Washington, Young, and Scott (2000), can be found in the Appendix. Although the interview protocol was administered consistently to all participants, the researcher remained flexible and rephrased or clarified questions in an effort to further ensure trustworthiness (Klenke, 2015).

The student interviews were audio recorded and the recordings transcribed via computer-assisted transcription (Trint.com). The researcher edited the text of the transcribed interviews for accuracy and analyzed the transcripts using directed content analysis. As described by Hsieh and Shannon (2005), this process utilizes categories which are defined before and during the analysis and derived from theory rather than from the data. A review of college student leadership literature revealed several primary concepts related to college student leadership development, including relationship building, personal characteristics, influences, and leadership outcomes. These categories were further explored for examples or concepts related to self-efficacy and resilience within the students' narratives.

To analyze the themes, the researcher initially read all six transcriptions twice to become familiar with both the content and the context in which it was presented. The researcher then re-read all the transcripts to identify content matching associated concepts identified in the literature. Each of the six transcripts was evaluated and highlighted for one major category prior to considering a subsequent category. Each of the six transcripts was then coded for each of the four major categories. Examples of self-efficacy and resilience were coded separately within each of the major categories.

RESULTS

Despite unique personalities and backgrounds, similarities emerged in responses to the broad concept of leadership. Further, these responses were consistent with themes from college student leadership literature which conceptualizes leadership as relational, a developmental process, and focused on shared values and goals. For instance, beyond their personal characteristics, all participants provided examples of building relationships with supportive individuals which was understood as foundational to their own leadership development. Additionally, all students framed their leadership development in terms of their connection with or impact on others, and they seemed to consider the outcomes of their performance in their evaluation of their leadership outcomes. Of particular interest to this investigation, concepts associated with self-efficacy and resilience were also interwoven into the narratives.

Themes of self-efficacy and resilience were heard in Sarah's narrative, especially in her interactions with others and decisions to make different

choices for herself. Sarah, a Caucasian student, is completing her final semester of study. She reported gradually assuming several leadership positions on campus, both formal and informal, especially in response to others communicating confidence in her. Throughout the interview, she was quiet and reserved. She responded to the inquiries with a questioning intonation that seemed to seek validation of her responses. Unlike other students interviewed, her initial description of leadership was one of position. Yet, she also revealed experiences in which she characterized a leader as a caring friend or a mentor who “helps you be better.” She believed females frequently feel “intimidated,” resulting in males dominating or taking the lead. However, she also acknowledged overcoming this apprehensive attitude by developing trusting relationships which facilitated her ability to “push through” her “comfort zone” and become more engaged. When discussing the impact of a trusted mentor she stated, “I think really anybody could be a leader if they really pushed towards it. Because I know when I started college, I was never going to be in any leadership position and I’d kinda go to class, go home.” Sarah recognized her own lack of confidence and responded to trusting relationships to assist in the development of her self-efficacy. Interestingly, once she found her voice, Sarah indicated that her confidence grew with each positive experience. By her account, this internal change resulted through others listening to her and validating her own voice. She stated, “A lot of the time, you’re not always heard, and to have someone listen to you helps create change in you.”

The ability to adapt was also seen in the narrative of Ann, a graduate student. Raised in Africa, Ann identified as Indian. She was lively and opinionated during the interview. Ann readily acknowledged both her struggle with the strongly defined gender roles in her native culture and with acclimating to Western culture. She desired not to be confined by a rigid gender role yet struggled to resist her habitual behaviors and perceptions of others’ expectations. By “coming from such a narrow place,” so different from her current environment, she was fearful to practice autonomy and exert her own voice. Being open to and accepting of others’ perspectives allowed her to re-evaluate and learn to see challenges and criticism as a path forward rather than a constraining belief. She now welcomes challenge and chooses “not to be afraid.”

Mary, an African American student, was soft-spoken and mildly deferential in her manner. While she had the least formal experience in a leadership role at college, Mary emphasized the importance of positive interpersonal experiences and cultural values to effective leadership. She commented that the relationship “establishes everything. If you’re not comfortable with someone, if you don’t respect someone, they are not a leader to you.” However, in contrast to Sarah who pushed herself, actively seeking interactions to spark internal change and involvement, Mary did not actively pursue any type of leadership position. Mary acknowledged her shyness, but also observed differences in values between leadership approaches within the African American and Caucasian communities which may have also inhibited her involvement. Mary described leadership on campus as focused on the individual. By contrast, she described a collectivistic approach to African American leadership when she stated, “We shoulder the burden together . . . you know, we all try to come to aid when needed . . . Because, it’s been, this has been instilled in us, like, if this person fails, we all fail. It’s a team effort.” Further, Mary expressed her belief that a more collectivist approach helps African Americans to adapt and confront social challenges.

Growth through adversity, a foundational concept of resilience, was seen in two of the narratives (Ungar, 2014). One of these students, Bea, was extremely open and gregarious. She was mildly tangential and laughed easily. By contrast, Beth presented as very soft-spoken and slightly disengaged. Both described being bullied as young adolescents and the subsequent negative impact on their beliefs about themselves. Despite the negative impact, each described later influences which strengthened them. For example, following years of bullying and internalizing others’ beliefs that she was incapable, Bea participated in a Louisiana Youth Seminar. She credited this experience with changing her beliefs about herself. Bea stated, “actually hearing ‘you can do this’ and ‘you’re capable’” provided the opportunity to reframe previous negative beliefs to more positive, productive beliefs. Through being encouraged and socially supported, Bea began to view her behaviors as leadership potential and strengths rather than her previously held belief as something “wrong with her.” Beth had a similar realization in her beliefs about her ability to lead following exposure to a supportive, caring campus environment. She defined

the supportive environment as one “that appreciates you and what you are doing.” Once she felt less isolated, her self-efficacy reportedly improved, and she voluntarily took on leadership roles in several organizations.

Amelia’s narrative illustrated optimism or a positive outlook as a concept which has been associated with self-efficacy and resilience (Luthans & Youssef-Morgan, 2017). Haber (2011) also revealed positivity as an interpersonal characteristic consistent with student perceptions of leadership. Amelia, a graduate student from Mexico, presented as very soft-spoken and reflective in her responses. Like Ann, Amelia described needing to adapt to her environment. However, she drew a connection between positivity and forward thinking to “adapting and overcoming.” Amelia revealed she attended a very expensive and demanding high school: one she would not have been able to attend without a scholarship. She felt extreme pressure, did not feel a sense of belonging, and was challenged to fit into the demanding environment. However, she found guidance in her athletic trainer/life coach who provided a positive worldview and taught her to “keep it positive.” More than social support, he provided a model for positivity and forward thinking. That is, her coach instructed her on how to look beyond current challenges, recognize her ability to adapt, and persevere.

LIMITATIONS AND DELIMITATIONS

In addition to the small sample size, there are several limitations related to the sample in this study. All six participants in this study were upperclassmen at a single regional university. Further, the majority of the participants were actively involved in student leadership on campus. As a result, the consistency of their responses and uniformity of themes may be related to their individual stage of leadership development and current lifestyle activities. Additional studies to include both a wider age range of participants and those not actively engaged in student activities may address potential differences in identity development.

DISCUSSION

Interviews of the six women revealed themes of self-efficacy and resilience woven into their leadership narratives. The students described various themes which fell into several categories, including adapting to change, overcoming obstacles, growing through adversity during college,

and having a positive frame of reference and future orientation. The narratives illustrated leadership outcomes resulting from the interactions of their internal characteristics with external influences, such as social interactions, culture, and supportive environments. All students referred to a caring environment and the development of supportive relationships as foundational in their personal and leadership development.

Many of their descriptions parallel resilience theory. Resilience theory conceptualizes resilience as a process of adaptation and growth which builds upon internal strengths (Richardson, 2002; Ungar, 2014). This conceptualization encompasses self-efficacy beliefs in that efficacy beliefs determine not only how you think, but also how (if) you choose to act (Schwarzer & Warner, 2013). For example, some students recognized negative beliefs about themselves which limited their interaction, personal growth, and leadership development. However, encouragement and social support facilitated a re-evaluation of their perceptions, allowed new decisions, and increased their engagement in leadership opportunities. As a result, most of these women were able to move beyond challenges, engage, and grow in their leadership development. These students' narratives reflect positivity, another concept associated with students' perceptions of leadership (Haber, 2011). Accessing positive emotions, especially in times of stress, leads to a strengthening of personal resources and facilitates adaptive coping (Fredrickson, 2001). Sarah's narrative illustrates this growth in her description of gaining confidence and increasing engagement. As she stated, "I mean you can see at least a slight change in their perspective, their outlook, being leaders . . . You can really see growth in them."

With increasing diversity on campuses and in the workforce, it is important to consider racial, cultural, and gender influences in leadership development (Ayman & Korabik, 2010). Two students noted how their cultural beliefs created barriers to their integration into a different cultural environment. Ann initially struggled with individuating from her family's gender expectations and worked to assimilate values from the Western culture. While Ann was able to successfully challenge her beliefs regarding rigid gender roles and become successfully involved, Mary remained disengaged on campus. One explanation may be found in her acknowledgment of differences between the individualism of the

Caucasian community and the collectivism of the African American community. With the primary focus on the individual in the leadership position rather than on the common goal, some students may feel less motivated to engage, especially with regard to student leadership and the development of a campus community.

Listening to students' experiences provides student affairs practitioners with some insights into the complexity of leadership development and the important roles self-efficacy and resilience play in leadership development. As illustrated by these students' narratives, an inclusive, supportive climate is instrumental in developing an individual student's belief not only in their own capabilities, but also in the ability to adapt to change and grow through adversity. These skills will serve them well on-campus, but more importantly, as future leaders in negotiating the challenges associated with a diverse, global environment and the complex issues surrounding social change.

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APPENDIX

Interview Protocol

Intro to study and informed consent:

alias: _____

Age: Classification: Gender

Race: Leadership Roles:

1. Many concepts come to mind when we think of the role of a leader. In broad terms, share with me what you think of when you consider leadership or the role of a leader. Share an example.
2. Complete this sentence: "When serving in a leadership role, I...: (Consider follow up questions based upon initial response, i.e., formal v. informal; "type," cohesion, common goal, etc.)
3. To what do you attribute this ability or skill? (Possible follow ups: models, values, innate, etc.)
4. What are some of the changes in your perceptions or skills since you've been in college? Or changes that you've seen in others during their college experience?
5. Consider the setting in which you are a leader. What is the setting or culture of that organization? How does it feel to be a part of this organization?
6. Within your organization, do you see any differences in the ways leadership occurs for men and women? (Follow up questions regarding motivation? Perception of others? Expectations?)
7. Within your organization, do you see any differences in the ways leadership occurs for students of color and white students? (Follow up questions regarding motivation, perception of others, expectations?)



LEADERS IN ACTION

EMILIE MINSHEW

Photography

TRANSITIONING MILITARY LEADERSHIP SKILLS INTO A CIVILIAN SETTING

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Although a member of the armed forces may be taught how to be a leader within their respective branch of service, this does not always mean they can successfully transfer these skills once out of the military. Identifying and strengthening those skills that work within a civilian setting is key to success as a leader outside the military.

All branches of the military have a heavy focus on leadership. This focus may be on maintaining the standards of current leaders, or on molding the leaders of tomorrow who are coming up through the ranks. Most people who have served have, at one point or another, been in some form of leadership position. However, military leadership skills are often very different from skills needed to succeed in a corporate setting and many veterans struggle with this transition. If done correctly, military leadership skills can transition to stronger corporate teams and success in any leadership position. To successfully make this transition, one must first identify what skills were taught in the specific branch of service they were in, as well as skills taught in all branches, and cultivate those that will lead to success.

BACKGROUND

I spent four years in the United States Army, and even in basic training we were told by our drill sergeants that we were the next generation of Army leaders. Because of the Army's high turnover rate, training new leaders is always a high priority. In combat, anyone may

end up in a situation where they are leading soldiers. Despite attempts by the Army to create a uniform style of leadership, different styles still exist. Though many of these may work in that environment, most do not translate outside of the Army.

In four years, I had leaders I would follow anywhere who inspired us all to be our best and to give it our all. I also had leaders whom I hated with a hate I didn't know I was capable of. While different leadership styles often lead to these two very divergent feelings, they usually lead to the same end result of work completed. In the Army, the types of leadership that get things done through fear and threats only work because everyone there is under contract to be there, and to leave is literally a felony. This would never work in a civilian workplace; people would just leave in search of greener pastures.

Within two years of enlisting, I oversaw a team of five soldiers and always tried to be the best I could be. I always wanted to be the inspiring leader, the one who brought out the best in his soldiers. Sometimes though, I had to be mean. I had to be the bad guy to get the point across. Since leaving the Army, I have found myself in leadership positions at work or in school projects and have realized that transitioning my experience over is much harder than I originally thought it would be. I would have benefited from a concise guide to the key points of making the switch to the civilian side of things.

IDENTIFYING LEADERSHIP SKILLS BY SERVICE BRANCHES

Though the whole of the armed forces is usually just referred to as the military, each branch differs drastically from the others. These differences go beyond their mission, be it ground warfare in the case of the Army, surface and subsurface nautical warfare in the Navy, aerial fighting and supply with regard to the Air Force, or amphibious combat landing in the Marine Corps. Every one of these different missions brings with it different requirements on the part of leaders at all levels of the structure of each respective branch. It is imperative that, as a veteran transitions from service, they know what leadership skills each branch has equipped them with, so they can find the best place to play well to their strengths.

The Army and Marines

The Army and Marine Corps are very similar in their approaches to leadership because both have very similar missions. Both branches engage heavily in ground combat with either troops mounted in vehicles or on foot, as well as extensive logistical networks to back up these frontline troops. Adaptability, initiative, and critical thinking are paramount leadership skills in these branches and are taught to all members.

Adaptability is one of the most important skills a leader must have when in a combat situation. When the Army or Marines conduct an operation, there is always an overarching mission objective, but individual leaders on the ground are given the ability to make changes to the plans as the situation develops on the battlefield so long as the original goal of the operation is met (Groysber, Hill, & Johnson, 2010, p. 84). This means leaders in the Army and Marine Corps are incredibly adaptive to ever changing situations. As they adapt what they're having to do in the face of a fluid environment, these leaders must also keep the original objective in mind. In a leadership position that requires rapid decisions to be made while keeping a larger end goal in mind, a veteran of the Army or Marine Corps would thrive.

Initiative and critical thinking also go hand in hand with adaptability and are both leadership skills honed in the Army and Marines. In their article for the *Harvard Business Review* in 2010, Groysber, Hill, and Johnson gave the example that no matter how large an operation is, the lowest ranking person can initiate combat with the enemy, if it is needed; no permission needs to be given (p. 84). Furthermore, they affirm the importance of all members of an operation understanding the operation so if anyone goes down, the operation can continue despite the setbacks (p. 84). Initiative and critical thinking are both skills instilled in not just leaders, but every member of a team so when contact must be made with the enemy or a mission must continue, even the lowest of ranking soldiers can do so. Initiative in leaders will lead to tasks being completed in the first place and critical thinking often means that these tasks are seen before they are even an issue.

Any veteran that transitions out of the Army or Marines should find a team or management position that affords them a great deal of

independence. This independence would play to the skills of adaptability, initiative, and critical thinking. In this kind of environment, a soldier or Marine would thrive as a leader, as skills picked up during their service would naturally shine through.

The Navy and Air Force

The Navy and Air Force engender leadership skills that are almost the polar opposite of their ground-pounding cousins in the Army and Marines. While the ground combat branches foster independence in their leaders, the Navy and Air Force teach strict adherence to procedure, as well as attention to the smallest detail.

Both the Navy and Air Force operate very large, very expensive, and very deadly machines of war where straying from the plan can have terrible consequences. In 1967, a pilot on a Navy aircraft carrier deviated from his preflight procedure. This led to a chain reaction in the aircraft itself, causing a rocket firing inside the carrier and 134 crewmen dying as a result (Groysber, Hill, & Johnson, 2010, p. 83). Because of this incident, both branches have since put much more weight behind teaching service members to stick to the plan and occurrences like this have become few and far between.

Attention to detail is another skill leaders in the Navy and Air Force bring to the table in the civilian world. Both branches operate aircraft with incredibly powerful weapons at their disposal. While deployed to Afghanistan in 2013 for the Army, I witnessed an airstrike on a Taliban leader's house. I'll tell you right now that the destructive power of a 2000 pound bomb is frankly insane. One moment a house was there, and the next, there was almost nothing. If those pilots had gotten anything wrong, if they hadn't been precise in what they were doing, it could have ended very badly. That bomb could have easily landed on my position only about 150 meters away, or into the village full of civilians just beyond that house. Since then, I've had massive amounts of respect for the precision those pilots can bring to the fight while also flying their aircraft at speeds of over 500 miles per hour.

Any leadership position that combines a strict adherence to rules and regulations, or extreme precision, would fit veterans of the Navy

or Air Force very well. Working within rigid structure plays well to the skills both branches teach to their members. For jobs where safety is key, a leader from either one of these branches would excel.

COMMUNICATION

No matter which branch of the military a person comes from, communication is key to the success of any operation. Up the chain of command or down the chain, in a five-man team or five-thousand-man division, communication is what often makes or breaks a great organization, no matter what branch of service it is. In the Army, if you could shoot, move, and communicate effectively, then you were a great soldier or part of a great team.

In a study published in the *Journal of Leadership and Organizational Studies*, communication and leadership in the military were looked at heavily. Researchers found that communication facilitated more efficient responses in team members during times of crisis. When things went wrong in these stressful, usually combat situations, teams responded quickly and efficiently. Those members of the teams with the equipment or skills to best deal with the problem at hand knew where and when to move. Clear and defined lines of communication were the key to these successes (Matkin & Ramthun, 2014, p. 251). Clear communication is the key to success in any field, be it responding to battlefield conditions or a crisis in the boardroom or on the factory floor. Veterans bring a skill set that pushes communication as a top priority.

Having been in civilian teams after leaving the military I have often found that I'm the only veteran and that I'm also the best communicator. When I am just a member and not a leader I find myself frustrated on a regular basis. Leaders and members of these teams often communicate very poorly. This makes it harder on everyone, especially those who must cover for these communication breakdowns. If I oversaw any of these teams, my first priority as leader would be establishing a standard for clear and efficient communication. When communication is clear and informative, everyone's lives are easier and so is any job.

MILITARY CULTURE

The military as a whole has a fairly distinct culture that forms within it. Transferring this culture into a civilian setting can lead to many positive outcomes for any team. Any sized team in the military becomes a family over time. With a leader at its head, the unit becomes a home away from home (Popper, 1996, p. 5). Be it a five-man team or a thousand-strong division, a family forms. A good leader in any of these teams should cultivate a feeling of family, be it through shared fun, training, or activities as a team. This leads to a loyalty within and to the team that is rare in the civilian world. Loyalty like this must be fortified for the moment when it's all on the line and this family is all that you have. In fact, one of the best leaders I ever had, Sergeant First Class Adam Batt, once told me, "It's not what we do that makes me proud, it's that we're so close that makes me proud."

Another bit of military culture that would make a very successful transition has to do with the higher-ranking veterans leaving the services. Once in the higher ranks, a leader may not be able to manage things in person, perhaps because of physical distance, and they must rely on those below them to get things done. Those who lead larger units must learn to trust their subordinates and empower them to make tough calls when they must (Yardly, 2009, p. 16). If a leader can learn to not micromanage, those below them will like them much more. Showing trust in those below you to do the right thing and make the right decisions is key to building loyalty. Furthermore, if a leader below you makes a mistake, use it to teach not to belittle. If micromanagement is required then do it, but if not, step back and let the team operate on their own and learn to be independent.

One final bit of culture instilled by all the branches is the value of integrity. Everyone in the military is taught on the first day to do the right thing even when no one is looking. This is important because often you are left in situations where you must do right, and no one is even close to see. This drive to always do the right thing engenders trust in those below the leader as well as those above (Hassan & Hussain, 2015, p. 5). Just imagine if the heads of Enron had integrity like what is built up by the military. The blind greed that drove the company to the top and then over the edge may have been curbed by just a little integrity.

CONCLUSION

While the transition from military to civilian life can be stressful and full of uncertainties, transitioning leadership experience shouldn't be. The most important part of this transition is to identify which branch of service a veteran is leaving and what skills that branch taught them. Then, one must know that communication is one of the greatest skills taught in any branch of the military. Finally, the culture of the military, if brought to the civilian world, can build strong bonds of trust and loyalty to all those being led. Not making the most of the experience gained in the military would be a shame. While it is often a tough part of any veteran's life, it will set anyone up for success later in life.

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TAMIL TIGERS

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This paper takes you through the rise and fall of one of the most powerful terrorist organizations to have ever been formed: The Tamil Tigers. The Tamil Tigers were based in Sri Lanka and owned their own army, navy, and air force. Their fierce leader (Velupillai Prabhakaran) had a goal to give his people independence, but his never ending lust for power would lead to the group's downfall.

Velupillai Prabhakaran, later referred to by his Tamil nickname “Thamby” (which means “Little Brother”), was born on November 26, 1954 in the small coastal village of Velvettithurai in Sri Lanka. He was the youngest of four children. In his younger years, he was described as a shy student. Even though his father hated the Tamil politics, Prabhakaran became involved in activism at a young age after becoming angered by what he saw as discrimination against the Tamil people by Sri Lanka’s majority Sinhalese population. In one of only a few known interviews, Prabhakaran stated he was influenced by the lives of two Indian leaders: Subhash Chandra Bose (1897-1945) and Bhagat Singh (1907-1931), both of whom took part in the armed struggle for independence against the British that lasted from 1857 until 1947. He was equally intrigued by the lives and works of Alexander the Great and Napoleon, stating that he had studied and read many books on the two leaders.¹ His goal was to get Tamil Eelam recognized as a nation. To his enemies,

1. “Obituary: Velupillai Prabhakaran,” *BBC News*, modified May 2009, http://news.bbc.co.uk/2/hi/south_asia/7885473.stm

he was a secretive man who had no regard for human life; Prabhakaran was a ruthless terrorist who pioneered the use of suicide bombings, brutally annihilated his own Tamil critics, and refused every compromise or treaty that was thrown in his direction that might have led to peace.

During an interview conducted in 1994, Prabhakaran recollected that, when he was in the eighth grade, he had an English teacher who encouraged students to take up arms against the military. “[The English teacher] . . . impressed upon me the need for armed struggle and persuaded me to put my trust in it.”² In 1969, at the age of 15, he joined the Thangathurai-Kuttimani militant group and gradually developed into a leader through his bravery and dedication. Two years later, Prabhakaran founded the Tamil New Tigers (TNT). The group was composed of a dozen close associates he would later lead on a bomb attack at a carnival in Jaffna, the key Tamil city in the northern part of Sri Lanka (September 1972). However, most consider the founding of the TNT to have begun in 1975, with the assassination of the mayor of Jaffna, Alfred Duriappah.

Prabhakaran spent hours upon hours developing and shaping the Tamil New Tigers. Influenced by the previously mentioned Subhash Chandra Bose and the practices of Prabhakaran’s father, he had a very strict code of conduct for his group. Members of his group were to abstain from alcohol and tobacco; they were also expected to dedicate their lives to the Tamil race. They decided to call themselves Tigers because the Tiger was the emblem of the Chola dynasty who established one of the longest-ruling empires in history across South India and Sri Lanka from the 300s BCE-1279 CE.³ In 1976, Prabhakaran renamed his group to The Liberation Tigers of Tamil Eelam (LTTE). Initially he believed that members should not marry; in fact, he took a vow of chastity. However, in 1983 he married Mathivathani Erambu, a student at that time; they later went on to have three children. Tamil Tigers are now allowed to marry, but only after five years of service in the military.⁴

2. Jyoti Thottam, “Prabhakaran: The Life and Death of a Tiger,” *Time*, May 19, 2009, <http://content.time.com/time/world/article/0,8599,1899590-1,00.html>

3. T. Sabaratnam, *Pirapaharan*, retrieved November 27, 2018, <https://www.sangam.org/Sabaratnam/PirapaharanChap6.htm>

4. Jerome Taylor, “Velupillai Prabhakaran: Leader of the Tamil Tigers,” *The Independent*, May 2009, <http://www.independent.co.uk/news/obituaries/velupillai-prabhakaran-leader-of-the-tamil-tigers-1687239.html>

Velupillai Prabhakaran made it very clear from the beginning that he was going to be a ruthless leader who did not mind sacrificing the lives of others, including civilians, for his greater cause. To his followers who would follow him to his death, he was a freedom fighter who fought for the autonomy of the Tamil people. To the millions of Tamils scattered across the earth who would generously donate to his cause, he was a hero. Prabhakaran was viewed as the only person capable of defending them from Sri Lanka's mostly Sinhalese government and their foreign-funded army, who had violated numerous human rights against the Tamils. He was a brilliant military strategist, and with the use of suicide bombings, he could keep the Sri Lankan Army at bay for several years with little more than assault rifles.⁵

Prabhakaran's objectives were straightforward when he drafted the constitution for the Tamil Tigers. As adapted from his objectives:

- Total independence of Tamil Eelam.
- The establishment of a sovereign, socialist democratic people's government.
- . . .
- Establishment of a socialist mode of production.
- Uphold armed revolutionary struggle; an extension of the political struggle for liberation.
- Guerrilla warfare will be gradually and systematically transformed into a genuine people's war of liberation.⁶

The LTTE leadership was split along a two-tier structure: the military and the political division. Overseeing both of these divisions was a central governing committee headed by Prabhakaran himself. Prabhakaran would direct and control the subdivisions of the group, which included their navy (the Sea Tigers), air force (the Air Tigers), suicide unit (the Black Tigers), and the political office. His roles were Chairman of the Central Governing Committee and Commander-in-Chief of the Tamil's army.

5. Taylor, "Velupillai Prabhakaran."

6. T. Sabaratnam, *Pirapaharan*, retrieved November 27, 2018, <https://www.sangam.org/Sabaratnam/PirapaharanChap9.htm>

Prabhakaran felt that both men and women should be given the opportunity to fight, and in 1983 the women's front was created. Later, in 1987, Prabhakaran set up the first training camp exclusively for women in Jaffna. He also thought that children should have the right to fight. In 1983, Prabhakaran set up a training base for recruits under the age of 16. In the early 2000s, it was estimated that as much as 60 percent of the LTTE consisted of fighters under the age of 18. These child soldiers were referred to as "Tiger Cubs."⁷

Always being outnumbered by the Sri Lankan Army, Prabhakaran would lead his forces in a series of guerrilla warfare actions against a range of targets. In 1983, his fame and prominence skyrocketed after he ambushed a patrol of the Sri Lankan Army outside of Jaffna, resulting in the deaths of 13 soldiers. This ambush later led to what is called Black July. Over the span of 7 days, many riots and attacks against the Tamil people occurred, resulting in the deaths of thousands of Tamil civilians. Many Tamils fled the country, while many Tamil youths joined the militant group. Prabhakaran said, "The '83 July holocaust has united all sections of the Tamil masses."⁸ The Sri Lankan people later came to fear the month of July as the LTTE commemorated this attack with bombings and assassinations. This event is also widely considered the start of the Sri Lankan Civil War.

After seeing the successful attack of two suicide bombers in 1983 on the U.S. Marine base in Beirut, Prabhakaran began to encourage a culture of martyrdom among his followers. Long before Islamic jihadists realized the effectiveness of suicide bombs, the LTTE used them as a common form of attack. Often these attacks were against civilians.⁹ A few years later, in July of 1987, Prabhakaran decided to try and model an attack after the Beirut suicide truck assassination. The very first Tamil Tiger suicide attack was made by a Sri Lankan member of the LTTE, under the *nom de guerre* of Captain Miller, who drove a truck into a barracks of Sinhalese army troops who were sleeping. To encourage and recruit more suicide bombers,

7. "Liberation Tigers of Tamil Eelam (LTTE)," *South Asia Terrorism Portal* (SATP), retrieved February 2017. <http://www.satp.org/satporgtp/countries/shrilanka/terroristoutfits/Ltte.htm>

8. Thottam, "Prabhakaran: The Life and Death of a Tiger."

9. Taylor, "Velupillai Prabhakaran: Leader of the Tamil Tigers."

Prabhakaran decided to make a large political display in the Tamil homelands of Captain Miller. In 1987, he erected a statue of the captain and displayed it with pride in Jaffna.¹⁰ Prabhakaran would also appear in public every November to honor those who were killed in battle or in suicide missions. Even with these attacks and suicide bombings, Prabhakaran did not consider himself a terrorist. Through all of these killings, his intent was to receive political gain. In 1993, the assassination of President Ranasinghe Premadasa, the third president of Sri Lanka from 1989-1993, was the only time a suicide attack had killed a sitting president.¹¹

Being aware of the influence of European human rights non-governmental organizations, Prabhakaran enlisted their assistance to show the LTTE's war against the Sri Lankan government as an ethnic conflict between Sinhala and Tamil. With the backing of the Norwegian government, Prabhakaran declared a ceasefire in 2001 and began showing his desire to work out a "comprehensive and just peace."¹² With the ceasefire in effect, Prabhakaran secretly demanded his top commanders return to the heart of LTTE territory and told them they were to prepare their men militarily to launch a new war in five years' time. During the ceasefire period of 2002-2006, Prabhakaran, through his military power and popularity among the Tamil people, emerged as a ruler of almost a third of the Sri Lankan coast and a fourth of the country's land. Prabhakaran would often mention democracy to gain support from the West, but it was never something he was intent on. By the time the 2005 presidential elections came around, the focus of the LTTE was gaining parity with the Sri Lankan military.¹³

The tide started to turn against Prabhakaran in large part because of a poll boycott he enforced to keep a pro-peace candidate out of office. Despite this campaign from Prabhakaran, President Mahinda Rajapaksa

10. Robert Pape, "Tamil Tigers: Suicide Bombing Innovators," *National Public Radio*, May 2009, <http://www.npr.org/templates/story/story.php?storyId=104391493>

11. Pape, "Tamil Tigers."

12. M.D. Nalapat, "Why the Tamil Tigers Lost Ealem and How Sri Lanka Won the War," *Jewish Institute for National Security of America*, March 2011, <http://www.jinsa.org/publications/global-briefing/defeating-terrorism-why-tamil-tigers-lost-eelamand-how-sri-lanka-won-wa>

13. Nalapat, "Why the Tamil Tigers Lost Ealem."

(2005-2015) narrowly won and made it his goal to defeat Prabhakaran and bring unity to Sri Lanka. Prabhakaran made some dire mistakes. His continual lust for more land and legal recognition for an Independent Tamil Eelam weakened his forces. It didn't help that Prabhakaran was always suspicious of his people, even his closest commanders. This lack of trust led to him killing many of his own commanders, eventually leading to one of his commanders breaking off from the Tamil Tigers in fear of his own life. It is said that his personal dictatorship and refusal to listen to anyone close to him discouraged his LTTE commanders and led to a few surrendering to the government.¹⁴

Prabhakaran led one of the most successful terrorist groups. What started as a couple dozen friends would eventually rise upwards of 15,000 members in his military, including an army, navy, and air force. Although he was very quiet and secretive, Prabhakaran was a brilliant military strategist; his methods would be used as a guide for future terrorist groups. In most terrorist organizations, the leader is just a figurehead and when he is killed another one is chosen in his place. Prabhakaran was more than a figurehead; he was the founder and dictator of the LTTE. He meant so much to his group that, after his death, the LTTE was essentially destroyed.

Prabhakaran fought for the Tamil people, giving them an opportunity to stand up to those who were oppressing them. He showed his people courage and taught them to follow their goals and to never fear. His biggest goal was to unite a race of people that had been oppressed for years. While he had some success doing this, he also drove some Tamil people out of the country because of his bloody campaign. He gave them hope for a better world, but in the end, his lack of trust of his closest friends and excessive acts of violence against anyone who opposed him, including Tamils, led to the leader's downfall and eventual death. After being chased by the Sri Lankan Army for a few days, Prabhakaran would not allow himself to be taken alive and on May 19, 2009, he was killed in a firefight by the Sri Lankan Army.

Many believe terrorists have two goals in mind: to kill people and to gain power. Prabhakaran, however, may have sincerely wanted his people

14. Nalapat, "Why the Tamil Tigers Lost Eelam."

to receive equal rights with the Sinhalese and to stop being oppressed by the Sri Lankan government. His goals were different from the terrorist groups who attack the West. He never attacked outside of Sri Lanka and always knew there were outside forces at play hindering his movement. Prabhakaran was a powerful terrorist leader and could have become a powerful president had he not made those few critical errors. As opposed to other terrorist organizations who have little support outside of their group, the Tamil Tigers were supported by most of the Tamil people as evidenced by his narrow defeat in the 2005 presidential election. Prabhakaran was followed closely because of his dedication to his members and his willingness to show his love for them. He changed the country of Sri Lanka for decades and has left a legacy behind him.

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RISE

J. L. TROUT
Digital

Many people in America reacted to 9/11 in different ways,
but for me it was an eye opener.
I realized how horrifying the world could be,
but also how quick humanity can be
to stand together in the face of pure evil.
Bravery seen in normal people, firefighters, cops,
medics, our forces abroad, and many others
is the type of virtue I see the best leaders having.

PORTRAIT OF JOHN GLENN

LAYTON SCARBROUGH

Colored Pencil on Acrylic Background

John Glenn was the first American to orbit the earth; he orbited three times in 1962. He was also the first person to make a supersonic transcontinental flight across America, where his camera took the first panoramic picture of the United States.

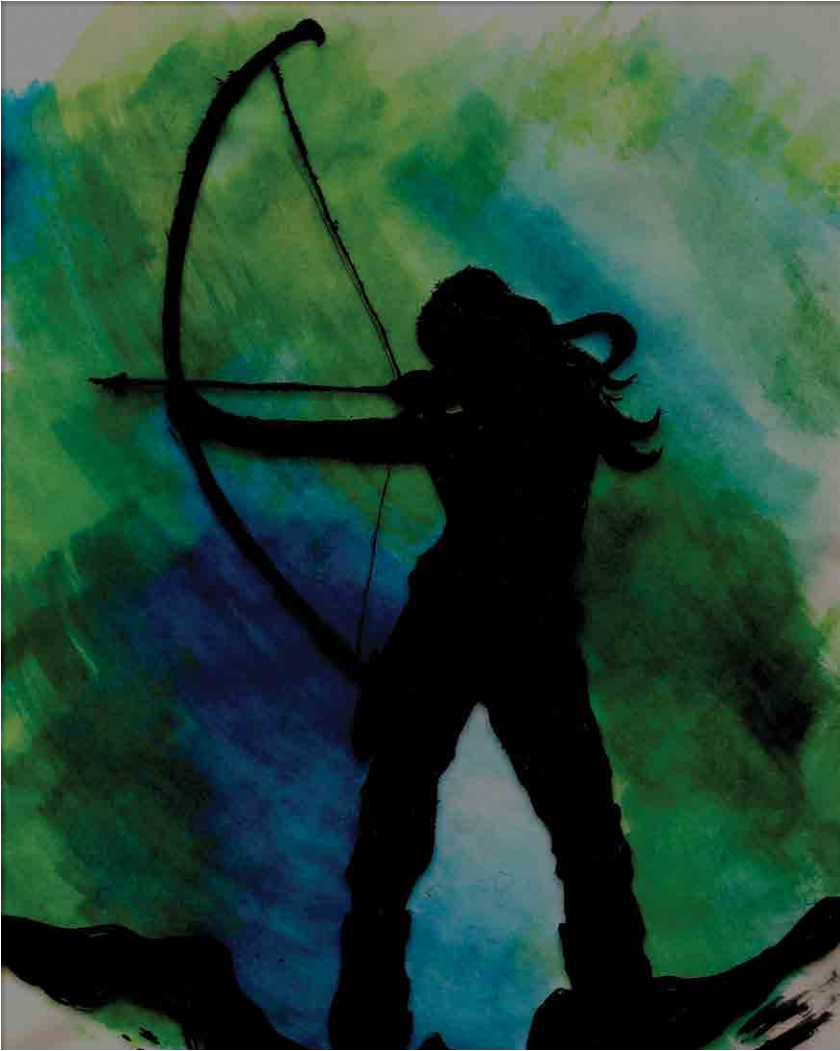
In 1998, John Glenn went back into space on the shuttle Discovery, making him the oldest person to have ever gone to space.

John Glenn was truly a leader by its definition, paving the way for others to try new and incredible things, never stopping until he made the impossible possible.



PORTRAIT OF JOHN GLENN

LAYTON SCARBROUGH



STANDING STRONG

SARAH LYLE

Watercolor and Ink

I believe that each one of us wants to be able to stand strong for who we are and what we believe in. This piece gives me that feeling. It is a depiction of the feelings that come deep within each one of us.

ROMAN LEADERSHIP PATTERNS IN ANTIQUITY

JESSICA WALLACE
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From the founding of Rome to the informal establishment of the Roman Empire, leadership played a crucial role in the way history unfolded. More compelling than the leaders themselves, however, is the way history repeated itself in two of Rome's most vital periods of (re)formation. The purpose of this essay is to examine the parallels between one of Rome's most popular origin myths, the story of Remus and Romulus, with two of the most important figures, Marcus Antonius and Gaius Octavianus, at the turn of the Roman Republic as it transformed into the beginnings of the Roman Empire. More specifically, the leadership capacities of these four Roman figures are analyzed and related to more contemporary examples of leadership.

The culture in Ancient Rome was largely based on tradition. It is arguable, however, that some “traditions” were (unintentionally) followed a little too closely, particularly in terms of leadership. Arguably, the most interesting occasion of an ancient Roman leader mirroring a leadership pattern from generations earlier is that of Gaius Octavianus and Marcus Antonius battling for control over Rome. Throughout this paper, I draw connections between the leaders who ushered in the Roman Empire and the supposed founders of Rome. To accomplish this purpose, I briefly summarize Livy's account of the Remus and Romulus myth, and analyze the characters and political goals of Marcus Antonius and Octavianus. Furthermore, contemporary examples of leadership in the United States are examined in relation to Roman leaders of antiquity.

REMUS AND ROMULUS

As Livy composed his multi-volume work, *History of Rome*, he determined it necessary to start from the beginning (around 753 BCE), even though he questioned the legitimacy of Rome's generations-old foundation legend. Like many other stories in antiquity, the supposed creation of Rome was rooted in familial contention. Remus and Romulus, twins who were royal by birth, wanted to establish their own city in the region they were raised. According to Livy, their decision was reinforced by the overgrown populations of nearby Alban and Latin settlements; Remus and Romulus wanted to have a fresh territory to themselves. With numerous followers to aid in their endeavors, the brothers decided the city would prosper and proceeded with such plans. Livy notes,

These considerations were interrupted by the curse of their grandsires, the greed of kingly power, and by a shameful quarrel which grew out of it, upon an occasion innocent enough. Since the brothers were twins, and respect for their age could not determine between them, it was agreed that the gods who had those places in their protection should choose by augury who should give the new city its name, who should govern it when built.¹

With growing contention and no clear resolution, the brothers consulted the gods to decide who would lead their newly-established city. Each brother chose their lots and awaited an augury (a "sign from the gods"). Augury and divination were primary methods of decision-making for leaders in Ancient Rome when reason offered no clear answer.² Though Remus allegedly received an augury of six vultures first, Romulus received twice as many vultures not much later. Contention ensued. Remus and Romulus were each supported by their own followers: "one party laying claim to the honor from priority, the other from the number of birds."³ As the rest of the myth continues, Romulus slew his brother and sole power fell on him. "...and the city, thus founded, was called by its founder's name."⁴

1 Livy, *History of Rome*. Books I-II (Oxford: Oxford University Press, 1919), 25.

2 Joseph Miller, "Roman Culture," Lecture at Utah Valley University, February 26, 2018.

3 Livy, *History*, 25.

4 Livy, *History*, 25.

In terms of leadership, much can be learned from the account of Romulus. One of the most infamous world powers in history bore his namesake, meaning he was able to establish a city with a lively culture and spirit. Among these values was a strong devotion to honor and defend the Roman way of life. However, the legend of Romulus also nurtured seeds of heartless competition, a spirit of spiteful conquering, and internal factions within the Roman image as brother slayed brother over a simple namesake. This example is replicated, to an extent, later in Roman history, as will be illustrated in a later section.

MARCUS ANTONIUS

Many generations after Rome was founded, Julius Caesar (100-44 BCE) was assassinated and left no clear heir to his rule. However, Marcus Antonius (83-30 BCE) “was both a leading man in the Caesarian party and consul, head of the government.”⁵ Though the Ides of March, when Caesar was assassinated, left the Roman Republic shaky under the constant threat of civil war, Antonius appeared to be a good candidate for holding the Republic together. He had been in the political system long enough to jump through the hoops; he was an experienced soldier, military leader, and politician. Ronald Syme, a prominent Roman historian, notes that “on the whole, Antonius was distinctly superior to what Rome had learned to expect of the politician in power.”⁶ Overall, Antonius appeared to be more levelheaded and had no apparent lust for dominion. Once the provinces of the Caesarian faction were allotted, Antonius found himself in the consular position over Macedonia and leading Caesar’s Balkan Army—six of the best legions in the army—which reflected Antonius’s capabilities as a military leader. However, as Antonius focused his attention on his newly-acquired province and legions, he left Rome for a month, leaving room for other various factors, like Octavianus, to make a move on the city.⁷

Though Antonius may have looked like a shoo-in at the beginning, his reputation and strategic capabilities were soon bogged down. Syme noted that Cicero and propaganda were the two leading factors which led to Antonius’s downfall. He observed that Cicero, a major force in the

5 Ronald Syme, *The Roman Revolution* (Oxford: Oxford University Press, 1939), 96.

6 Syme, *The Roman Revolution*, 109.

7 Syme, *The Roman Revolution*, 109.

Roman State during the time, notoriously despised Antonio and used Antonius's character and political blunders as propaganda.⁸ Antonius was caught supporting parties other than the Caesarian (which an important number of Roman citizens favored) and was tainted with scandal for his relationship with Cleopatra (which was viewed as unpatriotic and treasonous).⁹ Syme argued, "In the end it was not debauchery that ruined Antonius, but a fatal chain of miscalculations, both military and political, and a sentiment of loyalty incompatible with the chill claims of statesmanship."¹⁰ While Antonius appeared to be the best candidate for Rome's next great ruler, his self-interest and personal agenda outshone his capacity for leadership. The citizens of Rome were not thoroughly convinced by a man who sought to expand foreign relations instead of reflecting the needs and values of the people he was meant to represent. Considering all of Antonius's slipups, the game of Roman tradition was played much better by Octavianus.

OCTAVIANUS

Though Antonius was the alleged heir to Caesar's political state because of his political background, Gaius Octavianus (63 BCE-14 CE) was the appointed heir of Julius Caesar's name and fortune. However, Octavianus was only distantly related to Caesar and lacked any kind of nobility aside from being adopted into the Julian house. When Octavianus first heard news of Caesar's assassination, he was in Apollonia studying oratory and the practice of military exercises. He did not hesitate to cease his chance at the throne. He got in touch with many "persons of influence and had surveyed the political situation."¹¹ He established connections with Campania, Balbus, Hirtius, Pansa, and, most importantly, Cicero.

Octavianus started out as an unlikely success due to his lack of political and military history. At only eighteen-years-old, he had not gone through the traditional hoops that were required of Roman leaders, however he was resolute: "He had a cause to champion, the avenging of Caesar, and was ready to exploit every advantage."¹² Octavian, teamed

8 Syme, *The Roman Revolution*, 109.

9 Syme, *The Roman Revolution*, 109.

10 Syme, *The Roman Revolution*, 105.

11 Syme, *The Roman Revolution*, 114.

12 Syme, *The Roman Revolution*, 119.

with Cicero, played to the memory of Caesar and the ideals of his followers to gain power. Syme suggests:

As his enemies bitterly observed, the name of Caesar was the young man's fortune. Italy and the world accepted him as Caesar's son and heir. . . . One thing at least is clear. From the beginning, his sense for realities was unerring, his ambition implacable. In that, the young man was a Roman and a Roman aristocrat. He was only eighteen years of age: but he resolved to acquire the power and the glory along with the name of Caesar.¹³

The inherited name of Caesar and his followers undoubtedly gave Octavianus an edge over Antonius. Though no one would have expected him to become the next Roman tyrant, Octavianus employed a great deal of strategy while encountering a great deal of luck. Most importantly, he became a leader and representative whom many Roman citizens were willing to support, as they realized he was in line with their desires and culture.

MIRRORING MYTH

When analyzing the contention between Antonius and Octavianus, there are many parallels to the Remus and Romulus myth. Each similarity marks important milestones in the development of a new Roman phase, both in the creation of Rome and of the Roman Empire.

The first parallel is the presence of familial ties. Though Antonius and Octavianus were not twins, both had undeniable connections to the highly-esteemed memory of Julius Caesar and were related by marriage. Both Antonius and Octavianus desired control over the Caesarian faction. However, after experiencing much inner-turmoil, those of the Caesarian faction were not keen on fighting more battles. Syme acknowledges this by positing, "The prospect of a split between the Caesarian leader and Caesar's heir was distasteful to the sentiments of soldiers and officers, ruinous to their interests. Remonstrance was addressed to Antonius: the military men urged him to treat Caesar's heir with loyalty and respect."¹⁴ If Antonius had immediately turned against Octavianus, he would have lost all the respect and support from valuable members of

¹³ Syme, *The Roman Revolution*, 113.

¹⁴ Syme, *The Roman Revolution*, 118.

his army and faction. Faction members who were devoted to upkeeping Caesar's memory would have felt betrayed if Antonius were to destroy Octavianus, whom they honored as Caesar's heir. Thus, Antonius and Octavianus were forced to play nice to gain respect from the Caesarian faction, which had the most political sway in Rome at the time.

Much like Remus and Romulus, Antonius and Octavianus could not contain their lust for power and avoid contention amongst themselves. As Antonius started to make imprudent decisions, such as focusing his attention on Eastern provinces rather than Rome itself, Octavianus started acquiring more backing in Rome and surrounding provinces. By playing to the Caesarian faction, which dominantly appealed to the lower and middle classes, Octavianus gained more valuable allies within Rome and the government. M. Cary and H. H. Scullard, scholars of the ancient Roman period, discuss Octavianus's rise in reputation within the military and discuss the intentionality behind his turn from an allegiance with Antonius. According to Cary and Scullard,

[Octavianus] could offer no guarantee of peace in the future, except by retaining the armed forces of the empire under his undivided control. His prestige among the troops was now so high that he could answer for their good behavior; but if he were to abdicate his military power or to share it with others, there was every reason to fear the ambitious military officers might again turn their soldiery upon the civil authorities or upon each other. Fifty years of civil war and revolution had created a tradition within the Roman army which none but Octavian could break; therefore it was his duty no less than his right to keep the entire military *imperium* in his own hands.¹⁵

In other words, after generations of civil unrest, civilians and soldiers were ready for stability in their government and leaders. By remaining true to the memory of Caesar, Octavianus placed himself in a position that inspired trust. Continuing an alliance with Antonius, however, would run against the name of Caesar and Roman patriotism. While retrospect allows us to see the benefits of Octavianus's moves over Antonius, at the

15 M. Cary and H. H. Scullard, *A History of Rome: Down to the Reign of Constantine* (New York: Palgrave, 1975), 315.

time it was uncertain which political moves would prove efficacious or damning. Placing bets on different political allegiances is comparable to Remus and Romulus choosing the gods to whom they would expect auguries from.

As in the Remus and Romulus story, “signs” and games played just as important of a role in the contention between Antonius and Octavianus. Remus’s augury of six vultures, which arrived before Romulus’s, is comparable to the immediate advantage Antonius was allotted after Caesar’s death. However, this “first sign” was easily contested by Octavianus. Throughout his political career, Julius Caesar devoted himself to propaganda in the form of games and festivals, “which were customary devices for the organization of popular sentiment.”¹⁶ Playing to the image of his successor, Octavianus hosted a festival that was abundantly funded by many of Caesar’s former friends. Octavianus began gaining more momentum and support against Antonius. Finally, Octavian secured the upper hand when a comet appeared in the northern quadrant of the sky. The superstitious mob believed this was a sign from Caesar himself, who was essentially esteemed as a god. “Octavianus accepted the sign with secret confidence in his destiny—and with public exploitation.”¹⁷ This “twelve-vulture sign” was enough to convince Caesar’s followers that Octavianus was the rightful heir to the Caesarian faction. This sign is comparable with the one Romulus received, and with his newly-obtained credibility, Octavianus gained enough support from citizens and soldiers to gain leverage over Antonius.

Another major comparison is Antonius’s death and defeat, which is similar to Remus’s death. As Syme notes, Antonius was in a position where he had to balance support of the Senate and the opposing support of the Caesarian faction. Syme asserts, “A move to one side would alienate the other. Hitherto Antonius had neglected the avenging of Caesar and prevented his cult; he had professed conciliated towards the assassins, with impunity. The disloyal Caesarian would soon be brought to book.”¹⁸ After allying with Cleopatra and the East and dishonoring the motives of the Caesarian faction and its followers, Antonius placed himself in a

16 Syme, *The Roman Revolution*, 116.

17 Syme, *The Roman Revolution*, 117.

18 Syme, *The Roman Revolution*, 115.

position he could not recover from.¹⁹ In the Battle of Actium, Antonius was defeated by Octavianus, who was then able to acquire total power of Rome. Though Octavianus did not slay Antonius like Romulus slew Remus, the end for Antonius was arguably more bitter. Antonius, having lost everything he hoped to gain, namely power and high honor, fled to Egypt in exile and committed suicide the year following his defeat in Actium.²⁰ Comparable to Romulus after Remus's death, Octavianus was then in prime position to (re)invent Rome without being contested. Octavianus's new system of government and leadership was the strong foundation on which the Roman Empire was built.

DEIFICATION OF LEADERS

The Roman tradition is one that honors and reveres its strongest leaders. As seen before, the foundation of Rome reflects the strength and divine acknowledgement of its namesake, Romulus. With Octavianus taking the name of Caesar Augustus, using the name of his predecessor as a title and signal of strength, the city of Rome underwent severe changes in its governmental structure, particularly in the way it regarded its new "imperator." Love and respect for Caesar Augustus extended past regular fanfare; he became a god in the people's eyes. Arguably, obedience to Augustus turned into blind faith. The "Oath of Allegiance to Augustus," which was commonly recited by Roman delegates, officials, and citizens, illustrates the godlike status Augustus achieved:

I swear by Jupiter, Earth, Sun, by all the gods and goddesses, and by Augustus himself, that I will be loyal to Caesar Augustus and to his children and descendants all my life in word, in deed, and in thought, regarding as friends whomever they so regard, and considering as enemies whomever they so adjudge; that in the defense of their interests I will spare neither body, soul, life, nor children, but will in every way undergo every danger in defense of their interests . . .²¹

19 Joshua J. Mark, "Mark Antony," *Ancient History Encyclopedia*, 2013. https://www.ancient.eu/Mark_Antony/

20 Joshua J. Mark, "Mark Antony."

21 "Oath of Allegiance to Augustus," in *Roman Civilization: Selected Readings*, ed. Naphtali Lewis and Meyer Reinhold (New York: Columbia University Press, 1990), 589.

In this passage, Augustus is repeatedly named as or counted among the divine, and those reciting the oath declare their allegiance to him and his family at all costs. However, such loyalty to Augustus and his descendants had negative consequences later down the line as monarchs turned into tyrants who led the Roman people through turmoil and struggle. Though a common theme throughout modernity has been to grieve or chide the Romans for allowing corruption to sneak into their government, many people fail to see the way their own leaders reflect the Roman tradition of leadership that shines through Romulus and Augustus. Contemporary civilizations are no strangers to civil wars, international conflicts, political corruption, and leaders who wreak of tyrannical tendencies. Though such leaders may succeed for a season, their reigns always come with a heavy price, which is, as many Romans stated in the Augustan oath: life.

Herein lies the dangers of strong, yet unpredictable leaders: such leaders often inspire blind obedience and unyielding devotion of their citizens. Though some leaders who can navigate the strange terrain of political and/or military power, like Octavianus, do so in ways that positively impact their followers, they can also create unfortunate traditions and corruptible structures that are prone to collapse. Such is the case with American history, especially, which often draws comparison to the Roman Empire. Kristofer Allerfeldt, a U.S. historian at the University of Exeter, posits in reference to America, “It seems that the Fall of Rome was at the turn of the twentieth century, and is now, a lesson from the past for everything from the results of hubristic overreaching to the consequences of decadent immorality.”²² When leaders, particularly, exemplify characters of this “hubristic overreaching” and “decadent immorality,” meaning they are driven by self-interest and pleasure, followers need to think carefully before pledging their full, unwavering loyalty.

A MODERN PARALLEL

Within the realm of politics particularly, it is important to truly analyze the character and trajectory of the leaders who represent a country’s interests. As the polarization of political parties increases,

²² Kristofer Allerfeldt, “Rome, Race, and the Republic: Progressive America and the Fall of the Roman Empire, 1890-1920,” *Journal of the Gilded Age and Progressive Era* 7, no. 3 (2007): 297.

cultural standards for leadership have been lost. Many scholars and citizens have spoken to this message. Tony Michels, a historian at the University of Wisconsin-Madison, comments on the current leadership standards by asserting, “For the first time in modern American history, we have a president obviously unfit for the office according to previously accepted standards. Trump’s political inexperience, authoritarian leanings, and incessant dishonesty would have disqualified him not long ago.”²³ These words paint a portrait that looks a lot like Octavianus: lack of political experience, a reputation for tyrannical leanings, and the employment of propaganda to further self-image. Though the leadership similarities between Octavianus and President Donald Trump may begin or end at this point, there is certainly an eerie resemblance about the situation which ought to make citizens stop and critically think about the path their leaders are taking them down. Though the path may appear to be “great,” small flashes of tyranny, deceit, and division ought to make us pause for reflection before further degeneration and corruption take root.

CONCLUSION

Though separated by generations, Antonius and Octavianus paralleled the tradition of lust for power and civil war that Remus and Romulus patterned at the very foundation of Rome. The similarities between both stories and the morals that can be learned from each are valuable in modern society. After studying different histories and civilizations, a similar pattern of desire for dominion at any cost becomes apparent when those in positions of leadership are critically analyzed. The events that transpire before the brinks of new governmental/political status are not exclusive to Remus, Romulus, Antonius, and Octavianus. The cycle was present before and after the Roman Empire and has found itself into many other civilizations’ histories and current situations. As Livy posits at the beginning of his history:

What chiefly makes the study of history wholesome and profitable is this, that you behold the lessons of every kind of experience set forth as on a conspicuous moment; from these you may choose for yourself and for your own state what to imitate, from these mark for avoidance what is shameful in the conception and in the result.²⁴

²³ Tony Michels, “Donald Trump and the Triumph of Antiliberalism,” *Jewish Social Studies: History, Culture, Society* 22, no. 3 (2017): 186–192.

²⁴ Livy, *History*, 7.

In other words, history has been set, and it is up to current citizens to identify trends in leadership that have and may threaten freedom and security. Though superpowers like the Roman Empire may dominate for an impressive number of generations, a foundation of bloodshed, civil war, and contention ultimately crumbles, affecting everything that is built on top of it. The presence of leaders, deified or otherwise, may seem fleeting but can have drastic impacts for generations thereafter, whether positive or negative. If there is anything to learn from the Roman tradition of seeking imperium, it is that tyranny and war lead to transient governments and civilizations as well as the perpetuation of corrupt traditions.

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EMOTIONAL INTELLIGENCE: THE OXYGEN MASK OF LEADERSHIP

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When we enter leadership positions, we accept a great deal of responsibility for those within our influence. In preparation for these opportunities, it is important to look within ourselves to make sure we are ready for what is to come. By understanding and developing our emotional intelligence, we can learn to better understand the needs of ourselves and of those around us, thus strengthening our ability to lead.

INTRODUCTION

If you have ever flown on an airplane, you have probably seen the safety procedure presented by the captain and flight attendants before take-off. During this presentation, passengers are educated on simple flight-safety procedures, such as when to buckle their seatbelts and the location of the exits. At one point, passengers are instructed on what to do if oxygen masks are needed during an emergency. In such a situation, oxygen masks will be deployed above the passengers' seats. Once this happens, passengers should first secure their own oxygen mask before assisting those around them who may be struggling with their own. This process of taking care of yourself before attending to others ensures that people are not putting themselves at an unnecessary risk, while also increasing passenger effectiveness in aiding those around them. For example, if a parent was to secure a child's mask before their own, they risk losing consciousness, and the child may not know what to do next, creating a greater danger. If the parent is taken care of first, they can adequately attend to the child, ensuring their safety.

Like an in-flight emergency, we may sometimes find ourselves in situations where we are expected to be a leader to those around us. Leadership can be both a complicated and daunting task. By taking on leadership positions, we become accountable for things like the success, the performance, and even the well-being of those we lead. If we bring these burdens upon ourselves, we must be prepared to bear them, or we could collapse under their weight. Like a passenger without oxygen, our role as a leader could be suffocated as we attempt to help others before we properly help ourselves.

How does one prepare for the complicated role of leadership? As we look around us, we may find that some people seem to be natural-born leaders, easily guiding and influencing those around them. For others, however, this is not so easy. Some people struggle in the process of learning how to be a leader, even sometimes believing they are simply unfit to lead. This, however, could not be more untrue. Leadership strengths *can* be developed and implemented, even by those who feel they cannot be leaders. We improve our capacity to help others by securing our own oxygen masks first by tending to something within ourselves. This important feature we must attend to is our emotional intelligence.

Within this analysis, we will define emotional intelligence and explore how it plays an instrumental role within effective leadership. We will also analyze how the proper development of emotional intelligence can directly increase our capacity for leadership through the magnification of the four emotional competencies: self-awareness, self-management, relationship-management, and social-awareness (Hay Group, McClelland Center for Research and Innovation, & Wolff, 2005).

EMOTIONAL INTELLIGENCE AND LEADERSHIP

Emotional intelligence is defined as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Salovey & Mayer, 1990, p. 5). In other words, emotional intelligence is our capacity to interpret and react to the actions of the people around us, as well as to ourselves.

According to one study, which analyzed subjects of high leadership ability, it was found that there is a “strong relationship between superior

performing . . . leaders and emotional competence” (Cavallo & Brienza, 2006, p. 3). The researchers in this same study go on to state their findings supported “theorist’s suggestions that the social, emotional and relational competency set commonly referred to as emotional intelligence, is a distinguishing factor in leadership performance” (p. 4). We can see from this example that emotional intelligence is a trait maintained by those who are effective leaders, and this strong correlation between emotional intelligence and leadership does, in fact, exist.

In another study that compared the emotional intelligence levels between leaders and non-leaders (defined as those holding leadership and non-leadership positions within a European multinational company), it was discovered that “leaders had significantly higher trait emotional intelligence scores than non-leaders, which was largely an effect of the well-being . . . and self-control . . . factors, which reached significantly higher levels in leaders” (Siegling, Nielsen, & Petrides, 2014, p. 66). These findings imply that the “significantly higher” emotional intelligence levels present among leaders stemmed from well-being and self-control, which are part of the previously defined key competencies of self-management (which will be discussed later in this analysis). This demonstrates that development of these competencies actually has an impact on leadership ability.

The potential impact of emotional intelligence development on leadership ability may be more substantial than we realize. In one study, which analyzed the effectiveness of emotional intelligence training versus personal leadership training, it was found that “emotional intelligence educational development was effective, while the personal leadership development was not” (Crowne, K. A., Young, T. M., Goldman, B., Patterson, B., Krouse, A. M., & Proenca, J., 2017, p. 217). This example demonstrates how powerful emotional intelligence can be in preparing a person for leadership. Interestingly, the study goes on to include that “data also showed a positive significant relationship between emotional intelligence and transformational leadership” (p. 217). Transformational leadership is considered to occur when leaders and followers inspire each other to new heights in performance and morality (Burns, 1978). It is a powerful concept in the realm of leadership and is considered to be an ideal strategy to strive toward in developing leaders. The connection drawn here

between emotional intelligence and transformational leadership shows how effective and powerful emotional intelligence can be when it comes to leadership development. It seems that emotional intelligence can lead to the inspiration of a leader's surrounding audience.

From these examples, we have seen that emotional intelligence is a cornerstone of leadership ability. It seems that if one attempts to improve their ability to lead, developing emotional intelligence would be an imperative part of the process. It has been shown to be more effective than specific personal leadership training, and is even connected to transformational leadership. Based on this data, it seems emotional intelligence should form the foundation for leadership training to be built upon.

REVIEW OF EMOTIONAL COMPETENCE INVENTORY (ECI)

Emotional intelligence can be broken down into four measurable core competencies within the *Emotional Competence Inventory* (Hay Group et al., 2005). This inventory is labeled as a "360-degree tool designed to assess the emotional competencies of individuals and organizations" (Hay Group et al., 2005, p. 2), but we can also use its structure to dissect emotional intelligence into smaller, more easily understandable parts. Within this inventory, the competencies are labeled as *self-awareness*, *self-management*, *relationship-management*, and *social-awareness*; each one relates to more specific categories making up the complete definition of emotional intelligence. By understanding these *clusters*, and revealing the competencies that exist within them, we can deepen our understanding of emotional intelligence and how it can be developed to improve leadership.

SELF-AWARENESS

Self-awareness is defined as "the ability to recognize one's emotions, internal states, preferences, resources and intuition" (Hay Group et al., 2005, p. 3). Within this larger cluster lies three specific competencies. These competencies are:

- 1) *Emotional Awareness*
Recognizing one's emotions and their effects
- 2) *Accurate Self-Assessment*
Knowing one's strengths and limits

3) *Self-Confidence*

A strong sense of one's self-worth and capabilities

(Hay Group et al., 2005, p. 3)

As we improve our self-awareness through the strengthening of these three competencies, we can form a more congruent image of ourselves, aligning with our own internal identities. Leaders perform better when they show that they are receptive to feedback from others (Steiner, 2014). It is important for a leader to accept feedback from outside sources and, first, learn how to accept criticism and feedback from oneself. When this is achieved, one can make personal changes to form a more congruent and self-supporting image.

SELF-MANAGEMENT

Awareness of self also allows for proper control over one's circumstances or proper self-management. Self-management is defined as the ability to "[manage] one's internal states, impulses, and resources" (Hay Group et al., 2005, p. 3). Within this core cluster lies six competencies:

1) *Emotional Self-Control*

Keeping disruptive emotions and impulses in check

2) *Transparency*

Maintaining integrity, acting congruently with one's values

3) *Adaptability*

Flexibility in handling change

4) *Achievement*

Striving to improve or meeting a standard of excellence

5) *Initiative*

Readiness to act on opportunities

6) *Optimism*

Persistence in pursuing goals despite obstacles and setbacks

(Hay Group et al., 2005, p. 3)

As we increase our self-awareness, we gain insight on how to properly manage our behavior for reacting to our internal states appropriately. As we are better able to evaluate ourselves and our behavior (applying the use of awareness and management together), we can take note of violations to our own standards of behavior, as well as the standards set by those around us. This increased awareness allows us to deliver more appropriate reactions to our current state of being, as well as to the events taking place around us.

SOCIAL-AWARENESS

Social-awareness is defined as “how people handle relationships and awareness of others' feelings, needs, and concerns” (Hay Group et al., 2005, p. 3). Being the first core cluster to directly reference the awareness and treatment of others, it contains the competencies of:

- 1) *Empathy*
Sensing others' feelings and perspectives, and taking an active interest in their concerns
- 2) *Organizational Awareness*
Reading a group's emotional currents and power relationships
- 3) *Service Orientation*
Anticipating, recognizing, and meeting customers' needs

(Hay Group et al., 2005, p. 3)

We can demonstrate social-awareness by correctly interpreting and responding to the actions of others, whether to individuals or groups. If we can correctly interpret messages of others, we gain credibility as communicators, as well as leaders. As stated above, leaders perform better when they are receptive to feedback from others (Steiner, 2014). When leaders respond to the concerns of those whom they lead, their followers are more likely to respond positively. As a result, the relationship between the two is strengthened. This effect can also be greatly enhanced when a leader's self-awareness and self-management are in balance, as these competencies can often be interpreted nonverbally by those they lead.

RELATIONSHIP-MANAGEMENT

The relationship-management cluster is defined as “the skill or adeptness at inducing desirable responses in others” (Hay Group et al., 2005, p. 4). This cluster contains six competencies, labeled and defined as:

- 1) *Developing Others*
Sensing others’ development needs and bolstering their abilities
- 2) *Inspirational Leadership*
Inspiring and guiding individuals and groups
- 3) *Change Catalyst*
Initiating or managing change
- 4) *Influence*
Wielding effective tactics for persuasion
- 5) *Conflict Management*
Negotiating and resolving disagreements, and
- 6) *Teamwork & Collaboration*
Working with others toward shared goals. Creating group synergy in pursuing collective goals

(Hay Group et al., 2005, p. 4)

The relationship management process can sometimes be compared to a constant tug-of-war, as relationships are continuously being negotiated. Understanding and developing each of these competencies makes it far more likely for a leader to create and maintain meaningful relationships and loyal followers.

Though these clusters of competencies are complex, they are competencies that can be learned. According to a psychological study, emotional intelligence skills, “can be developed through a systematic and consistent approach to building competence in personal and social awareness, self-management, and social skill” (Cavallo & Brienza, 2006, pg. 5). Just as we strive to improve our abilities in things such as instruments, games, work, or even daily tasks, we can also increase our competency for emotional intelligence.

Like a muscle, emotional intelligence needs to be fed, built, and maintained over time. If we wish to lead, we need to take special care to remain self-aware enough to admit when we need improvement in any of these clusters.

CONCLUSION

Within this analysis, we have defined emotional intelligence and explored how it plays an instrumental role within effective leadership. We have also examined how the proper development of emotional intelligence can directly increase our capacity for leadership through the development of the four core clusters of emotional intelligence and their specific emotional competencies.

As we take the first steps toward improving our leadership, we can stop and recognize emotional intelligence as a building foundation and fuel source to power effective leadership. If we can properly prepare and help ourselves to grow through the development of emotional intelligence, our capacity for helping others through our leadership will be much greater. As we work to construct our self-awareness, self-management, social-awareness, and relationship-management, we supply ourselves with the power of emotional intelligence, the oxygen mask of leadership.

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LEADER DEFINED

REBECCA FROST

Digital

Leaders cannot merely be defined by a dictionary entry
nor by peers, colleagues, family, or professionals.

Leaders define themselves
with their individual and unique characteristics.

Each individual is made of different qualities;
these qualities become their strengths,
and these strengths make them leaders.

Each leader is different;
they cannot be defined.

2 lead·er

'lĕdər/

noun: leader; plural noun: leaders

1. the person who leads or commands a group, organization, or country.

LEADER DEFINED¹

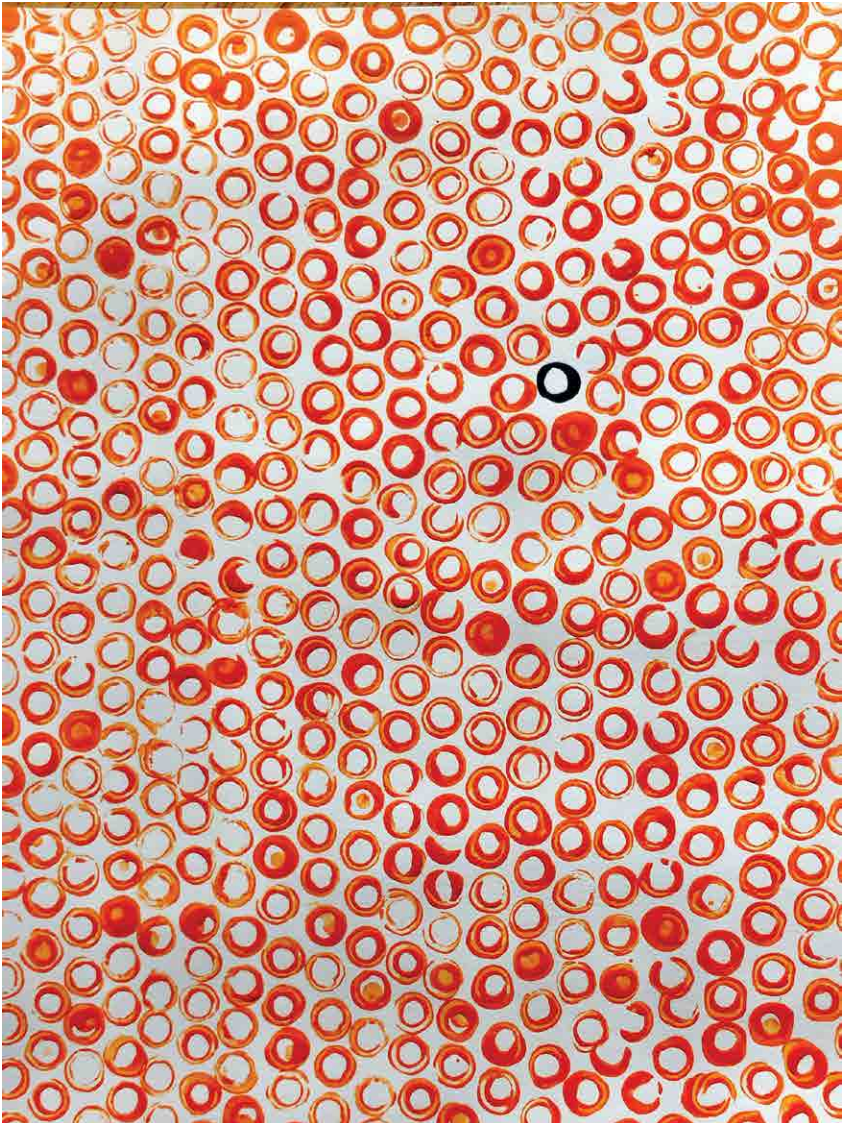
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¹ The text used in the art is adapted with permission from:

Miller, Jo. 2017. "Not a People Leader? Here Are Two Other Types to Consider." *Be Leaderly*.

January 12. <https://beleaderly.com/not-a-people-leader-here-are-two-other-types-to-consider/>

² Definition from: *Google Search*. google.com.



STANDING OUT
OLIVIA NELSON
Canvas Painting

UTAH VALLEY UNIVERSITY'S PRESIDENTIAL INTERNSHIP: ITS HISTORY, PURPOSE, AND POTENTIAL SUCCESS

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Utah Valley University's Presidential Internship is promoted as the premier internship experience on its campus. Nine students are paired with members of the President's Cabinet (i.e., President, Chief of Staff, Chief Inclusion Officer, and six Vice Presidents). The internship offers these students one-on-one mentorship, high impact projects, and lessons in leadership by executive administrators at the university. This article seeks to introduce the model and mission of the internship and introduces the results of a qualitative pilot study to evaluate the effectiveness in meeting its mission. The qualitative results indicate that past interns found high impact projects to be important experiences in leadership, professional, and personal development, even above and beyond the one-on-one mentorship.

The year 2009 was monumental for Utah Valley University. The institution had just transitioned from a state college into a full-fledged university. Its former president, William Sederburg, had been appointed to be the commissioner of education for the State of Utah, and Matthew Holland, a political science professor with little executive experience, had been selected to be his replacement. The timing had an interesting parallel. Both the institution and the new president had undergone a radical change in a relatively short period of time, and both needed to discover and solidify their new identities in the higher education landscape.

Matthew S. Holland began his tenure as Utah Valley University's (UVU) sixth president on June 1, 2009. In his efforts to forge an identity for the new university, he immediately embarked on a listening-tour with stakeholders and rigorously examined the institution's past. These efforts resulted in the development of a new organizational purpose that sought to facilitate student success through being a serious, inclusive, and engaged university.

As President Holland and his cabinet worked to reshape the existing organizational infrastructure around these initiatives, they looked for an opportunity to lead by example. During one cabinet meeting towards the beginning of his term, President Holland asked each cabinet member, "What are you doing personally to enhance student success?" During that meeting, it became apparent that although the cabinet members were working hard to impact student success, they had minimal interactions with students on a daily basis.

Desiring to personally impact student success, President Holland worked with members of his cabinet, specifically his Chief of Staff, Kyle Reyes, to develop a program that would give students more access to the President's Office. As such, the two created the Presidential Internship Program, which would hire nine UVU students and pair each of them with a member of the President's Cabinet (i.e., President, six VPs, the Chief of Staff, and the Chief Inclusion and Diversity Officer) for one-on-one mentorship and access to high impact projects (i.e., tasks given that had the potential to change or influence university policy, practice, and/or culture).

The purpose of this paper is to (a) present the internship's mission, model, and purpose, and (b) qualitatively analyze its effectiveness in giving students meaningful mentorship and leadership developing experiences.

MISSION, MODEL, & PURPOSE

The mission of the Presidential Internship program is to provide a year-long leadership experience for the nine selected students. The internship seeks to maximize an intern's leadership skills, illuminate their potential, foster academic excellence, and increase their ability to have a positive impact on Utah's globally interdependent community. The internship seeks to accomplish this mission through three related, but unique ways.

First, the internship provides the students with one-on-one individualized mentorship with a cabinet member. The President's Cabinet is made up of the President, Chief of Staff, Chief Inclusion and Diversity Officer, and six VPs who steward a variety of organizations from student and academic affairs to public, university, alumni relations, and human resources, as well as other domains such as university finance. Each of these nine members of the President's Cabinet takes one intern to work with for the year. These interns are then mentored and given projects and tasks specific to their mentors' responsibilities and needs. In addition, mentors also counsel and teach their interns on their specific career, leadership, and academic goals. Furthermore, throughout the year, interns are tasked with working on serious and engaging projects of institutional significance that often influence university policy, practice, and/or culture.

Second, the internship provides the students with experiences working with members of an internship cohort and participating in projects as a team. Although these take a variety of forms, the projects and experiences are usually driven and planned by the interns rather than prescribed by cabinet members.

Third, as a group, the interns plan seven to nine excursions to various community organizations and businesses to learn about leadership in a variety of contexts that specific members of the cohort find interesting. Here they also are given important opportunities to network with those in the fields they seek to eventually join (such as higher education, business, tech, non-profits, medicine, and law).

These three related yet distinct approaches create a type of systems model. The internship model offers interns mentorship and leadership experience at the micro (working one-on-one with their mentor), mezzo (working with their respective internship cohort), and macro (working with members of the larger community) levels, while also pushing them to contribute to each of these domains in meaningful ways.

PILOT STUDY

Since its inception, the success of the Presidential Internship has been limited to anecdotal evidence. Despite being a rather unique internship, which pairs its participants with high-level executives as opposed to faculty and staff members, to date there has been no formal attempt to measure its effectiveness. Other research has demonstrated the importance of faculty mentorship (Dugan & Komives, 2010), but few studies explore the effectiveness of executive administrators mentoring students. This lack of self-study limits the actual picture and claims that can be drawn from interns' past experiences. Given that student mentorship has shown to be vital in creating future leaders (Campbell, Smith, Dugan, & Komives, 2012), we sought to examine the effectiveness of the Presidential Internship by designing and carrying out a qualitative pilot study. Similar research has been conducted at other universities with different student leadership and mentorship programs (Bialek & Lloyd, 1998; Ssemata, Gladding, John, & Kiguli, 2017). Thus, we sought to answer the following research questions in order to begin evaluating the Presidential Internship:

RQ1: To what degree do past interns report the presence of one-on-one mentorship during their tenure as interns?

RQ2: To what degree do past interns report their participation in high impact projects?

RQ3: In what ways did the Presidential Internship teach them to be better leaders?

RQ4: What were successes and challenges the past interns experienced during their tenure as interns?

RQ5: Do Presidential Interns go on to participate in other high-impact projects or careers?

METHODS

Participants

Participants included 42 known former Presidential Interns who were invited via private email correspondence to participate in an anonymous online qualitative survey about their interns experience. Included participants had to self-identify as (a) former Presidential Interns with (b) internet access and (c) English proficiency required to complete the survey. We followed suggestions from the Tailored Design Method (TDM), which encourages follow up emails to increase response rates for online surveys (Dillman, Smythe, & Christian, 2009). Over the course of four weeks all participants were contacted for follow up reminders on three separate occasions to encourage participation. Of the 42 initial emailed participants, eight emails failed, leaving 34 contacted. Of the 34 who were contacted, 26 responses were recorded. Six of those were removed due to incomplete surveys, resulting in a total of 20 survey participants (58.82% response rate).

The study was Institutional Review Board approved by Utah Valley University. Race and ethnicity were not collected in order to maintain participant anonymity. The demographics can be found in Table 1.

Table 1. Demographics	
Gender	Male – 50%
	Female – 50%
Graduation Year	2018 – 21.1%
	2017 – 15.8%
	2016 – 31.5%
	2015 – 10.53%
	2014 – 10.53%
	2013 – 10.53%
GPA	4.0 – 3.75 – 75%
	3.74 – 3.5 – 25%
Major	Communication – 30%
	Political Science – 20%
	Other – 50%
<i>Number of respondents equals 20 (n=20)</i>	
<i>*Mean = 24.85; Standard Deviation = 1.85.</i>	

Measure

After demographic questions, participants were invited to answer five open-ended questions to explore their experience with the internship. Because over half of the participants had previously been involved in other leadership programs on campus, we asked what made their experience as a Presidential Intern unique as opposed to the other programs (“How did participating in the Presidential Internship, as opposed to other mentorship experiences, help you develop as a better leader?”). In addition, we asked about meaningful projects and lessons they learned while participating (“What was one of the greatest lessons you learned as a Presidential Intern?” “What were the most meaningful projects you worked on as a Presidential Intern?”). We also asked about specific challenges interns faced during their tenure (“What were any challenges that you experienced as an intern?”). Finally, we asked what interns did after they left the internship to examine if they continued to seek high impact internships, careers, or educational pursuits (“Since ending your tenure as a Presidential Intern, what have you gone on to do?”). For the list of questions used, see Table 2.

Table 2. Open-Ended Survey Questions
1. Since ending your Tenure as a Presidential Intern, what have you gone on to do (e.g., continued education at UVU, student government, graduate school, career, other internships)?
2. How did participating in the Presidential Internship, as opposed to other mentorship experiences, help you develop as a better leader?
3. What was one of the greatest lessons you learned as a Presidential Intern? (Please describe one or two briefly)
5. What were any challenges that you experienced as an intern?

Analysis

The answers to the open-ended questions were transcribed and organized by question in a cross-case analysis (Patton, 1990). Using Patton’s (1990) procedures for content analysis, multiple coders (a) independently reviewed the data to identify, define, and record specific occurrences of themes, and (b) subsequently met to assess convergence. In the meeting for convergence, the independent coders resolved disagreements by discussion and agreed upon the found themes.

RESULTS

The results are organized by themes found in each question. In each question there emerged multiple themes.

Since ending your tenure as a Presidential Intern, what have you gone on to do (e.g., continued education at UVU, student government, graduate school, career, other internships)?

Overall, three themes emerged when exploring what Presidential Interns had gone on to do. We found that a large portion went on to pursue graduate studies, meaningful careers, and additional high-impact internships. For example, of the 20 individuals sampled, 45% went on to or were planning on pursuing graduate studies. The most common graduate degree mentioned was a Master of Public Administration.

Furthermore, 50% of past interns described heading into the workforce. A number of them described working in government. For instance, one was actually an elected state official, while another was working in the Governor of Utah's office. Another intern described working as a data analyst for a political consulting firm. Several others stayed closer to higher education such as an academic counseling position.

Finally, 35% of those sampled described participating in additional high-impact internships or projects. Several described working with US Senators, the Utah Board of Regents, and other school internships.

How did participating in the Presidential Internship, as opposed to other mentorship experiences, help you develop as a better leader?

Three themes emerged when asked about how the Presidential Internship made them a better leader, as opposed to other mentorship opportunities. The majority described being given unique and elevated experiences, developing as growing professionals, and a large portion described access to important one-on-one mentorship.

Of those sampled, 60% mentioned how they were given elevated, unique, and extraordinary experiences when compared to other undergraduate students. These past interns described being present in important and often "behind the scenes" meetings with some of the University's most

influential leaders. Here they described being witnesses to great leaders and unique circumstances. As one past intern described:

I had the opportunity to interact with the President's Cabinet at UVU, no other program allows that much interaction with the leaders of the university. Having the privilege to learn from and work with those leaders really elevates your confidence, work ethic, professionalism, and leadership qualities.

Another past intern said similarly that the internship has, "given me an elevated experience in interacting with important officials, opportunities to head projects of importance, and I have learned to better manage my time and prioritize my duties."

In addition, 55% of the past interns sampled described a drastic increase in their professional and personal development. One intern captured this when stating that the internship's interactions "helped me learn how to hold a professional conduct (sic) especially when dealing with VIPs."

Furthermore, 35% of those sampled described the one-on-one mentorship as another aspect that set the internship apart. As one past intern described in detail:

I loved that [my] Vice President set aside an hour for me each week. He didn't just go over projects and deadlines, but he took time for me to discuss what was going on with my life. We discussed school schedules, potential grad schools, potential career routes, and family life. I loved that he took the time to get to know me and my situation. In many of the other organizations I felt like I was just a body to fill a position and I was just there to punch a clock. I felt no real mentorship going on as opposed to the Presidential Internship program. He helped me learn and realize how important it is [to] get to know people and to be approachable.

All those who mentioned this as a defining characteristic of their experience with the Presidential Internship described similar one-on-one experiences with their mentors.

What was one of the greatest lessons you learned as a Presidential Intern?

Three themes emerged when we examined what past interns considered as the greatest lessons they learned. A large portion of past interns detailed that they learned their experience was largely impacted by their own efforts and that they learned important lessons through challenges. Furthermore, a minority of interns said they learned important lessons from their experiences with their mentor.

Of those sampled, 30% described that they learned success depending upon what they put into the internship. Many of these past interns described work environments where their mentor gave them projects with little to no guidance, which would require them to be proactive. They described learning that their experience would be determined by the level of dedication they gave. As one past intern described, “What you put into it is what you get out of it. I tried to make the most of that experience and seek other ways to make an impact while in that position instead of treating it as a part-time job.”

Similarly, 30% of those sampled said they learned important lessons through challenges they faced. Many interns described those challenges as opportunities to elevate themselves. One past intern described this phenomenon, “The internship taught me to step up to the plate, ask questions and learn to execute even when tasks are beyond my ability to perform. The combination of those things set me on the course to do future projects that previously I’d have found impossible.” Others described having to step out of their “comfort zone” in order to accomplish important projects. However, they deemed these experiences as the best experiences for them:

I am terribly grateful I felt uncomfortable every day. I grew so much from it. The best lesson I learned was that I not only should, but I had to step out of my comfort zone. I was pushed in many different levels. I was given challenging tasks that I had to accomplish, working with others well beyond my age. I learned how to interact with individuals that I never dreamed of interacting with because I would have been intimidated by them. I had

to prepare professional and accurate documents for [my mentor], I had to act and look respectable as a representative of the university. I was in uncomfortable situations because I was learning and growing every day. You can't ask for a better college experience than that.

Finally, 15% of those sampled described the most important lessons being from their one-on-one experiences with their mentors. Each shared specific stories, experiences, or phrases they learned from their mentor that have remained with them.

What were the most meaningful projects you worked on as a Presidential Intern? (Please describe one or two briefly.)

Two themes emerged in this question. The majority of interns described their experiences with high impact projects and nearly half of interns talked about their frequent use of research.

Of those sampled, 55% described themselves being involved in high impact projects that made them feel like they were making a difference. We defined “high impact projects” as tasks given that had the potential to change or influence university policy, practice, and/or culture. These projects proved to be quite meaningful and diverse. Examples included participation on important committees on campus, helping raise funds for the construction of new university buildings, writing speeches for university administrators, helping design new Human Resource documents, and creating a new initiative for a minority group on campus.

In addition, 40% of those sampled described research as a key to their everyday work on big projects. Many interns indicated that they were tasked with preparing official reports, examining trends in higher education, and exploring problems experienced at the university through data analysis.

What were any challenges that you experienced as an intern?

Lastly, two themes emerged when examining the challenges interns faced. First, a portion of interns talked about their experience with their intern cohort and a quarter of interns discussed trouble with managing their time. When asked about challenges to their experience as interns,

30% indicated that they had trouble with their internship cohort. As one past intern described:

We had a very diverse group of interns and it was hard to pull them together for group exercises. I found that since we worked in such separate spaces and had such different personalities, our group activities were a little awkward and some of the interns would hesitate to participate.

Another intern described how difficult it was to help other members of the cohort see the vision of the internship and internship excursions. Additionally, some past interns felt like they were outside the “inner circle” of interns in their cohort.

Furthermore, 25% of the past interns sampled described challenges to time management. Several mentioned the difficulty of balancing their academic responsibilities with the projects and work assignments they were given.

DISCUSSION

This qualitative pilot study allowed us to take the first steps in exploring the effectiveness of the Presidential Internship Program at UVU. In regard to our first research question (“To what degree do past interns report the presence of one-on-one mentorship during their tenure as interns?”), we found that 35% of past interns who were sampled described having meaningful one-on-one mentorship experiences. When asked about the most important lessons they learned, three described lessons they were taught by their specific mentors. However, despite the reported positive experience with their mentors, we find it interesting that only 35% of those sampled described it as helping them develop into better leaders. This seems especially strange given the fact that the internship is modeled as a mentorship program.

There are several reasons that could explain why so few mentioned the one-on-one mentorship as relating to leadership development. First, participants could have had a negative experience with mentors. However, this seems unlikely given that this theme did not emerge with the challenges question. Still, past interns who did have a negative time with their mentors could have self-selected themselves out of the survey

completely. Second, the one-on-one mentorship could simply be a taken for granted feature of the experience, since the term “mentorship” was in the question. Third, the questions did not explore how involved each mentor was in actually mentoring the interns. Given that each member of the President’s Cabinet has their own responsibilities, time constraints, and levels of interest, and because the way to mentor is not prescribed to them, some members of the cabinet may be more involved with mentoring their interns than others. Future studies looking into the Presidential Internship or like programs should examine to what degree the participants actually felt mentored.

When looking into our second research question (“To what degree do past interns report their participation in high impact projects?”) we discovered the large majority of interns expressed that they both participated in a variety of high-impact projects and found them quite meaningful and challenging. In fact, 60% of interns described that the internship gave them access to unique and elevated experiences and 55% of interns described being involved in high impact projects; some of which influenced university policy, culture, and practice. This demonstrates not only that their mentors trusted them with such projects, but that these interns were able to rise to those occasions. In fact, having these elevated experiences was the number one most common theme when asked how the internship made them better leaders. Future research should examine what is more beneficial in mentorship programs: one-on-one time, high impact projects, or some kind of combination of the two.

In considering our third research question (“In what ways did the Presidential Internship teach them to be better leaders?”), we found the most common lesson learned was the participants’ experience of the internship was largely predicated on their own attitudes and behavior. Of those sampled, 30% described that much of their success depended on their own attitudes. Many of them were given projects with little to no guidance and thus were required to take initiative. In one instance, an intern described not taking much initiative and feeling like she did not have as great an experience as other interns.

Importantly, 30% of interns also described the most influential lessons coming from the challenging projects they were given. Several detailed

how the internship's challenges taught them how to deal with those situations and instilled in them the confidence to accomplish things they never thought possible. The presence of high impact projects and the challenges and lessons learned from them seemed to be a recurring theme for many of the interns.

Our fourth research question sought to examine the successes and challenges past interns faced ("What were successes and challenges the past interns experienced during their tenure as interns?"). It was clear that many of the interns felt their personal and professional development, as well as participation in high-impact projects, were some of their greatest successes. Interestingly, when asked about challenges, the most common response (30%) was of cohort issues. As noted earlier, the cohort model is an important part of the internship experience. However, the only references to the cohorts by past interns were how difficult it was to either feel included or connected. Future research should consider how to improve the cohort part of the internship.

Our final research question examined what interns went on to do after their tenure ("Do Presidential Interns go on to other high-impact projects or careers?"). We found that nearly half of all sampled interns went on to seek graduate degrees (both master's and PhDs). In addition, 50% of all interns detailed their movement into the workforce. As mentioned in the results section, several described working in government, politics, education, business and financing, and other fields. Importantly, 35% talked about being involved with other high impact internships such as working with US Senators, capital investors, and with Utah's Board of Regents.

Despite these promising findings, one should not conclude that involvement in the Presidential Internship caused these students to have those experiences. Because we did not examine the goals and plans of past interns *before* their involvement in the internship, we are unable to claim any causality. Future research should examine if involvement in programs like the Presidential Internship causes such success or if successful students seek out programs like it.

Furthermore, there are important limitations to the current pilot study. First and foremost, given the limited sample size, we are unable to generalize our findings to all former members of the Presidential Internship

or other executive-level mentorship programs. In addition, because the authors were Presidential Interns when the study was conducted and the findings analyzed, there is the possibility that our results were biased by our favorable view of the internship. Future studies should be conducted by those who are not participants in order to replicate our findings.

Despite these limitations, we feel confident that this pilot study's results show promise in evaluating the Presidential Internship. We believe that these results highlight how influential a mentorship program such as this can be for students. When students are given the opportunity to (a) be mentored by exceptional leaders and community partners and (b) be trusted with high impact projects and tasks, they will develop into more skilled and thoughtful leaders. As such, it is hoped that interns who had good experiences from the program will desire to give such experiences and mentorship to others in the future within their own spheres.

CONCLUSION

In this paper, we sought to share the model, mission, and history of UVU's Presidential Internship Program. Additionally, we also sought to introduce a pilot study to evaluate the internship's effectiveness in providing participants with one-on-one mentorship, meaningful projects, and leadership experiences and lessons. Despite limitations, we feel confident that the Presidential Internship does provide students with a meaningful and impactful executive leadership opportunity.

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CONTRACTS OF LEADERSHIP

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People have power, they've given it to me.
Regardless of background, I am not myself.
Every vote is a person who has trusted me.
Silence isn't valid, my people will know.
Isolation isn't an option, my nation needs.
Deception is wrong, I am trustworthy.
Even in times of strife, my people will thrive.
Not war, necessity, my people's lives matter.
To this end I sign my name:

A President

Purity has value, I believe this.
Rejection is not wrong, I understand this.
Open hearts are golden, I know this.
People must choose, I use this logic.
Help those in need, I choose this.
Embrace the fallen, I do this.
To God and Family I make this promise:

A Prophet

My children are unique.
Often times they will frustrate me.
To teach them is my goal.
Hopefully, I can strengthen them.
Even when I am angry I will support them.
Respectfully,
A Mother

Fear has no place in our home,
As I will keep it at bay no matter the cost.
There is never a cause for hurting my family.
Helping it thrive is my goal.
Even if they refuse to listen.
Regardless, I will stay, signed,
A Father

Lives are not toys, I will not waste them.
Every choice made, I will understand fully.
Advice is given with care, I will listen.
Deception is not a means, I will live worthy.
Every vote is a person, I will keep their trust.
Recognize faults, I will not claim perfection.
Self-sacrifice is good, I will not cast blame.
Hearing is not listening, I will listen.
Ignorance isn't bliss, I will alert on trouble.
Please sign here if you accept the terms:
A Leader



THE ROAD LESS TRAVELED

RYAN S. BROWN

Oil on Linen

THE NECESSITY OF HISPANIC LEADERSHIP

BRAYDEN DANIEL FACEMYER
UTAH VALLEY UNIVERSITY

The topic of research for this paper is the necessity of Hispanic leadership in the United States. It has been proven there is a lack of Hispanics in leadership positions throughout the U.S., despite being the largest minority group of the country. This investigation identifies some programs which have been implemented to provide opportunities for people of Hispanic origin to have leadership positions. Furthermore, the success of incorporating Hispanics into leadership allows for diversification, different perspectives, and ultimately success. The conclusion of the analysis illustrates the effect of Hispanics in leadership and how it meets the needs of one of the largest minority groups in the United States.

Businesses continually look for what gives them the edge over their competition. Some businesses may look for new merchandise to sell, lower their prices on specific products, run promotions, or advertise to a specific market. These types of decisions are made by the leaders of these organizations. Thus, the idea of qualified leaders who cover every aspect of a business and its target market is essential to the success of that entity. Quality leadership includes diversity of cultures, genders, race, and ideas.

The need for diversity in leadership in the business world has received plenty of attention over the past decade. Organizations have recognized the benefits of having diverse leadership and attempt to keep up this trend. These benefits are stated by Eleanor Wilson (2014), in *Diversity, Culture,*

and Glass Ceiling, “Diversity means variety, and the benefits of having diversity within corporations can include productivity” (p. 83). People from numerous cultures, languages, and backgrounds come to America to live out their dream. Among these, the people of Hispanic descent comprise the largest minority group. Thus, an increase of Hispanic leadership within the infrastructure of businesses throughout the United States would help meet the needs of this group. Integrating Hispanics into leadership positions allows an organization to be diverse, subsequently helping the business to achieve success and reach its goals.

Hispanics (people who are Spanish speakers, as opposed to Latinos, which include Brazilians) make up 18.1% of the American population (U.S. Census Bureau, 2017) and are the largest minority group in the nation. Being the largest minority in the United States is something that should be addressed from a leadership standpoint. Leaders who can meet the wants and needs of the Hispanic influence in the U.S. are essential. Hispanic leaders can better understand and satisfy the wishes of this population as well as bring new ideas to businesses from a different perspective. Furthermore, incorporating Hispanics into leadership positions strengthens the idea of diversity within leadership roles in organizations.

Unfortunately, there appears to be a negative stigma associated with people of Hispanic origin and their ability to lead. While there has been an emphasis on improving the diversity in leadership in business entities, there still seems to be difficulties for Hispanics to attain these positions. A study performed by Hispanic Association on Corporate Responsibility (HACR) reported that just over 11% of board or executive positions in Fortune 500 companies are held by Hispanics (Lopez, Solis, & Vergara, 2015).

Hispanics may not be given leadership positions due to prejudiced behavior. A document in the University of Utah archive, *VP for Academic Affairs SOCIO 1970-1983*, illustrates this. The record includes a letter written by an unnamed person from the office of Senator Orin G. Hatch stating, “Dear Ramon, Thanks for the letter. I am not surprised you cannot read. With a name like Rodriguez, your parents probably can’t either” (“SOCIO Contributions,” n.d.). Although the unnamed person was let go from

Senator Hatch's office, this example exemplifies common prejudice towards Hispanics. This type of conduct is a case of a person judging someone else based on their race. It demonstrates that despite having the ability to write and read the letter sent to Senator Hatch's office, someone mocked the idea of a Hispanic being interested in furthering his/her educational dreams. Prejudiced behaviors are commonplace in the United States and, as such, Hispanics may have difficulties attaining leadership positions.

However, despite facing plenty of adversity while searching for leadership positions, Hispanics will not pass up these opportunities when presented. Many programs have been implemented throughout the United States to ensure Hispanics receive proper leadership training. Programs such as Hispanic Association of Colleges and Universities and Mexican American Legal Defense and Educational Fund have been established with the goal to help people of Hispanic origin not only succeed in life, but also to provide leadership opportunities for those who participate.

Programs are experiencing great success, as noted in *Hispanic Leadership Pipeline* written by Ted Martinez, Jr. and Susan A. Herney. These authors discuss how they founded the National Community College Hispanic Council (NCCHC) in 1985 to provide leadership roles to Hispanics. This program has been successful in offering opportunities as Martinez and Herney state, "There are more than 250 NCCHC Leadership Fellows program alumni, most of whom serve in executive leadership capacities in community college administrations" (Martinez, Jr. & Herney, 2017, p. 25). The NCCHC proves to be a well-established program supporting Hispanics and their ability to attain leadership positions.

While Martinez and Herney note the success of their program, they hope to see more Hispanics in positions of leadership; noting on the academic level, half of Hispanics enrolled in higher education attend community college, yet "Hispanics account for less than five percent of community college CEOs" (Martinez, Jr. & Herney, 2017, p. 25). As alluded to by Martinez and Herney, Hispanic leaders in higher education can help to motivate these students to achieve their educational goals.

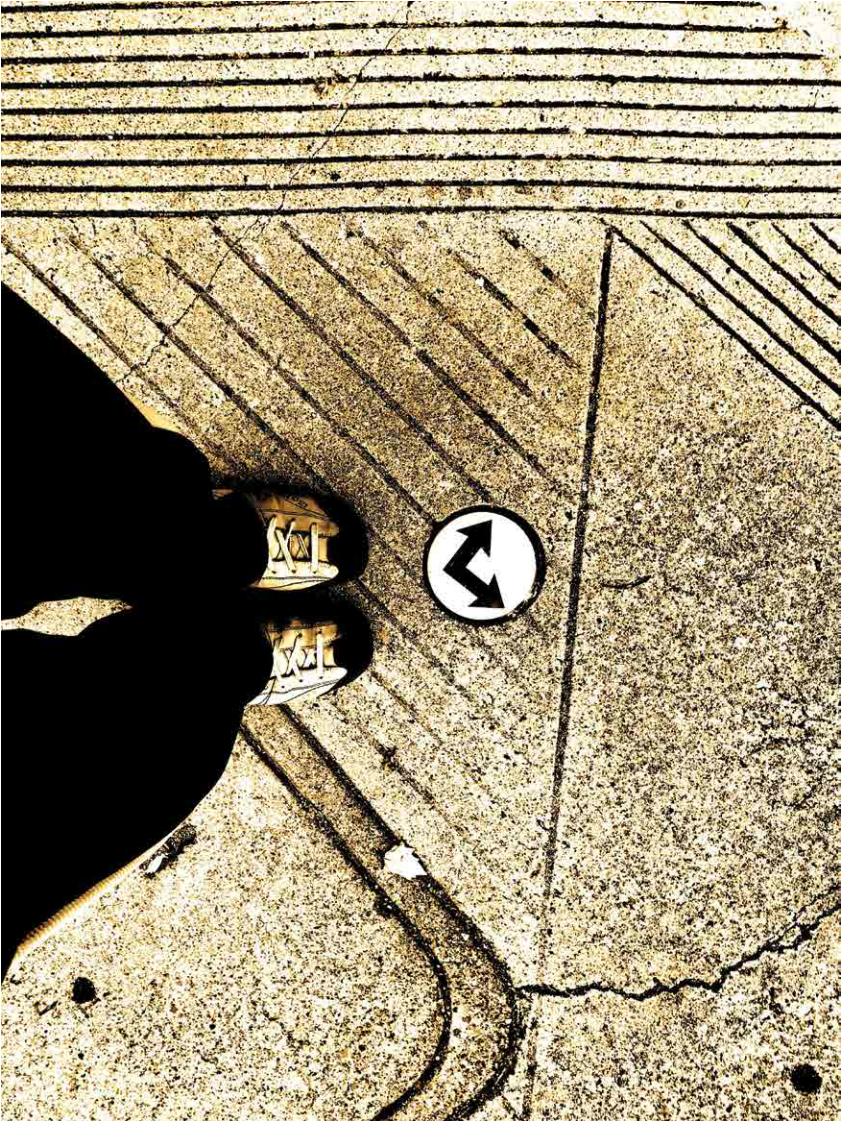
While there is a lack of Hispanic leadership in the business world, there are still people of Hispanic origin in prominent positions. Two of the world's largest companies, The Boeing Company and Cingular, have Hispanic leaders in key decision-making positions. Phillip de St. Aubin is head of the International Relations operations for The Boeing Company and Ralph de la Vega oversees network operations for Cingular.

Bruce E. Phillips (2006) writes about the success of these two men, despite the racial adversity they faced over the course of their careers. In an interview with St. Aubin, Phillips learned that, "Boeing hired mostly Americans to oversee different regions for the company. Now, he [St. Aubin] says, they are more likely to hire people from those regions to represent the area" (p. 23). Additionally, Phillips spoke with de la Vega who stated, "We want people of all backgrounds who represent the diversity of the marketplace" (p. 23). Both St. Aubin and de la Vega spoke about the importance of cultural diversity within the workplace and the crucial role it plays regarding the success of their respective companies. St. Aubin and de la Vega illustrate why it is essential to have leaders of Hispanic origin. It allows The Boeing Company, Cingular, and the operations of these two companies to have a different perspective and point of view.

The need for diversification in leadership, specifically Hispanics in leadership positions, has never been more prominent. As the Hispanic population continues to rapidly grow in the United States, it is important to integrate leaders who meet the needs of this group of people (Lopez et al., 2015). St. Aubin and de la Vega are key leaders of Hispanic origin who successfully support the needs of the largest minority group of the United States, alluding to the necessity of Hispanics in leadership positions. By integrating more Hispanics into leadership, companies will undoubtedly have success in the business world.

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LEADERSHIP MEANS MAKING DECISIONS

PAT DEBENHAM, M.A.

Photography

MOTIVATING FACTORS OF FORMAL STUDENT LEADERS AT UTAH VALLEY UNIVERSITY

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In the Fall 2016 semester, Utah Valley University spent just over \$261,000 to provide required leadership courses for various formal student leaders (Banner, 2016; Institutional Research, 2016; Tuition, 2016). Using the theory of Motivation to Lead (Chan & Drasgow, 2001) as a framework, 160 UVU financially compensated undergraduate student leaders were surveyed in an effort to understand the motivating factors that influenced their leadership service. Basic descriptive statistics revealed the top three motivators for students to become formal leaders were financial compensation/scholarship, personal development, and the opportunity to make a difference. Further, when it came to being motivated to perform in their leadership responsibilities, personal development and love of leading became more influential motivators than scholarship.

INTRODUCTION

In the Fall 2016 semester, Utah Valley University (UVU) spent just over \$261,000 to provide required leadership courses for various formal student leaders (Banner, 2016; Institutional Research, 2016; Tuition, 2016). Investing in these programs and courses was justified through their mission which, in part, states that UVU seeks to prepare students to be “lifelong learners and leaders” (Office of the President, n.d.). For the purpose of this study, formal student leaders (FSL) are defined as students who have accepted a leadership position, received a financial scholarship as compensation for services offered to the school, and have been required

to take a leadership course in conjunction with their leadership position. The learning goals for this study are as follows:

- Deepen understanding about the motivating factors that influence students to initially serve as well as continue performing in formal leadership positions at UVU.
- Evaluate the degree to which FSL were influenced by leadership courses to perform their leadership duties.

It is anticipated that the findings from this study may inform and possibly improve the leadership programs and courses at UVU. It is also possible that the findings from this study may transfer to inform and benefit other universities with similar student leadership programs and courses.

LITERATURE REVIEW

This chapter summarizes and defines the theoretical framework used in this study. The foundation of this study is Motivation to Lead (MTL), which is defined as “an individual’s preference to strive for a leadership position” (Felfe & Schyns, 2014, p. 852). In 2001, Chan and Drasgow proposed three alternative forms of MTL, which include Affective Identity MTL, Social Normative MTL, and Noncalculative MTL. Affective Identity MTL suggests that “an individual is motivated by an inner desire resulting from the satisfaction and pleasure they derive from the fact of being a leader” (Clemmons & Fields, 2011, p. 589). Social Normative MTL is termed from “the tendency to lead because of a sense of duty or responsibility, as associated with general attitudes towards social norms” (Hong, Catano, & Liao, 2011, p. 322). Third, Noncalculative MTL is the motivation of individuals who do not consider the costs of leading relative to the benefits. Regarding this, Kark and Van Dijk (2007) said, “[Noncalculative MTL] is based on the assumption that leadership usually involves certain responsibilities or costs, and the less calculative one is about leading others, the less one would wish to avoid leadership roles” (2007, p. 506).

In short, these three related but distinct components of MTL explain why individuals aspire for leadership opportunities and positions and serve as primary theoretical reference points in this study. “Scholars have noted that *knowing how* is not enough to make one effective in

managerial roles; one must also be truly *motivated to lead* to persist in the leadership role despite the challenges leaders face in modern organizations” (Guillén, Mayo, & Korotov, 2015, p. 802). Of the various components of MTL, Affective Identity is the strongest predictor of leadership outcomes with regard to leadership potential, emergence, and effectiveness (Guillén, Mayo, & Korotov, 2015).

Since the term MTL was coined in 2001, several qualitative and quantitative studies have been carried out in an effort to better understand MTL’s effect on people from various demographics (Elprana, Felfe, Stiehl, & Gatzka1, 2015; Gottfried et al., 2011). The college student demographic has been researched in various settings. Rosch, Collier, and Thompson (2015) researched student leadership behaviors by race and gender. Cho, Harrist, Steele, & Murn (2015) studied college student MTL in relation to basic psychological need satisfaction and leadership self-efficacy. However, previous MTL research does not appear to address motivating factors related to undergraduate FSL obtaining their positions, nor has a similar study been conducted recently at UVU.

MTL (Chan & Drasgow, 2001) is the theoretical framework used to establish the research goals and create the survey for this study. However, MTL, under its commonly accepted definition, understanding, and accepted form of measurement, within the discipline of leadership theory, does not describe the research performed in this study. While MTL is not a primary focus of this study, it is related to the research terms specific to this study: Motivation to Become and Motivation to Perform. Motivation to Become (MTB) is, for the purposes of this study, described as the motivating factors that influence individuals to apply for or accept leadership positions. In addition, Motivation to Perform (MTP) is another construct which refers to the motivating factors that influence leaders to perform in their various leadership capacities. Thus, understanding MTL concepts will set the foundation for this discussion regarding MTB and MTP.

METHODS

This section outlines the methodology behind the survey design, describes sample selection process, summarizes the survey distribution procedure, and frameworks how the data was analyzed.

RESEARCH DESIGN

The research survey was designed to study MTB, MTP, and the influence of individual UVU leadership courses through both qualitative and quantitative questions. The survey included four sections: Demographic Information, MTB as FSL, MTP as FSL, and Influence of Leadership Courses. (see Appendix for survey)

Demographic Information. Demographic information was collected using 5 questions focused on grade level, gender, racial or ethnic heritage, leadership program involvement, and leadership course enrollment.

MTB as FSL. Participants were invited to rank the motivators in Table 1 that influenced them to become a FSL at UVU. In the digital survey, they were instructed to drag and rank in order from the most important or influential motivator to the least important or influential motivator for them becoming a FSL. If there were other motivating factors not specified in the survey response options, participants were invited to type their responses in an “other” category and include them in the ranking. Additionally, if any response options did not apply, the participants were asked to not rank them.

TABLE 1	
<i>List of Rank Options for Becoming a Formal Student Leader</i>	
• Scholarship/Financial assistance	• Prepare for graduate school
• Love of leading	• Future leadership opportunities at UVU
• Felt you could make a difference	• Familial influence
• Networking opportunities	• Peer influence
• Personal Growth/Development	• Other
• For the position title/Related prestige	• Other
• Build my resume	• Other
• To be in charge/Be responsible	

MTP as FSL. Similar to the above section, participants were invited to rank (in order) from most to least influential, the motivators in Table 1 that encouraged them to perform their responsibilities as a FSL at UVU. Two additional ranking options were added beyond what is seen above

in Table 1 to account for additional potential performing motivators. These were “To maintain my formal leadership position at UVU” and “Get a good grade.”

SAMPLING

Selection Criteria and Procedures. Participants were selected based on their status of being a FSL at UVU. As mentioned, FSL includes students who have accepted a position where they receive financial scholarship as compensation for leadership services offered to the school and are required to take one of five leadership courses (Principles of Leadership, Student Leadership Development I, Student Leadership Development II, Leadership Mentoring II, and Mentoring Leadership Practicum) in conjunction with their leadership position. During the Fall 2016 semester, 307 UVU students met these criteria.

SURVEYING PROCESS

Identifying Participants. Survey distribution took place between the dates of Nov. 29 and Dec. 19, 2016. Professors of the five courses discussed above received an email request for administration of survey in their class followed by email correspondence to plan timing. It is important to note that a survey administrator only went to each class one time and many of the surveys were administered within UVU’s online learning management system (Canvas).

Instructing Participants. The survey administrator met with each class of FSL and provided a brief explanation of the survey, including an emphasis on anonymity and confidentiality to invite honest and transparent responses in the approximate 10-15 minute survey. All instructions were also in the survey as questions or part of the consent statement. After guiding the students to the survey link, the survey administrator remained in the class while students completed the survey. Occasionally, the administrator would help students gain access to the survey or read a question aloud to a student who did not understand. However, no further explanations or details to questions were offered once the survey was administered. Due to the online access of the survey, it is possible that some FSL may have taken the survey without receiving the verbal instructions.

DATA ANALYSIS

Basic descriptive statistics were employed to search out emerging themes and connections within the dataset. The quantitative data were analyzed on a surface level with only basic calculations and comparisons addressed. As indicated, the qualitative dataset was analyzed under the theoretical framework of MTL. Two different coding methods were used to analyze the collected qualitative data: open coding and axial coding, from a grounded theory perspective (Eckton, 2012, p. 53-54; Strauss & Corbin, 1994). The data from the open-ended questions were analyzed using grounded theory to potentially allow for other themes to emerge that had not previously been considered. In addition, the grounded theory approach was used to look for patterns and outcomes that might suggest areas for further research within the areas of leadership, motivation, and performance. (see Appendix)

RESULTS AND IMPLICATIONS

This section describes the results and implication developed through the analyzation of the qualitative and quantitative data collected throughout the survey process.

DEMOGRAPHICS OF PARTICIPANTS

Of the 307 FSL that met the sampling criteria, 174 started the survey and 160 completed it, yielding a response rate of 52.1%. The demographic attributes of the 160 respondents can be seen in Table 2 on next page.

Table 2 shows that data was collected from 19 FSL organizations at UVU. It should be noted that UVU's Center for the Advancement of Leadership (CAL) and Wolverine Ambassadors programs overlap significantly. Every respondent that identified with one program also marked that they were part of the other through the "select all that apply" option. For the purposes of reporting, these two programs were combined in Table 2 and had the same 47 students that participated in the survey making these leadership organizations the highest represented population at 27%. These two programs were followed closely by 15% UVU Student Association's Student Council (26 participants), 17% Cheer and Dance Teams (30 Participants), and 13% UVU Mentor program (22 participants). Regarding Table 2, the "Other" category is a compilation of

TABLE 2			
<i>Demographic Data</i>			
	Demographic	#	%
Year	Freshman	57	33
	Sophomore	43	25
	Junior	49	28
	Senior	21	12
Gender	Male	62	36
	Female	108	62
Race	White	131	75
	Latino	19	11
	Black	7	4
	Asian	7	4
	Other	6	3
Leadership Program	CAL/Wolverine Ambassadors	47	27
	Cheer Team	17	10
	Dance Team	13	7
	Green Man Group	7	4
	International Student Council	11	6
	REC's	14	8
	Service Council	5	3
	Student Alumni Association	4	2
	Student Council	26	15
	UVU Mentor Program	22	13
	Women of UVU Association	9	5
	Zone Managers	10	6
	Other	8	5
Course	MGMT 1250	7	4
	SLSS 103R	53	30
	SLSS 104R	16	9
	SLSS 2300	11	6
	SLSS 240R	103	59

six leadership organizations that had only one or two participants each. Combining these organizations allows for the data to be more readable.

Finally, as was mentioned, each participant was recruited from one or more of five leadership course options offered at UVU. Participants were asked to rate as many of the five courses as they were or had been enrolled. The number of students in total who reported they were or had been enrolled in two or more of these leadership courses during their time at UVU is 25. Though not likely, it is possible that some of these students were enrolled in two of these leadership courses at the same time and during the Fall 2016 semester.

MOTIVATION TO BECOME (MTB)

This section will discuss the motivating factors that influenced FSL to seek out, accept, or become a FSL. Table 3 describes the results. It should be noted that for the purpose of this chart and ranking the optional or written responses were extracted and ranking was adjusted up as if the “other” responses were not ranked by participants.

Table 3 shows how people ranked the various categories. Represented are how many participants ranked a given motivator as one of their top 5 most influential motivators for becoming a FSL. Table 3 gives the number of responses associated with each motivator. Additionally, it offers the number of participants that marked a given motivator as their top 3 and top motivators.

Table 3						
<i>Becoming Motivators by Top 5, 3, & 1</i>						
Motivators	Ranked in Top 5		Ranked in Top 3		Ranked Top	
	#	%	#	%	#	%
Scholarship	130	81	105	66	51	32
Love of leading	75	47	46	29	20	13
Make a difference	106	66	74	46	29	18
Networking	66	41	33	21	5	3
Personal development	129	81	103	64	38	24
Related prestige	12	8	4	3	0	0

Build resume	62	39	25	16	6	4
Be responsible	30	19	10	6	2	1
Prepare for graduate school	17	11	12	8	2	1
Future opportunities	42	26	17	11	1	1
Familial influence	22	14	13	8	1	1
Peer influence	30	19	19	12	0	0

The interesting finding from Table 3 is that there are three distinct top motivators for becoming an FSL at UVU: first, scholarship; second, personal development; and third, making a difference. It is interesting to note the difference between the top 5 and top 3 of scholarship and personal development are relatively the same. However, there is over an 8% difference between the first and the second.

MOTIVATION TO PERFORM (MTP)

This section will discuss the motivating factors that influenced FSL to perform in their various FSL capacities. Table 4 displays the findings on MTP as a FSL. It should be noted that for the purpose of this table the optional, or written in responses, were extracted and the ranking order was adjusted up as if the optional responses had never been ranked by participants.

Similar to Table 3, Table 4 shows how participants ranked the various categories. Once again, represented are how many participants ranked a given motivator as one of their top 5 most influential motivators for performing their leadership obligations. The ranking numbers associated with each response is summarized in Table 4. Additionally, the number of participants that marked given motivators in their top 3 and top 1 are offered.

Table 4						
<i>Performing Motivators by Top 5, 3, & 1</i>						
Motivators	Ranked in Top 5		Ranked in Top 3		Ranked Top	
	#	%	#	%	#	%
Scholarship	96	60	76	48	33	21
Love of leading	78	49	52	33	19	12

Make a difference	103	64	85	53	40	25
Networking	38	24	15	9	2	1
Personal development	109	68	94	59	34	21
Related prestige	19	12	13	8	4	3
Build resume	31	19	15	9	5	3
Be responsible	25	16	12	8	3	2
Prepare for graduate school	14	9	6	4	1	1
Maintain position	57	36	31	19	5	3
Future opportunities	32	20	17	11	3	2
Obtain good grade	25	16	13	8	0	0
Familial influence	11	7	7	4	1	1
Peer influence	24	15	13	8	4	3

The first interesting finding from Table 4 is that there are once again the same three distinct top motivators for performing a FSL role at UVU. However, the order has changed: first, personal development; second, making a difference; and third, scholarship. It is interesting to note that the order changes again when considering factors participants ranked as the top 1 influential motivator regarding performing their leadership role: making a difference, personal development, and scholarship. Additional figures and data will be offered to further compare MTB and MTP from each of the three categories.

COMPARISON OF BECOMING AND PERFORMING

Table 5 is a comparison between MTB and MTP as a FSL from the top 5, 3, and 1 ranking perspective.

Motivators	Ranked in Top 5		Ranked in Top 3		Ranked Top	
	MTB	MTP	MTB	MTP	MTB	MTP
Scholarship	130	96	105	76	51	33
Love of leading	75	78	46	52	20	19

Make a difference	106	103	74	85	29	40
Networking	66	38	33	15	5	2
Personal development	129	109	103	94	38	34
Related prestige	12	19	4	13	0	4
Build resume	62	31	25	15	6	5
Be responsible	30	25	10	12	2	3
Prepare for graduate school	17	14	12	6	2	1
Maintain position	-	57	-	31	-	5
Future opportunities	42	32	17	17	1	3
Obtain good grade	-	25	-	13	-	0
Familial influence	22	11	13	7	1	1
Peer influence	30	24	19	13	0	4

Table 5 suggests that love of leading and the prestige related to given leadership position seems to align with motivation when it comes to performing in FSL positions.

Analyzing the data from a top 3 perspective allows one to see that love of leading, making a difference, prestige, and being responsible or taking charge all became less motivating numerically when it came to FSL performing in their leadership roles. Statistical analyses would need to be performed to determine if this number is significant.

When it comes to MTP, making a difference is the new number one motivator followed by personal development and scholarship. Peer influence went from zero to four as did related prestige.

INFLUENCE OF LEADERSHIP COURSES

This section will examine the degree to which required leadership courses are influencing FSL motivation. Leadership courses at UVU generally serve two primary purposes: to motivate leaders to serve well in their leadership positions as well as to provide an engaging learning experience whereby students can “develop leadership skills through study, activities, readings, cases, and experiential application” (The Center for the Advancement of Leadership, n.d.).

Five Combined Courses. While participants rated classes individually in order to more effectively inform individual programs within UVU, Table 6 summarizes an aggregate compilation of the data from all of the courses.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Engaged in course	6	2	32	74	71
Motivated to fulfill responsibilities	4	10	44	79	48
Effective use of time	8	18	56	62	41
Motivation not affected	7	20	55	58	45
Learned to be a better leader	5	7	29	79	65
Apply principals in personal life	3	7	27	87	60
Would take class if not required	18	58	49	33	27

Of note in Table 6: First, 145 (90.1%) of FSL reported agreeing or strongly agreeing to being personally engaged in the required leadership course. Second, 144 (90%) reported that the required leadership course helped them learn how to be a better leader to some extent. Third, 127 (79.4%) were motivated to perform in their leadership responsibilities because of the course. Fourth, 147 (91.9%) of FSL also reported putting principles taught in class into practice in their personal lives. Fifth, 103 (64.4%) of participants felt the class was an effective use of their time. Sixth, 47.5% of students would not take the class if it was not required compared to 37.5% that would choose to take the class. Seventh, 103 (64.4%) agreed or strongly agreed to the statement, “My motivation to fulfill my formal leadership role at UVU is not/would not be affected if I did NOT have to take this class.” This is interesting because in some ways that piece of information contradicts the data gathered through this question. Overall, it seems that FSL prefer taking required

leadership courses because of what they learn, how they are motivated, and their level of personal engagement in the course. However, if they did not have to take the class, it appears many would not choose to enroll.

DISCUSSION

The learning goals for this study were to gain a deeper understanding about the motivating factors influencing students to serve in formal leadership positions at UVU and assess the level of motivation in their positions. Additionally, it offers insight for those wanting to improve programs and courses at UVU and possibly other universities with similar leadership programs.

QUANTITATIVE FINDINGS

The quantitative data from this study identify and support multiple findings. These findings were discovered as basic descriptive statistics were employed to search out emerging themes and connections within the dataset as well as answer the research goals. The quantitative data were analyzed on a surface level with only basic calculations and comparisons addressed. As indicated, this dataset was analyzed under the theoretical framework of MTL. The following is a list of briefly discussed conclusions:

Finding 1. The top three motivators for FSL to MTB are scholarship, personal development, and the opportunity to make a difference at UVU.

Finding 2. When UVU FSL are striving to perform in their leadership responsibilities personal development, and love of leading become more influential motivators than scholarship.

Finding 3. Learning to love leading and valuing making a difference increase as motivating influences when students accept and perform in their leadership responsibilities at UVU.

Finding 4. Resume building as a motivator is less effective once a position or title has been obtained.

QUALITATIVE FINDINGS

In addition to the above findings, there were some interesting commonalities found through the open-ended questions in this study. Grounded theory coding was used to search for patterns and commonalities among participants (Eckton, 2012, p. 53-54; Strauss & Corbin, 1994). These questions were, “Why do you think you are required to take this class?” and “Beyond what you have already shared in the above responses, are there other influences that motivate you to fulfill your formal leadership position at UVU?” Some of the conclusions are as follows.

Finding 1. Many people mentioned the word “love” as being what motivated them to perform in their role, not so much a love for leading, but rather a love for the people with whom they work and for performing the services they offer the school.

Finding 2. Many FSL mentioned they wanted to be involved and engaged in their college experience. They wanted to have a place or a home on campus where they felt comfortable

Finding 3. Many participants mentioned that they value connection to their university, classmates, a team, and the community.

Finding 4. An overwhelming majority of FSL responded that they thought the purpose of the required leadership course was to learn to be a better or more effective leader. Other common responses include: make connections with or build unity between other student leaders, meet university requirements, receive credit for their leadership positions, and to be trained.

LIMITATIONS

Several limitations became prevalent during the analysis of the data received from the distributed survey. Regarding the survey, the data may have been affected by having “other” options that could be ranked in both the MTB and MTP sections of the survey. Adding two additional ranking options (to maintain my formal leadership position at UVU and to get good grades) in the MTP section threw off the data and having a double

“not” in the wording of the seventh phrase in the course evaluation sections may have made that statement confusing and the meaning convoluted. Finally, distributing and marketing the survey at the end of the semester when FSL are potentially exhausted from courses and obligations may have also affected the response rate and data.

Additionally, the results and finding associated with this study are reflective of FSL and leadership courses at UVU and can not necessarily be applied to other demographics, cultures, or institutions.

CONCLUSION

The findings of this study illustrate the connection between MTL, MTP, and the influence of leadership courses on motivation among UVU FSL. Additionally, they inform about the culture of FSL at UVU. This data suggest it might be programmatically beneficial for faculty and staff who lead formal leadership programs and teach the associated leadership courses to focus on helping more students make the semi-natural transition from external motivators, like scholarship and resume building, to the internal motivators such as self-development and making a difference. Deci, Vallerand, Pelletier, and Ryan (1991) suggest in their research that being intrinsically motivated and internalizing values results in high-quality learning and conceptual understanding, which lead to the internalization of desired educational outcomes. Also, being intrinsically motivated enhances personal growth and adjustment (Deci, Vallerand, Pelletier, & Ryan, 1991). Courses as presently structured assist with MTP. Based on the findings of this study, it is possible that as greater emphasis is put on leadership theory and practical leadership strategies in leadership course practicum, FLS may develop more enhanced personal leadership paradigms and patterns which may also enhance student MTB and MTP.

FUTURE RESEARCH

The above findings are descriptive of the leadership culture at UVU as reported by FSL. Additional research ought to be conducted to determine whether findings are unique to UVU or are common among other university leadership programs and courses. Survey administrators reported that about 95% of the FSL who participated in the survey were traditional students with regard to age. Future research could assess whether motivators for MTB and MTP change when additional and increased demographic

ranges like age and ethnicity are measured. Finally, from the qualitative data, further research could explore the influence of love and values on MTB and MTP. In general, additional research is needed to determine if the findings of this study are similar in other populations.

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APPENDIX: SURVEY QUESTIONS AND RESPONSE OPTIONS

Q1: I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study. I also understand that I may refrain from answering any or all questions and may withdraw from this study at any time. (Yes, No)

Q2: I understand that my grade will NOT be affected by participating in this survey and that all information provided will remain confidential and will only be reported as group data with no personal identifying information. (Yes, No)

Q3: Select your year in school. (Freshman, Sophomore, Junior, Senior, Graduate Student)

Q4: Select the gender with which you identify. (Male, Female, Other)

Q5: Select the racial or ethnic heritage that best describes you. (Response options below)

- White or Euro-American, Non-Hispanic
- Latino or Hispanic American
- Black, Afro-Caribbean, or African American
- Asian or Asian American
- Polynesian/ Pacific Islander
- Middle Eastern or Arab American
- Native American or Alaskan Native
- Other (please specify)

Q6: Select the leadership programs with which you have or are currently working. (Check all that Apply) (Response options below)

- Actions Learning Trip Leaders
- Center for the Advancement of Leadership (CAL)
- Cheer Team
- Dance Team
- First Generation Leaders

- Green Man Group
- International Student Council
- Multicultural Student Council (MSC)
- Outdoor Adventure Center (OAC)
- Residential Engagement Coordinators (REC's)
- Rodeo Team
- Service Council
- Student Alumni Association (SAA)
- Student Athletes
- Student Council
- UVU Intramural
- UVU Mentor Program
- UVU Review Staff
- Wolverine Ambassadors
- Women of UVU Association
- Zone Managers

Q7: I understand that for the purpose of this study, formal student leaders are defined as students who have accepted a position where they receive financial scholarship as compensation for leadership services offered to the school and are required to take a leadership course in conjunction with this leadership position. (Yes, No)

Q8: What motivated you to become a formal student leader at UVU? Drag and rank in order from the most important motivator to least important motivator for your becoming a formal student leader at UVU. If there are other motivating factors type them in and include them in your ranking. (Please be honest) If any responses do not apply to you do not drag them to the box. (Response options below)

- Scholarship/ Financial assistance
- Love of leading

- Felt you could make a difference
- Networking opportunities
- Personal growth/ Development
- For the position title/ Related prestige
- Build my resume
- To be in charge/ Be responsible
- Prepare for graduate school
- Future leadership opportunities at UVU
- Familial influence
- Peer influence
- Other

Q9: What motivates you to fulfill your responsibility as a formal student leader at UVU? Drag and rank in order from most important motivator to least important motivator to fulfill your responsibility as a formal student leader at UVU. If there are other motivating factors type them in and include them in your ranking. (Please be honest) If any responses do not apply to you do not drag them to the box. (Response options below)

- Scholarship/ Financial assistance
- Love of leading
- Felt you could make a difference
- Networking opportunities
- Personal growth/ Development
- For the position title/ Related prestige
- Build my resume
- To be in charge/ Be responsible
- Prepare for graduate school
- To maintain my formal leadership position at UVU
- Future leadership opportunities at UVU

- Get a good grade
- Familial influence
- Peer influence
- Other

Q10: Select the leadership courses you have or you are currently taking? (Select all that apply) (MGMT 1250, SLSS 103R, SLSS 104R, SLSS 2300, and SLSS 240R)

Q11, 13, 15, 17, 19: Answer the following regarding your MGMT 1250/ SLSS 103R/ SLSS 104R/ SLSS 2300/ SLSS 240R class. (5 point Likert Scale: 1= strongly disagree, 5 strongly agree)

- I was actively engaged in class.
- I learned how to be a better leader because of the class.
- I am motivated to better fulfil my responsibilities as a leader because of the class.
- I am motivated to apply the principles from this class in my personal life.
- This class is/was an effective use of my time.
- I would take this class even if it was not required.
- My motivation to fulfill my formal leadership role at UVU is not/ would not be affected if I did NOT have to take this class.

Q12, 14, 16, 18, 20: Why do you think you are required to take this class? (Open-ended response)

Q21: Beyond what you have already shared in the above responses, are there other influences that motivate you to fulfill your formal leadership position at UVU? (Please explain)(Open-ended response)



HALLEY 1910

MIKE JENSEN, M.ED.

Acrylic and Molding Paste on Canvas

Just as a comet can light up the sky,
leadership is often like a light source.

It provides focus to clear a path,
helps you move forward,
and can be shared to light the way
for others to follow.

CONTRIBUTING AUTHORS AND ARTISTS

PAULA B. ATKINS, M.S. works in Student Development at Louisiana State University Shreveport. She is currently a doctoral student in Educational Leadership with a concentration in Higher Education Administration at Louisiana Tech University.

RYAN S. BROWN received his BFA in illustration from Brigham Young University in 2002. He studied drawing at the Florence Academy of Art (FAA) in Florence, Italy, graduating in 2008. He opened and operated the Classical Drawing Academy from 2003-2006 and opened the Masters Academy of Art (MAA) in 2008. Ryan taught at the Los Angeles Academy of Figurative Art, Brigham Young University, and Utah Valley University. He won “Painting of the Year” and the President’s Award at the FAA and has claimed top honors in the Stacey Scholarship, Art Renewal Center Scholarship, and an Award of Exceptional Merit in the 2010 Portrait Society of America competition. Numerous articles have been published about his work in several prestigious art magazines. Ryan’s work can be seen on his website at www.ryansbrown.com.

PAT DEBENHAM, M.A. taught for 37 years at Brigham Young University in dance, is now pursuing a degree in art at Utah Valley University. As an emerging artist, his work has been exhibited at the Springville Museum of Art, the Woodbury Art Museum in Orem, Utah, the Eccles Community Art Center in Ogden, Utah, the SCERA and the Red Finch Gallery in Orem, Utah. Several of his works have been featured in UVU publications including *Touchstone*, *Warp and Weave*, *Essais* and the 2016-2017 Office of International and Multicultural Studies calendar.

BRAYDEN DANIEL FACEMYER is currently pursuing a double major in Business Management and Spanish at Utah Valley University. He is married to his loving wife, Emily. He hopes to bring awareness to the pressing issues of the world.

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J. N. HAYMAKER left the Army after four years of service to attend Utah Valley University. He is working toward a bachelor's degree in marketing and plans to attend law school.

MELVIN HOLDER, ED.D. has been an associate professor of Leadership in the McArthur School of Leadership at Palm Beach Atlantic University for 10 years after 32 years of working with the Ford Motor Company. His research interests are in organizational leadership transitions and integrity in leaders. He has an MBA and an Ed.D. in Higher Education Leadership.

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MIKE JENSEN, M.ED. has been employed at Utah Valley University for over 25 years. He is an associate professor in the Department of Student Leadership and Success Studies. Mike began painting in 2009 and draws his inspiration from color and texture.

SARAH LYLE is currently a student at Utah Valley University planning to major in nursing.

Brett D. Mathews grew up in Providence, Utah and is a recent graduate of Utah Valley University with a Bachelors of Science in Communication. He enjoys photography and content creation and is now pursuing a career in social media management and communication coordination. He thanks his large family and loving wife, Rachel, for their support as he worked toward his educational and professional goals.

JAMES S. MCGRAW, TANNER ANDERSON, NICK VARNEY, K.C. HOOKER, KHALIUN AMARJARGAL, RYAN STEPHENSON, MCKENNA MARCHANT, ELIZABETH BOWEN, AND BROOKE SCHROEDER were members of the 2017-2018 Presidential Internship cohort at Utah Valley University (UVU). During their tenure as presidential interns they were involved in numerous projects at UVU, which included the building of UVU's Sustainability Wall, the evaluation of UVU's Strategic Inclusion Plan, and the Presidential Transition Committee, which oversaw the transition between outgoing UVU President Matthew S. Holland and incoming President Astrid S. Tuminez. As a cohort, they conducted the first self-study of the Presidential Internship Program.

EMILIE MINSHEW was born and raised in Utah. Along with her husband Cameron, she is the proud pet parent of two dogs and a cat. She is currently pursuing two bachelor's degrees, one in political science and another in criminal justice and loves attending Utah Valley University.

OLIVIA NELSON is a sophomore at Utah Valley University. She is working towards her degree in English Education. Olivia is involved in the UVU Mentor program.

MCKENZIE P. ODOM is a self-published author. She currently works for the Utah Valley University Review.

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CAMRON J. ROBINSON graduated in Behavioral Sciences from Utah Valley University (UVU) in 2017. Camron worked and served with many campus organizations including: UVU Honors Program, UVU Mentor Program, UVU Student Council, *The Journal of Student Leadership*, and the UVU Presidential Internship Program. These opportunities developed his passion for researching and improving student leadership experiences within higher education. He is currently continuing his research interests at Georgetown University while obtaining his masters in Learning and Design.

LAYTON SCARBROUGH is a freelance illustrator working towards his Bachelor of Fine Arts in Illustration at Utah Valley University. He expects to graduate in 2020. Layton is currently designing work for a documentary film launching next year and plans to work as a forensic artist in the future. You can learn more about his work through laytonscarbroughart@gmail.com.

RICHARD G. SHRUBB, PH.D. is the coordinator of the Doctor of Education Program at Louisiana Tech University. He has served as faculty, dean, vice president and president in community college and university settings. He has a B.A. in English, an M.A. in English, an M.B.A. in Public Administration and a Ph.D. in Higher Education Administration.

J. L. TROUT is an Art and Design major at Utah Valley University. You can find more of his work at <https://www.artstation.com/bluestonefist> or <https://bluestonefist.deviantart.com/>

JESSICA WALLACE is currently a senior at Utah Valley University who expects to graduate this fall with an English, Writing Studies B.A. and a minor in Classical Studies. After graduation, she plans on attending graduate programs to become a rhetoric and composition professor.

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