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ABOUT THE COVER



SOARING

This artwork encompasses the thrill of exploring new horizons beyond your personal comfort zone and pushing your boundaries to discover new things about the world or yourself. The small character is depicted flying high through the sky with a jetpack they're taking for a test drive. They are on their way to explore something unknown: a spaceship on the horizon. This composition encompasses the idea of leadership in the form of taking action to achieve your goals beyond what you ever thought might be possible, pushing the boundaries of what you thought you were capable of.

EMMALYNN PAGE
UTAH VALLEY UNIVERSITY
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CONTENTS

ARTICLES AND ESSAYS

LETTER FROM THE EDITORS.....	VIII
CHIARI MALFORMATION I COMPLICATIONS IN PREGNANCY	3
Anna Schank, RN Francine Jensen, Ph.D., RN	
IDEAS FOR PROFESSORS AND INSTRUCTORS FOR ENCOURAGING PEOPLE TO LEARN AND EXPERIENCE LIFE AT ITS FULLEST (CARPE DIEM)	17
Jorge F. Salcedo Mireles, Ph.D. Astrid Garza, Ed.D.	
AVOIDING IDOLATRY TAKING CHARGE OF OUR OWN PRIORITIES	25
Emma Woodbury	
FROM THE MOUTHS OF PRESIDENTS: THE ROLE OF RHETORIC IN LEADERSHIP AND IDEOLOGICAL SELF-DEFENSE	35
Dane Flitton	
ENTREPRENEURSHIP IN POLITICAL TURBULENCE: AN ANALYSIS OF RUSSIA'S ENTREPRENEURIAL ECOSYSTEM DURING PUTIN'S PIVOT	45
Granite Ogborn	
LEADERSHIP DEVELOPMENT AND WELL-BEING.....	65
Jordan James Byrd, MBA	
STANDSTILL	71
Rebecca Leavington	
HOW EXPLICIT INSTITUTIONAL OBJECTIVES CAN INFLUENCE PEER CONSULTANT DEVELOPMENT	89
Vittoria S. Rubino, Ph.D.	
LEADERSHIP IN SOCIAL WORK: AN EXPLORATION OF DIVERSE THEORIES AND PERSONAL EXPERIENCE	101
Shandy Clark	

CONTENTS

ARTWORK AND POETRY

MOTHER TERESA	2
Kass Miles	
SERVANT LEADERSHIP	23
Sara Payne	
BEHIND THE GAZE OF INFLUENCE.....	24
Hannah Brown Anderton	
A DAY TO REMEMBER	32
Emmalynn Page	
FIRE SHADOW	34
Tyler Christensen	
AWARENESS	64
Makela Ka'imilani Kamiya	
RESPONSIBILITIES	80
Makela Ka'imilani Kamiya	
A POLITICIAN'S NIGHTMARE.....	81
Hayli Parry	
OIL SPILL	86
Alison Vanderwel	
NATURAL LEADER.....	88
Gregory Brooks	
CONTRIBUTING AUTHORS AND ARTISTS	107
CALL FOR PAPERS	110

LETTER FROM THE EDITORS

TO OUR FELLOW READERS,

One of the unique pleasures of producing this issue is seeing different means and methods come together to address the topic of leadership, both broadly and specifically. The submissions displayed in this edition include scholarly articles, poems, reflective essays, and artwork—in varied forms. As we worked to edit these submissions, we noticed some recurring themes, which are highlighted for you below. We love that these separate submissions synthesize well to create a beautifully coherent journal.

Artwork from Kass Miles (painting), Makela Ka'imilani Kamiya (sculpture), and Alison Vanderwel (mixed media) emphasize kindness, responsibility, and positive approaches for addressing challenges in our environment. Granite Ogden's scholarly paper investigates Vladimir Putin and 21st Century Russian entrepreneurialism and helps us reconsider Putin's role. The article by Jorge F. Salcedo Mireles and Astrid Garza offers engaged examples for professors and instructors to create opportunities for their students to experiment, try out new paradigms, and achieve "extraordinary things." Mirroring this dynamic approach to teaching, Vittoria Rubino's article invites us to draw from high-impact theories and practices to improve peer development models. Both Jordan James Byrd and Rubino acknowledge that leaders are not necessarily born but that "leadership can be learned" (Rubino).

In other work, Emma Woodbury skillfully parallels ancient Greece's tendency to shift accountability for their actions to their worshipped gods with the modern issue of allowing societal influences to guide our decision-making. Similarly, Hannah Brown Anderton's "Behind the Gaze of Influence" (oil paint on wood panels) illustrates the same notion of media's influence by showcasing various "idols" eyes powerfully gazing into the soul of the viewer.

Gregory Brooks's poem and Tyler Andersen's sculpture both build on good leadership habits by helping us see the power of steady effort; even when working through rough exteriors, consistent determination can create a smooth surface. Shandy Clark demonstrates how significant leadership theories serve as a "tool kit" for social workers to help reinforce

their roles and perform exceptionally. The empowering strength of one of those theories, servant leadership, is nicely illustrated by Sara Payne in her poem. Printmaking by Makela Ka’Imilani Kamiya asks the question, “who is missing?” and encourages leaders to remember those who are excluded or overlooked.

A nursing leadership article by Anna Schank and Francine Jensen acknowledges the critical role of nurses in advocating for evidence-based care and accountability. Emmalynn Page’s artwork inspires gratitude as we reflect on how her grandfather acted heroically in the face of death, while Hayli Parry’s (extended poem) unnamed politician experiences the consequences of acting selfishly rather than heroically. Rebecca Leavington’s essay invites us to stop standing still in stressful situations, and to drum up the courage to enact needed change. Dane Flitton’s scholarly work emphasizes the power of reactive, adaptive, nonviolent rhetoric, using the examples of the aftermath of the assassination of John F. Kennedy, Jr. and of a near-assassination of Theodore Roosevelt. In this way, rhetoric becomes a useful leadership tool—language can invite beauty and peace and is ultimately more powerful than violence.

We express gratitude to each author and artist who contributed their work to this issue and to all who contributed to its production. We appreciate the continuous support from the JSL editorial board along with the faculty and staff in the Department of Student Leadership and Success Studies at Utah Valley University and particularly extend our sincere appreciation to Dr. Angie Carter and her English 2050 editing class. Their helpfully detailed contributions enhanced the authors’ work. Finally, we could not have produced this issue without the dedicated cohort of Journal staff who drew on new and existing skills in leadership, editing, design, and public relations to produce an outstanding product.

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MOTHER TERESA

KASS MILES

UTAH VALLEY UNIVERSITY

Digital Painting

Mother Teresa is our world leader in kindness and service. She is the leader we should all emulate to make the world a safer place.

CHIARI MALFORMATION I COMPLICATIONS IN PREGNANCY

ANNA SCHANK, RN

FRANCINE JENSEN, PH.D., RN

UTAH VALLEY UNIVERSITY

Chiari malformation I (CMI) is a congenital brain deformation in which the brain tissue expands into the spinal cord. It is frequently underdiagnosed in both men and women. There is a lack of research on the effects and management of pregnancy in women affected by CMI. Current research suggests that CMI poses a greater risk to pregnant women often resulting in emergency Cesarean sections, lumbar disc prolapse, hydrocephalus, syringomyelia, papilledema, and neurological changes. There is a gap in care and a need for standards that reflect current research. Research suggests that more screenings should be conducted prior to pregnancy, and that patients should be continually monitored by a neurosurgeon from gestation through postpartum. Nurses as health leaders can play a key role in educating patients and being an advocate for increased safety and positive outcomes for this population.

Chiari malformation I (CMI) is a congenital defect in the back of the head where the brain tissue extends into the spinal canal, impeding the flow of cerebrospinal fluid (CSF) (Janjua et al., 2020; Grant et al., 2021; Mayo Clinic, 2021). One in 100 people meet radiological criteria for CMI, making it a common neurological disorder (Sadler et al., 2020). Even though a large percentage of the population meets diagnostic criteria, only about one in 1,000 people are symptomatic (Sadler et al., 2020). These symptoms may include various types of headaches, nausea, neck pain, difficulty sleeping, fatigue, weakness and numbness in the extremities, and many other symptoms (Greenfield, 2021). Many of these symptoms are common during pregnancy but can be aggravated by CMI. This paper will explore the risks for pregnant women with CMI and best methods to manage it.

Complications caused by CMI may include lumbar disc prolapses (Opoku et al., 2021), higher cranial pressure, hydrocephalus, papilledema, and tonsillar herniation, all increasing the chances of a Cesarean section delivery (O'Neil & Waters, 2019). Nurses that have a greater awareness of this comorbidity can advocate for additional screenings and monitoring of women prior to or at the beginning of pregnancy, preventing serious medical and obstetric complications that arise in conjunction with CMI (Orth et al., 2015). If nurses lead in education and screenings, women of childbearing age can be more closely monitored and safely treated as needed.

STAKEHOLDERS

CMI in pregnancy impacts pregnant women as well as their nurses. Pregnant women with CMI are at risk for neurological changes and life-threatening health complications. All nurses can benefit from a better understanding of CMI because it is considered a common neurological disorder. Nurses working in any maternity, labor, and delivery units, and women and children healthcare clinics will regularly see these patients. Nurses must be prepared for such patients and know how to respond to their current condition and any neurologic changes that happen as a result. This phenomenon also impacts doctors in various specialties, such as obstetrics and gynecology, neurology, and labor and delivery. These doctors must be familiar with the common signs, symptoms, and findings of CMI from before conception through delivery.

Doctors must also be knowledgeable enough to teach patients how to manage Chiari malformation and when to report abnormal findings. Failure to do so could impact the hospital systems and their reputation for quality of care. This issue also affects the family members of patients as they are intimately involved with the health and wellbeing of the mother and fetus. In addition, nurses must educate expectant mothers on how best manage their symptoms while pregnant so they can enjoy a healthy pregnancy experience without compromising safety standards set by healthcare professionals.

PURPOSE OF RESEARCH AND RESEARCH QUESTION

The purpose of this research is to better understand the complications for pregnant women with CMI and how to prevent them; it seeks

to determine how CMI should be treated depending on the timing of diagnosis. The question to be answered is as follows: what are the risks for women who are pregnant and have CMI, and how can nurses lead in helping women prevent CMI-related complications in pregnancy?

LITERATURE REVIEW AND SYNTHESIS

The topic of the paper was explored through a focused literature review using the databases CINAHL, PubMed, Science Direct, and Google Scholar with the key words *pregnancy, delivery, Chiari malformation type I symptoms, complications, interventions, and diagnosis*.

CM affects people of all races but is more common in women than men (Janjua et al., 2020). There are five different types of CM, type I being the most prevalent. Type I occurs when the section of the skull containing the cerebellum is deformed or too small, thus putting pressure on the brain and displacing the cerebellar tonsils into the upper spinal canal (Mayo Clinic, 2021).

DIAGNOSIS

Diagnosing CMI is complicated and often delayed because it typically must be diagnosed by a neurosurgeon, and some of the most obvious symptoms of Chiari malformation are characteristic of other disorders (Küçük, 2012C; Greenfield, 2021; Grant et al., 2021; Green, 2003). A primary care physician (PCP) may suspect CMI and temporarily diagnose it as such, but a neurosurgeon is best equipped to diagnose and plan the treatment for patients with CMI (Greenfield, 2021). Common symptoms include suboccipital headaches, vertigo, neck pain, scoliosis, visual disturbances, nystagmus, difficulty swallowing, gait abnormalities, problems sleeping, tremors, nausea, tinnitus, lightheadedness, dizziness, mental fog, and fainting (Janjua et al., 2020C; Ghaly et al., 2019; EBSCO 2020; Greenfield, 2021; Grant et al., 2021). A diagnosis of CMI may include having tonsillar herniation of 3 to 5 mm (or more) below the level of the foramen magnum as seen by magnetic resonance imaging (MRI), presence of one or more CMI symptoms that affect everyday functioning, levels of pain, signs of progression, and health history (Mueller & Oro', 2005; Roper et al., 2018; Janjua et al., 2020; Grant et al., 2021; Green, 2003).

MRI is the imaging modality of choice for CMI, because its sequence can determine if one lesion is associated with another (i.e., if hydrocephalus is present with CMI) (Green, 2003). Additionally, MRI can measure the degree of herniation and classify which type of CM is present (Green, 2003). More often in pregnancy, patients are oblivious to their diagnosis unless they have overt clinical presentations. The majority of CMI patients are asymptomatic and diagnosed incidentally when MRI scans are performed for another reason (Janjua et al., 2020; American Association of Neurological Surgeons, 2021).

Prophylactic treatment could be implemented if diagnosis is known prior to gestation. If a positive diagnosis is confirmed during the pregnancy, then a Cesarean section delivery may be recommended to reduce intracranial pressure and associated risks (American Association of Neurological Surgeons, 2021). Neurologists and neuroscience specialists recommend that women be screened at their first preconception check-up for a formal diagnosis of CMI, especially if they have a prior diagnosis of CMI or have a history of headaches, particularly suboccipital headaches (Janjua et al., 2020). Nurses are an integral part of the screening process in all patient settings. They can remind all consulting physicians to be cognizant of this risk and to screen for potential complications.

RISKS

Patients who are pregnant are at higher risk for having CMI compared to other pregnant patients. This is due to a greater chance of increased intracranial pressure, cervicomedullary region compression, and/or cerebellar and brain stem herniation during maternal pushing during labor, contractions, and Valsalva maneuvers (Janjua et al., 2020). These complications can lead to seizures, stroke, neurological damage, and death (Johns Hopkins Medicine, 2021; Campellone et al., 2020).

All forms of anesthesia are particularly challenging for CMI patients, especially during parturition. Spinal anesthesia should never be administered because even a small fluctuation of cerebrospinal fluid could lead to further descent of the cerebellar tonsils into the spinal canal resulting in quadriplegia or death (Janjua et al., 2020; Jeffree & Stoodley, 2021). General anesthesia is recommended for Cesarean section deliveries if

CMI has not been corrected prior to the birthing process (Janjua et al., 2020; Jeffree & Stoodley, 2021). However, general anesthesia still poses risks to patients due to potential sudden hypertension, compromised respiratory function, and foramen magnum compression if the neck is hyper-extended during intubation (Janjua et al., 2020; Mueller & Oro', 2005). Lumbar puncture and epidural anesthesia should only be carried out with extreme caution (Janjua et al., 2020).

Additionally, emergency interventions and Cesarean sections may be required if patients present complications such as lumbar disc prolapses, hydrocephalus, syringomyelia, and papilledema with or without headaches (Ringer et al., 2018; Opoku et al., 2021, O'Neil & Waters, 2019). Low back pain is common in pregnancy, but in this patient demographic, it can be a sign of lumbar disc prolapse. The increasing size of the uterus is thought to worsen this condition and can cause complications in labor (Opoku et al., 2021). Hydrocephalus is an excessive buildup of CSF in the brain from a blockage by the brain tissue, which can result in mental impairment and/or an enlarged or misshapen skull, and in severe cases can be fatal (National Institute of Neurological Disorders and Stroke, 2017). Syringomyelia is a disorder in which a CSF-filled cyst called a *syrinx* forms within the spinal cord's central canal (National Institute of Neurological Disorders and Strokes, 2017).

This growing syrinx can impinge on nerve fibers, compress the spinal column, and damage the white and gray matter of the spinal cord (National Institute of Neurological Disorders and Stroke, 2017; Parker et al., 2002; Ghaly et al., 2019). This often results in rising body temperature, flaccid weakness in upper extremities, spastic paresis in lower extremities, incontinence, excessive sweating, decreased respiratory drive, impaired vagal cardiovascular reflexes, and loss of sensation of pain (National Institute of Neurological Disorders and Stroke, 2017; Ghaly et al., 2019). Papilledema occurs when increased intracranial pressure causes swelling of the optic disc, frequently resulting in loss of vision; the only therapy shown to be effective is suboccipital decompression to restore pressure and CSF flow (Zhang et al., 2011). These symptoms are problematic for all populations, but for the pregnant woman, the involvement of the fetus carries an extra impact.

MANAGEMENT

The management of CMI is especially challenging during pregnancies because of the risks of adverse neurological changes and increases in intracranial pressure (Roper et al., 2018). Therefore, there is a gap in care and a need for guidelines for a standard of care. Nurses can bridge the gap by utilizing leadership skills to facilitate communication between the interdisciplinary team, supporting a care plan specific to mother and child alike, and initiating universal standards. Universal standards would require multidisciplinary care, starting with the obstetrician and initial contact in the office, and the nurse who first sees patients with Chiari I malformation symptoms either before or after conception then devises a treatment plan upon recommendations from a neurosurgeon (Janjua et al., 2020; Roper et al., 2018). In cases of Chiari malformation during pregnancy, it is imperative that the nurse and neurosurgeon are together closely monitoring the status of the patient the entire time. An anesthesiologist should also screen these patients and consider the best anesthesia for them if needed (Parker et al., 2002; Janjua et al., 2020).

Nursing management may include an educational program taught by a registered nurse, focusing on specific care related to CMI for patients and all females of childbearing age (Janjua et al., 2020; O'Neil & Waters, 2019). The mode of delivery is another important aspect of nursing and interdisciplinary team management, and should be considered based on each individual patient's symptoms. Cesarean sections are recommended for patients with hydrocephalus, papilledema, headache and paresthesias, and in some cases, headache alone (American Association of Neurological Surgeons, 2021; O'Neil & Waters, 2019). Vaginal delivery is suggested when the patient presents only headaches or is asymptomatic (American Association of Neurological Surgeons, 2021; O'Neil & Waters, 2019). Overall, nursing leadership plays an important role in providing comprehensive care tailored specifically towards individuals suffering from CMI during pregnancy, allowing them access to quality care from all members of the interdisciplinary team.

SURGICAL TREATMENT

Depending on the current symptoms of a patient with CMI, surgical interventions may be needed (Janjua et al., 2020). Some requirements

for surgery include refractory headaches, decompression of nerve tissue, and impediment of normal CSF flow around and behind the cerebellum (American Association of Neurological Surgeons, 2021; O’Neil & Waters, 2019). CMI-symptomatic patients should have Chiari malformation corrective surgery during the second trimester of pregnancy (Janjua et al., 2020). Symptomatic patients at the time of birth or patients with an unfavorable outcome after surgery should have a Cesarean section to prevent progression (Janjua et al., 2020). If CMI is diagnosed later in pregnancy, then recommendations include clinical observation until after parturition, unless the patient stays symptomatic, in which case surgery may be indicated (Janjua et al., 2020).

The main goals of decompression surgery are establishing normal CSF flow, maintaining decompression of the inferior aspect of the cerebellum, increasing the volume of the posterior fossa, stopping the progression of any changes in the brain and spinal canal, and stabilizing symptoms (Mazzola & Fried, 2003; University of Pittsburgh Medical Center, 2021). This surgery is performed by removing the back of the foramen magnum, the dura, and some degree of cerebellar tissue if needed (American Association of Neurological Surgeons, 2021). During the surgery, decompression of a syrinx, additional shunting, or removal of the arch of the C1 vertebrae may also be necessary (Mazzola & Fried, 2003). These techniques provide more space for the brain stem, spinal cord, and descended cerebellar components (American Association of Neurological Surgeons, 2021). Following the surgery, nurses should encourage the team to continue frequent imaging tests and evaluations to determine whether the goals have been met and if new symptoms or complications arise for the patient (University of Pittsburgh Medical Center, 2021).

POSTPARTUM CARE

Following birth, careful and thorough postpartum nursing care is essential in maternal recovery for CMI patients (Janjua et al., 2020). Nurses must encourage recovering mothers to rest, eat a healthy diet, and refrain from strenuous activities (Parfitt & Roth, 2015; Janjua et al., 2020). Symptoms after parturition are specific to the mode of delivery and the anesthetic used (Janjua et al., 2020). Following a lumbar puncture, continuous spinal anesthesia, or epidural anesthesia, post-dural

puncture headaches are a common side effect that can occur in both vaginal and Cesarean section deliveries (Meath et al., 2001; Puissant et al., 2014; Janjua et al., 2020). Some headaches are accompanied by double vision, neck pain, stiffness, and nausea (Puissant et al., 2014; Janjua et al., 2020). Moderate symptoms are often treated with non-steroidal anti-inflammatory drugs (NSAIDs), non-opioid analgesics, caffeine, and epidural blood patches (Parfitt & Roth, 2015; Janjua et al., 2020; Roohi & Gropen, 2014). Severe symptoms may require long term pain management or surgical interventions (Puissant et al., 2014; Roohi & Gropen, 2014; Janjua et al., 2020).

Pregnant patients with CMI are 2.2 to 942 times more likely to develop significant medical complications during pregnancy and delivery, including acute respiratory distress syndrome, preeclampsia or eclampsia, cardiovascular accidents, strokes, sepsis, and seizures (Janjua et al., 2020). It is the responsibility of the entire care team to closely monitor the patient's symptoms; however, nurses play a unique role in patient safety, given the amount of time they spend with patients compared to other members of the care team.

CONFLICTING RESEARCH

One major topic of controversy is the efficacy and safety of anesthesiologic management in pregnant patients with CMI (Choi & Tyagaraj, 2013; Ghaly et al., 2019). Both epidural and spinal anesthesia can be considered for pain relief during labor, but they each pose risks to maternal and fetal health. Accidental dural puncture with an epidural needle can lead to tentorial herniation, decreased cerebral perfusion pressure, and brain shifts (Choi & Tyagaraj, 2013). Intrathecal puncture with a spinal needle can present similar complications, but it is considered safer because a smaller needle is used during the procedure (Choi & Tyagaraj, 2013). In many cases, avoidance of neuraxial anesthesia is necessary to prevent fluctuations in intracranial pressure and worsening of previous neurologic complications (Nie et al., 2021; Ghaly et al., 2019). Some anesthesiologists recommend topical anesthesia to the perineum and lower limbs for natural births, or general anesthesia with Cesarean sections (Sastry et al., 2020; Ghaly et al., 2019). Safe anesthesiologic management is best achieved by

collaborating with an experienced multidisciplinary team including a nurse, obstetrician, neurosurgeon, and anesthesiologist with thoughtful planning based on the patient and their presenting condition.

RECOMMENDATIONS

Recommendations include screening women before or at the beginning of pregnancy and more extensive nursing education at the time of diagnosis so patients know how to better care for themselves. Nurses can aid in this process by being more vigilant during neurological examinations that measure gait, balance, and other motor skills at the early stages of pregnancy and continue to monitor any neurological changes and CMI related complications throughout gestation. These tests are commonly used to screen for a myriad of conditions that affect patients neurologically.

If nurses are better trained on how to recognize abnormalities and signs of CMI, they can lead an interdisciplinary team in providing appropriate treatments for the patient. Nurses who care for patients in the late stages of pregnancy can focus on identifying signs and symptoms of CMI complications. Hospital systems can provide specialized training to doctors in Chiari malformation-related specialties and develop guidelines focused on screenings, diagnosis, treatment, and management to ensure better prevention of rapid progression of complications during pregnancy. Doctors can screen for Chiari malformation at the time of pregnancy testing and continue assessments at every appointment throughout pregnancy and during labor and delivery. Lastly, family members can spend more time learning about the diagnosis and its signs and symptoms so they can be better prepared to support their loved ones.

FUTURE RESEARCH

There is an appreciable amount of data on CMI, but few studies have been conducted focusing on the symptoms and effects of CMI on women during pregnancy, delivery, and postpartum. Future research could include the outcomes in pregnancy if CM screenings and educational programs were implemented at the prenatal visit time frame. Additionally, patients would benefit from more research on anesthesiologic management during labor and safety in the modes of delivery.

LIMITATIONS

This research was a focused rather than exhaustive review of existing literature, and was done over only two months. Additionally, there are few case studies published about CM, which could share more specific information about the experiences of individuals who are pregnant and have CMI. This is a newer subset of research, so there is still more to be learned about CMI and pregnancy in the future.

NURSING LEADERSHIP

Nurses are the epitome of healthcare leaders because they are entrusted with patient health promotion, developing care plans, working with interdisciplinary teams, and providing support to meet both physiological and psychological needs of patients and families. Nurses serve as patient advocates and educators in their communities. They can observe patterns and trends that expose gaps in patient care and regulatory standards. This knowledge base helps nurses identify more research opportunities that will aid the interdisciplinary team in providing optimal care and more appropriate interventions. Nurses are in a position to be an example for others in maintaining excellence of care and meticulous attention to detail. This exemplary behavior can bolster the healthcare field and overall quality of care.

Specific to CMI and pregnancy, nurses can empower patients through education throughout treatment and delivery. Patients can learn to recognize signs and symptoms of potential pregnancy complications and neurological changes that pose risks to both mothers and their babies. New research findings can be translated by nurses to be used in clinical settings. Nurses can be leaders in their profession by creating a standardized plan of treatment and education for patients that could be used as an evidence-based care standard. Physicians and nurses can partner together to vocalize patient needs and give input about the proper course of treatment using mutual respect and collaboration. It is imperative that nurses are active participants in health policy decision making and aid in implementing healthcare reform. Nurses should build relationships with business owners, clinicians, and persons of power to realize improvements in patient care. Nurses must work together with other healthcare professionals to hold each other accountable for providing the highest quality of care and attention to detail.

CONCLUSION

CMI is a common neurological disorder, yet it is under-diagnosed because many patients are asymptomatic or only experience headaches. Pregnant women with CMI are significantly more likely to experience serious complications at the time of delivery, putting themselves and their unborn child at risk. Patients should be screened for CMI, educated by healthcare professionals about the condition before conception, and closely monitored through the postpartum period, especially during parturition. Modes of anesthesia and surgical interventions are important considerations for safe and successful deliveries. Future research will enable pregnant women and their fetuses to have a safe and healthy pregnancy, delivery, and postpartum period. Nurses as community leaders can play an important role in creating evidence-based protocols and screening this high risk population, the pregnant woman and the unborn fetus, to promote healthier birthing experiences.

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IDEAS FOR PROFESSORS AND INSTRUCTORS FOR ENCOURAGING PEOPLE TO LEARN AND EXPERIENCE LIFE AT ITS FULLEST (CARPE DIEM)

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Professors and instructors need to create environments where learners can feel valued, energized, and motivated to increase their knowledge. Professors and instructors need to use and implement different learning methods and styles to encourage, facilitate, and inspire their students to reflect, discuss, and share new knowledge (Dewey, 1938, p.10; Gilley, Egglund, & Gilley, 2002, p. 3). Taking as an example the role of John Keating, a professor in the movie Dead Poets Society, this paper presents ideas about how professors and instructors may help people to learn effectively and experience life at its fullest. Professors and instructors should facilitate new opportunities in which students can expand their thinking, become authentic people, communicate with passion, inspire others to act, and develop visions that have the potential to ignite motivation in others.

Education and leadership have been seen as processes that transform people (Dewey, 1938, p. 10). Moreover, both education and leadership have been defined as processes for exerting a strong influence over people (Yukl, 2006, p. 3). Currently, there is a conviction among researchers that professors and instructors play an important role in influencing and encouraging their students in their personal and professional lives. Therefore, professors and instructors have the chance to make a difference in the lives of other people every day.

Professors and instructors are capable of creating an environment where learners can feel valued, energized, and motivated to increase their knowledge. To achieve this level of influence, professors and instructors need to use different learning methods and styles in order to encourage,

help, and inspire their students to reflect, discuss, and share new knowledge (Gilley, et al., 2002, p. 3). Additionally, professors and instructors need to ensure this learning happens in an interactive way among their students. The purpose of this paper is to use the example of Professor John Keating in the movie *Dead Poets Society* (Weir, 1989) to find different processes that may help people to learn effectively, encouraging them to develop critical thinking, find their own voices (developing authenticity), contribute with their own verses (developing a life's mission), and achieve extraordinary things.

KEATING'S STRATEGIES FOR ENHANCING LEARNING IN AN EFFECTIVE WAY

A professor's role is to transform students who one day will become leaders in their own families, businesses, communities, and countries. The character of John Keating is a great example of how professors and instructors can manage the will and enthusiasm of students and use their experiences to promote and achieve a learning process. During the movie, John Keating continuously promotes a challenging spirit and invites the students to arouse their interest in learning, talking freely, and expressing their opinions about specific topics. Keating's strategies positively influence his students, mainly because he creates an environment where students can commit to their own learning. The following are some aspects that Keating develops among his students:

1. Students become engaged and act as proactive people in their own learning advancement.
2. Students reflect on topics using original approaches because the old is challenged and new educational patterns are established.
3. Students develop a close and coequal relationship with the professor and find opportunities to share their opinions.
4. Students develop strong relationships with other students who live according to the philosophy of *Carpe Diem* (seize the day).

Professors and instructors can take the example of John Keating to inspire people within organizations, inviting them to take initiative and be responsible for what is happening in their own lives, thus allowing them

to freely express their thoughts, emotions, experiences, and knowledge as Keating does during the movie. In this manner, the professor and instructor may break down the traditional model of education, which is often centered on the professor with students as passive listeners. Professors and instructors must be facilitators of learning where students become more proactive. Accordingly, students will be able to become active builders of their knowledge and learning.

Essentially, professors and instructors should set the conditions that engage people with their learning advancement. In this advancement, the best way to increase knowledge is for learners to not only express ideas, but to discuss, prove, and modify them. Professor John Keating shifted from the role of content provider to content facilitator. This upgraded learning process invited students to experience their lives at the fullest by developing critical thinking, finding their own voices, contributing to their life's purpose, and achieving extraordinary things.

KEATING'S INVITATION TO CHALLENGE THE STATUS QUO (DEVELOPING CRITICAL THINKING)

The movie *Dead Poets Society* illustrates that the school board's authorities expect student agreement to and support for a lifestyle in conformity with the status quo; instead, John Keating challenges his students to become themselves. George (2007, p. 137) supports the idea of encouraging people to become themselves, because if we conform to a lifestyle that is not consistent with who we are, we will never experience life at its fullest.

For Kouzes and Posner (1995), learners must challenge the status quo: this refers to confronting the "traditional culture with some radical new ideas" (p. 9). Students can become pioneers willing "to innovate and experiment in order to find new and better ways of doing things" (p. 10). Therefore, professors and instructors should develop critical thinking among learners so they can view their reality with a critical eye, allowing them to analyze it and raise difficult questions which challenge the status quo with new ways of doing things (Kouzes & Posner, 1995, p. 9). New approaches can help learners to overcome traditions and the status quo and to find better solutions to confront their problems by using critical thinking skills.

KEATING'S INVITATION TO FIND THEIR OWN VOICES (DEVELOPING AUTHENTICITY)

John Keating encourages his students to find their own voices. Authentic students' voices are consistent with their values (George, Sims, McLean & Mayer, 2007, p. 134). Authentic students know who they are and what they want to get out of life. One way to manifest students' authenticity is to observe them when confronted with situations and conflicts against their convictions and personal values (George et al., 2007, p. 135). George (2003) argues that authentic people demonstrate five qualities: finding and understanding their purpose, practicing solid values, leading with heart (they are open and willing to share themselves), establishing and enduring relationships, and demonstrating self-discipline (p. 18). Bennis and Nanus (1985) state that "effective leadership is no less noble [or base] than the creative (and healthy) use of one's self" (p. 57). Therefore, professors and instructors should search for new opportunities to facilitate a process through which they can invite learners to experience life at its fullest by the creative deployment of self, which means to become an authentic person.

KEATING'S INVITATION TO BUILD YOUR OWN VERSE (DEVELOPING A PURPOSEFUL LIFE)

John Keating invites his students to build their own verse or purpose. Learners must have a clear perspective about what they want, why they want it, and how they will achieve it. This kind of person develops a cause and a strong purpose for their lives on a personal, intellectual, or spiritual level (Kouzes & Posner, 1995, p. 94). Another key factor of experiencing life at its fullest is building your own verse, which implies showing others your passion and conviction. Thus, convictions are strong motivators for people to act, which gives them authority, enthusiasm, and a clear guide in uncertain times. Likewise, according to Maxwell (1999, p. 84), passion is the first step for personal and professional achievement. Passion also increases students' willingness to achieve something valuable to them. When students develop a strong conviction and passion for a cause, they already have an emotional resource to share their enthusiasm with. Essentially, professors and instructors should search for opportunities to facilitate a process through which people can express themselves with passion and inspire others to act (Maxwell, 1999, p. 83).

KEATING'S INVITATION TO ACHIEVE A DREAM (ACHIEVING EXTRAORDINARY THINGS)

John Keating invites his students to achieve extraordinary things by fighting, seeking, finding their life's purpose, and never giving up. Two very important competencies that professors and instructors can develop among learners to achieve extraordinary things include developing a vision and creating meaning through the communication of that vision. A vision animates, inspires, and transforms people's intentions into action. With a vision, learners may connect their present to their future (Kouzes & Posner, 1995, p. 94). By communicating that vision, learners can develop the ability to express ideas graphically, which may enhance enthusiasm and commitment among themselves. Professors and instructors should facilitate a process where people develop visions that have the potential to build great projects for the future and to ignite motivation in others (Kouzes & Posner, 1995, p. 96; Maxwell, 1999, p. 150).

CONCLUSION

In summary, professors and instructors should create environments where learners can feel valued and energized. This paper uses John Keating as an example of how professors and instructors may help students learn effectively and experience life at its fullest (*Carpe Diem*). Teachers should facilitate a process where learners can expand their thinking and become authentic people. Also, they should foster among students the ability to express themselves with passion and develop visions that have the potential to build great projects in the future.

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SERVANT LEADERSHIP

SARA PAYNE

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Often seen as a position of power
Leadership is so deeply more
Than to make the supportive roles cower
And a single demographic position sure

Cementing the stage for those who came first
Shirking new concepts and unique ideas
A group of kingpins so un-diverse
Unwilling to even consider who she is

And to the power of those who speak
A servant at the head is so often better
Than a tyrant with uninspired ideas so bleak
For the storms of the future that we must weather

Limited we are as we toil and quip
Farther we'll go with servant leadership



BEHIND THE GAZE OF INFLUENCE

HANNAH BROWN ANDERTON

UTAH VALLEY UNIVERSITY

Oil paint on wood panels

AVOIDING IDOLATRY: TAKING CHARGE OF OUR OWN PRIORITIES

EMMA WOODBURY

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Since the beginning of recorded human intellect, humans have been searching for Truth. The classical debate between the Sophists and other Greek philosophers provides an important lens through which truth can be discussed; our modern priorities follow the same pattern of the ancient societies. To this end, a complete examination of our relationship with truth today cannot fully be realized without an understanding of our societal idolatry. As we bring ourselves closer to discovering truth, we have to make intentional choices to shed the gods that we are inadvertently and often unintentionally given to worship. It is an important responsibility of today's leaders to understand the delicate balance between reliance on established traditions and the tempting allure of unintentional, habitual gods.

Among the pandemics, epidemics, and wars of the 21st century, those who fervently retain the rights to their moral compass have undoubtedly noticed a societal war of sorts against responsibility. A significant part of this conflict against responsibility lies in the individual acceptance of and adherence to the moral code that comes with religion, but is it possible that this conflict has come because of the misconstruction of these moral codes and religions? It's the classic case of the chicken or the egg, wondering which came first in an increasingly dangerous and counterproductive cycle. Thankfully, for those of us living today, we have examples from the past to draw on that can provide an ethical barometer for assessment of our cultural priorities. The most poignant barometer to measure this rising sense of irresponsibility and unaccountability comes from a study of the rhetoric of the great city of Athens, nestled within the thriving ancient country of Greece.

I was raised in a deeply religious family, and with this upbringing, I began to see the Greek gods as myths. Instead of being realities to me—truths, per se—I saw them as stories to help a society make sense of their existence. While this by no means is the experience of every American, it is a commonly shared experience. A deeper study into Athenian rhetoric provides more accurate information to the commonly misunderstood perception of the ancient people. I now see the Greek gods as symbolic representations of a society's priorities. This does not disprove the firm beliefs of some that these gods were, and are, real—rather, it realigns our intellectual perception of the relationship of individual Athenians with their gods.

Many today understand on an intellectual level who the Greek gods were and yet understand significantly little about the relationship that individuals had with their gods. In fact, it has been said of Ancient Greece that “all life marched to the beat of the great gods’ drums,” (Hughes, 2010, p. 28), presenting the dichotomy that the gods were so much more to the Grecians than their religion. While narratives such as Rick Riordan’s *Percy Jackson and the Olympians* and Disney’s *Hercules* provide a brief, surface-level glance into this integral part of ancient Grecian culture, (even showing, to an extent, the interactions of these gods within the framework of humanity) they do not do justice to what Hughes presents here. Hughes writes of the rich, layered reality of the ancient Athenian society, focusing on the rhetoric and the accompanying social occurrences that influenced said rhetoric, showing that the gods were nonnegotiable social constructions that governed, led, and threatened the everyday lives of Grecians.

Hughes is not the only one to speak this way. The canon of Grecian mythology is rife with rich presentation of the culture in which such writing comes from. One of the common stories in this canon is that of Helen of Troy, who is said to be the most beautiful woman in all of Greece. Despite her many eligible Athenian suitors, she runs off with a Trojan named Paris. This story is said to be one of the causes of the Trojan War. In *The Trojan Women*, a fictional yet plausible literary and rhetorical enactment of this tale, Helen as a character shares deep convictions that her actions regarding Paris were not her fault, as they were divinely orchestrated by Aphrodite. She goes as far in justifying her case as to say to Hecabe that “[her] grudge

is with the goddess, and not with [herself]" (Haynes, 2021, p. 138). Helen hopes to remove responsibility from herself through her strong convictions in the god structure of her society. She places the impetus on the Truth her community already accepts and allows that to be a justification for the questionable actions she has participated in. Helen does not believe her actions indirectly started a war without sanction from a Deity, as many representations of Aphrodite show that the goddess would be willing to go to war in order to preserve the true love and passion of individuals. It is important to understand this story because it presents a clear view of the relationship that ancient Greeks had with their gods, which can better paint a picture of our modern conventions.

In modern culture, however, our concept of a god structure is vastly different. While many still believe that God or gods orchestrate the important parts of their lives, it is not so ingrained in our society that we cannot separate church and state. Conversely, the gods of Ancient Greece were less of a religious obligation and more of a concrete socially acceptable force upon which to confer, blame, and defer responsibility for actions. Somehow, though our structure and culture are so different, we find ourselves—centuries later—in the same predicament: misconstruing truth and worshipping hollow excuses for our deviance from established laws. Our priorities as a whole are not where they should be, and it is the responsibility of the individual to make changes in order to stop this systematic idolatrous epidemic.

For patrons of organized religion, there is an engrained concept of “no other gods” before the deity or deities that are worshipped. (Even polytheistic faiths such as Hinduism have established structures of the priorities in which specific gods can take in the lives of believers.) This concept of loyalty to accepted gods and disregard of other gods is certainly prevalent in our modern-day culture. Our gods do not come by the names of Zeus, Hera, Athena, and Aphrodite, of course, but rather are classified in terms such as *media*, *popularity*, *sex*, and *wealth*. It is these arbitrary yet critical concepts that play the role of *gods* in our 2023 cultural experience.

Like the Greeks, we allow ourselves to be governed by these gods more than we do our own individual perceptions of morality. *Gods* are not something we claim to be a higher power or the source of divine

nature and instruction, rather, they are anything that takes priority in our lives. Research suggests “becoming a fan of a celebrity is a gradual process that begins with healthy interest and sometimes leads to excessive admiration” (Mandli, et. al., 2022, p. 235). To this end, our celebrities and politicians have greater potential to influence our decisions than do the majority of religious and moral leaders, even locally. Likewise, in seeking the essential resource of money to live, we often get caught up in the intrigue of wealth. Of course, the presentation of lust as love in our media is very comparable to the sexual environment of Athens. Our priorities as a society are not organized religion, just as the gods of Ancient Greece were merely placeholders for citizens to assign blame to and not a dedicated source to worship. I would like to fervently argue that this should not be so. Religion connects us to our moral compasses, which are the things that should guide us through the tumult of the world, not the overwhelming individualism that is so rampant in our culture. The Greeks did not have the opportunity to learn to accept responsibility for their actions; let us not follow in their footsteps by blaming our cultural gods rather than our own individual sense of decision-making.

Although we in Western culture are raised with a divisive us-them attitude in comparing our religious experience with the religious experience in Greece, our cultural gods are not so different from theirs. They valued media, which came in the form of oral rhetorical presentations. They valued wealth and power and idolized those who had it. Theirs was a world driven by lust and infatuation for the human body. Are these *gods* really so different from our priorities today?

No. They are not.

The subject of *gods* also incites a debate about truth, partially because truth is so deeply embedded into organized religion. While the word *truth* is not included in the standardized definition of *religion*, many people would define religion as a *search for truth*. With this being said, the modern diaspora away from organized religion presents a society which seeks for truth through alternative methods—the *gods* described above. Because these gods do not extend to their worshippers grace and goodness, love becomes mere infatuation that does not fulfill or promote an increased capacity.

In a commentary on the works of C.S. Lewis, Jason Lepojärvi (2015) extends Lewis's intimated suggestion that the solution to increasingly habitual idolatry is simply to love more, to extend to others the godlike virtues with which they should be treated (p. 549). It is a curious thing to think of idolatry as merely misplaced love, as Lewis suggests, rather than an innate and structural worship as the Greeks seem to have professed. Yet this perception of idolatry fits our modern circumstances just as the Greek lens does.

Lepojärvi (2015) also suggests that the difference between worship and love is that worship is love accompanied by obedience (p. 550). How can we be obedient to an inanimate object, or an individual whose life is so distant from ours? The answer is simply that we cannot. Thus, our *love* for them is hollow, idolatrous. We have become no better than the Greeks, consumed by our devotion to a god structure that ultimately just becomes an excuse for misbehavior. That is no way to live, not when centuries of history should have taught us better.

How do we reconcile the societal constructs that perpetuate idolatry with the understandings of individual and social truth? It is a complicated thing, and I do not pretend to have the single correct answer. I do know, however, that where ambiguities arise, truth is something that must come from within our own social identities. The gods of the world (our misconstrued priorities) will do all that they can to teach us Truth—but the application of that kind of truth as a proper noun is sadly disengaged. It is not about finding *our* truth in the midst of a confusing world—it is a matter of our *finding* Truth in the world we often confuse.

The fields of philosophy and rhetoric were born from individuals who sought to find truth in the midst of a delicately balanced god-society structure. Modern society is not so different. As we seek to navigate this complex web of priorities, let us not forget the potential for our everyday choices to expand into something consequential. Education and intelligence would not be the same without philosophy and rhetoric, fields that require questioning of authorities and priorities in a society. These are important things to do! Those who do not question and intentionally determine individual priorities and decisions are inadvertently accepting the narrative of the societal gods, and in so doing, lose the ability to act as

an autonomous entity in the full breadth of their capacity. What a tragedy it is to see individuals who continue to embrace the pitfalls that befell our Greek predecessors. Is there no point to history if we do not learn from it in order to not repeat it?

As we apply these ideas to our lives—in academia as well as in religion—we start to see truth as a reward. Truth is the result of resisting the lure of idolatry, of choosing our own priorities over societal and social gods. The beautiful thing about truth is that it remains constant, and it does not fluctuate as societies' priorities do. It is our individual actions of leadership and effort that bring us to the threshold of such truth, to therefore determine what our priorities will be. Each day, it is a helpful practice to ask ourselves if we will continue to be subject to our societal gods, or if we will take charge of our own existence, make intentional choices, and prioritize the things that make a difference in our lives.

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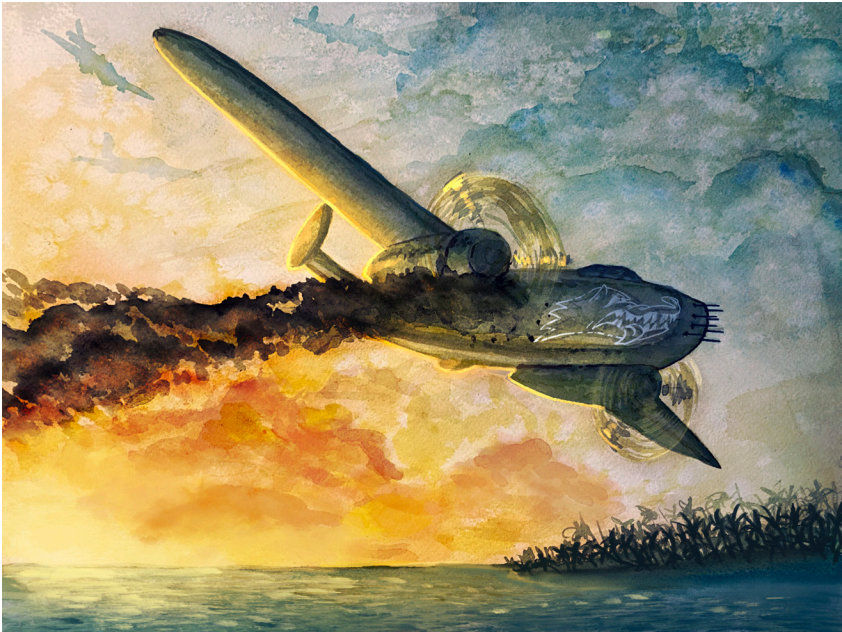
A DAY TO REMEMBER

EMMALYNN PAGE

UTAH VALLEY UNIVERSITY

Watercolor and Digital Paint

This hybrid painting tells the true story of my great-grandpa's closest encounter with death when he was a bomber pilot in WW2. He was in the 71st Bomb Squadron, called the *Wolfpack*. All of the planes were B-25s and had the wolf logo, which you can see in the painting. His plane was shot on the right side by a Japanese destroyer on the ground. The damage took out everything including communications and electricity. The bottom hatch of the plane malfunctioned, so they couldn't make a landing at sea. After he and his crew dumped everything to make the plane as light as possible, he managed to keep it in the air for hours until he found a friendly squadron. It had spotted him as he attempted an emergency crash-landing on an abandoned dirt runway, but he and his crew all made it home alive. This is an incredible example of leadership, as my grandfather had to think on the fly, keep his cool, and problem-solve in order to keep him and his crew alive.



A DAY TO REMEMBER
EMMALYNN PAGE
UTAH VALLEY UNIVERSITY
Watercolor and Digital Paint



FIRE SHADOW

TYLER CHRISTENSEN

UTAH VALLEY UNIVERSITY

Carved Alabaster Stone

This rock was rough and had a coarse surface, just like any rock you would find up in the mountains. As artists, we see the potential and the beauty inside. It took some effort, time and many different tools but eventually the smooth surface and shape appeared. Like leadership we are called upon to work with individuals that seem to have a coarse exterior. Patience and a continued effort will knock off the rough surface and find the best that is in everyone.

FROM THE MOUTHS OF PRESIDENTS: THE ROLE OF RHETORIC IN LEADERSHIP AND IDEOLOGICAL SELF-DEFENSE

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Leaders of great power are often confronted with violent scenarios, situations that call for a response to both defend a cause and lead their group to overcome challenges incurred by said violence. Within American politics, assassination attempts have been notable in not only the severity of their violence, but also the responses they provoke. Specifically, two responses by American presidents are noteworthy in their rhetorical and non-violent responses to assassination attempts: Theodore Roosevelt's speech given after surviving his own assassination attempt in 1912, and Lyndon B. Johnson's response to the fatal shooting of his predecessor John F. Kennedy in 1963. These two speeches effectively employ fundamental rhetorical techniques outlined by rhetoricians Aristotle, Quintilian, and Kenneth Burke to defend the presidents' own moral characters as well as the causes they championed. By analyzing the effectiveness of responding to violent acts with non-violent rhetoric, one can better understand how to be a capable and just leader and defend one's purpose in leadership.

In the 4th century BCE, Aristotle developed and composed *Rhetoric*, a written study on the art of persuasion which discussed not only the methods and means for rhetoric to be used effectively, but how rhetoric can be used to defend oneself and promote a belief or cause. Aristotle recognized that more often than not, self-defense does not consist of warding off violence physically, but rather takes the form of oration, speech, and argument which allows people to defend their honor and character non-physically. As Aristotle (n.d.-a) wrote in the first book of *Rhetoric*, "it is absurd to hold that a man ought to be ashamed of being unable to defend himself with his limbs, but not of being unable to defend himself with speech and reason, when the use of rational speech is more distinctive of a human being than the use of his limbs," (para. 7). To this end, he believed that humans had the unique ability to protect themselves and their ideals through thoughtful and deliberative speech, for not only was it possible for a person to defend themselves

through rhetoric, but by doing so, they could defend themselves in ways not possible through physical violence.

But what sort of situation would require such a defense? If rhetoric's advantage over physical self-defense is its ability to preserve one's honor, character, and morals, then naturally the event requiring such a defense would be that of an attack aimed to silence or eliminate one's cause. Such attacks are often directed against leaders or public figures and can range from satire and slander to the direst form of violence: assassination, a threat that looms over the head of every American president.

With the stakes now understood, it is apt to discuss two public speeches by two American presidents: namely Theodore Roosevelt's "Progressive Cause Greater Than Any Individual" and Lyndon Baines Johnson's "Let Us Continue." The former was given by President Roosevelt in 1912 after surviving an assassination attempt mere minutes prior, and the latter being given by President Johnson five days after the assassination of his predecessor John F. Kennedy. This paper will analyze these two speeches though the rhetorical pentad posited by rhetorician Kenneth Burke and apply Aristotle's three modes of persuasion to understand not only how rhetoric can be utilized as a tool of self-defense, but also how its application can be altered to better serve the situation that requires it. Lastly, this paper shall then analyze the efficiency of these speeches with regarding the Roman rhetorician Quintilian and their ideal role of a leader and public speaker, identifying the ways that Roosevelt and Johnson not only succeed at persuasion, but also at defending their ideals.

DEFINING METHODOLOGY

Before analyzing the speeches themselves, it is important to define the parameters through which the scenarios of the speeches shall be dissected. As noted by Professor David Zarefsky (2004),

While no two [rhetorical] situations are exactly alike, patterns of rhetorical choice do tend to repeat across situations with the same central characteristics... Rhetorical masterpieces can be studied in the same way that great works of literature are studied: with an eye both to offering new perspective on the case at hand and to suggesting broader principles that will help to explain rhetorical practice more generally. (pp. 610-611)

To put it simply, skilled rhetors and leaders employ similar rhetorical techniques to achieve their aim, even if the situations demanding rhetoric differ. The speeches of Roosevelt and Johnson, while created to respond to unique situations, employ similar rhetorical tactics that can be studied to better understand rhetoric and leadership in general.

To evaluate these rhetorical choices, I shall use Burke's pentad: the five grammatical principles that compose rhetoric and allow us "to see how these various resources figure in actual statements about human motives" (Burke, 1969). The five principles that compose the pentad are 'act,' the action being told; 'agent,' the person or people committing the act; 'agency,' the means through which the act is performed; 'scene,' the background or context of where and when the act took place; and 'purpose,' the reason for why the act was done and what it was trying to achieve. Burke argues that, out of all the motivations people have had over the millennia of human existence, each can be broken up and better understood by relating them to the pentad, as all statements that assign motives arise out of these five principles (Burke, 1969). Thus, by viewing the context that gave rise to the two presidents' speeches through the pentad, we can better understand why each president responded with rhetoric in the way that he did.

As for understanding the composition of the rhetoric and the speeches themselves, Aristotle's three modes of persuasion function well at dissecting rhetoric into separate emotional appeals. In his book *Rhetoric*, Aristotle names and defines the three modes of persuasion that rhetoricians use to appeal to an audience: Ethos, the appeal to the presenter's credibility; Pathos, the appeal to the audience's emotion; and Logos, the appeal to the logic of a situation. Using these three modes of persuasion, according to Aristotle (n.d.-b), "inspire confidence in the orator's own character [and]... induce us to believe a thing apart from any proof of it" (para. 3). Aristotle argued that these three modes are necessary for a presenter to establish trust in their audience, and without them, an orator will be ineffective in swaying their audience to agree with their argument. For the purpose of this paper, then, I shall be examining passages from the two speeches and analyzing the ways they utilize Ethos, Pathos, and Logos, as well as how these rhetorical appeals function within Burke's pentad.

ROOSEVELT

In 1912, while campaigning for a third presidential term, Theodore Roosevelt was shot on his way to a rally held in Milwaukee, Wisconsin. Knowing the bullet was in his chest but had not pierced any organs, Roosevelt, ordered not to be taken to the hospital, but to continue on to the rally so that he may give his speech. Stepping on stage with a bloody shirt, Roosevelt addressed the crowd, saying, “Friends, I shall ask you to be as quiet as possible. I don’t know whether you fully understand that I have just been shot; but it takes more than that to kill a Bull Moose” (1912). Within two sentences, Roosevelt had captivated his audience and established the importance of the speech he was about to give.

It is also within these first few lines that three of the five principles of the pentad have already been introduced. The act has been defined as Roosevelt being shot, the scene is his campaign trail and rally at which he was shot, and the agency was the pistol that fired the bullet into Roosevelt’s chest. As the speech progresses, Roosevelt defines both the agent and their purpose, saying,

Now, friends, of course, I do not know, as I say, anything about him; but it is a very natural thing that weak and vicious minds should be inflamed to acts of violence by the kind of awful mendacity and abuse that have been heaped upon me for the last three months by the papers in the interest of not only Mr. Debs but of Mr. Wilson and Mr. Taft. (1912)

With this line, Roosevelt—while not explicitly naming his assailant—identifies him as an opponent to his cause, stating that he had been galvanized to act by the slander by his political opposition, and thus establishes the agent and the purpose.

Turning now to Aristotle’s modes of persuasion, it is important to note how Roosevelt immediately employs these modes in his speech and what effect they have on his audience. To begin, by Roosevelt starting his speech by showing his audience that he had just been shot, he establishes both Ethos and Pathos. Roosevelt showing his bloody shirt instantly causes his audience to be concerned and empathize with him through Pathos, while his declaration that “it takes more than [a bullet] to kill [him]”

(1912) establishes his authority and character through Ethos. Finishing his opening remark, Roosevelt states, “The bullet is in me now, so that I can not [*sic*] make a very long speech, but I will try my best” (1912). In doing so, he acknowledges that it would be illogical to pretend that he could give his whole speech as-written while wounded, and thus employs the third mode: Logos.

Now with the three modes of persuasion introduced, Roosevelt moves onto the second paragraph of his speech, employing the three modes of persuasion again to hammer home the importance of his cause and to defend his character. Roosevelt addresses the crowd, saying,

And now, friends, I want to take advantage of this incident and say a word of solemn warning to my fellow countrymen. First of all, I want to say this about myself: I have altogether too important things to think of to feel any concern over my own death; and now I can not [*sic*] speak to you insincerely within five minutes of being shot. I am telling you the literal truth when I say that my concern is for many other things. (1912)

Roosevelt acknowledges the severity of his situation but does not use it to win over sympathy from his audience; instead, he uses it to give credibility to his cause and stress its importance. Roosevelt inspires Pathos by addressing the audience as his friends, instills Ethos by placing his moral cause over his own well-being, and employs Logos by reminding the audience that he could not lie to them within minutes of being shot. In effect, Roosevelt takes an event that could have easily weakened his character and his cause and uses them to his advantage.

JOHNSON

On November 27th, 1963, President Lyndon B. Johnson stood before the houses of congress and said, “All I have I would have given gladly not to be standing here today.” Five days earlier he had been sworn-in as President of the United States immediately following the assassination of John F. Kennedy. Johnson’s speech, titled “Let Us Continue,” came as a response to the assassination, and urged both the American government and its citizens to honor the legacy President Kennedy had left behind and to continue his unfinished work.

While news of Kennedy's death was known in every corner of the country, Johnson still acknowledged the event in his speech, providing both his commentary and context as to why he was speaking. Johnson characterized his predecessor and the tragedy of his death by saying, "The greatest leader of our time has been struck down by the foulest deed of our time. Today, John Fitzgerald Kennedy lives on in the immortal words and works that he left behind," (1963) and in so doing provides the principles of the pentad, but focuses them in a different light. Johnson, unlike Roosevelt, does not structure the context of his speech around the assassin but instead around Kennedy himself. Thus, the agent is President Kennedy, the act is his death, the agency is assassination by rifle, the setting is the grieving nation at large, and the purpose is the commitment to his ideals which he died for. Johnson wisely recognized that focusing on Kennedy's assassin would be an inappropriate response and would detract from the main issue of Kennedy's unfinished work. The attack on Kennedy's life was an attack on his ideals, his character, and his legacy; Johnson could not defend his predecessor's life, but he could still defend his ideals, which he did with his speech.

Considering the circumstances of his address, one would be hard pressed to find a situation that more readily lent itself to Aristotle's modes of persuasion, and Johnson indeed utilized them almost effortlessly and to great effect. The first and most obvious of these modes is Pathos, which bleeds through in nearly every line Johnson says, eliciting sympathy, admiration, and mourning from an already-emotional crowd. Such an example would be the lines "We meet in grief, but let us also meet in renewed dedication and renewed vigor. Let us meet in action, in tolerance, and in mutual understanding," (Johnson, 1963) where Johnson sympathizes with his audience and acknowledges their mourning while motivating them to stay strong. Perhaps no line is more indicative of his appeal to his audience's emotion than "Today in this moment of new resolve, I would say to all my fellow Americans, let us continue" (Johnson, 1963). As the speech continues, Johnson leans into the admiration and respect Kennedy garnered, utilizing Logos to remind his audience of his predecessor's work and what they must strive to accomplish, saying,

Under John Kennedy's leadership, this nation has demonstrated that it has the courage to seek peace, and it has the fortitude to risk war. We have proved that we are a good and reliable friend to those who seek peace and freedom. We have shown that we can also be a formidable foe to those who reject the path of peace and those who seek to impose upon us or our allies the yoke of tyranny. (1963)

Johnson did this not only to define what work he was urging the nation to continue, but also to remind everyone of the legacy of Kennedy and his administration, which Johnson had long been a part of. This leads into the last of the three modes: Ethos, where Johnson—the newly sworn President of the United States—addresses his experience serving the United States government and reaffirms his qualifications to a fearful nation, saying, “For 32 years Capitol Hill has been my home,” (1963) and “As one who has long served in both Houses of the Congress, I firmly believe in the independence and the integrity of the legislative branch. And I promise you that I shall always respect this” (1963). Thus, Johnson utilizes the three modes of persuasion in their own ways for one concentrated effect: the Pathos comforts the fearful nation, the Logos reminds them of the great work left unfinished, and the Ethos provides hope and inspires them to not give up.

QUINTILIAN

With these instances of self-defense now identified and analyzed, it is appropriate to introduce the writings of the Roman rhetorician Quintilian and apply his rhetorical beliefs to Roosevelt's and Johnson's purpose as orators and leaders. In their book *The Rhetoric of Western Thought*, Golden et al. describe Quintilian's views on the function of a speech and its orator. Specifically, they relate Quintilian's belief that an orator was “not only a leader but a servant of the people” (Golden et al., 2000, p. 50) and cannot be successful in persuasion “unless he sincerely believes in the cause which he advocates,” (Golden et al., 2000, p. 51). Furthermore, Quintilian held that “The ideal orator, likewise, places the interests of the people before his own welfare. His actions will not be motivated by ambition, but rather his duty to his countrymen,” (Golden et al., 2000, p. 51). In other words, Quintilian argued that an orator could

not advocate for a cause if they did not wholly believe in it, and a leader could not work for a moral cause if they did not place their moral duty over their own health and safety.

Returning now to analyze the presidents' speeches, it is clear that both Roosevelt and Johnson fulfil the requirements laid out by Quintilian. Roosevelt not only suffered physically for his moral cause, he viewed it as part of his duty, stating "I give you my word, I do not care a rap about being shot; not a rap," and that "I never in my life was in any movement in which I was able to serve with such whole-hearted devotion as in this; in which I was able to feel as I do in this that common weal. I have fought for the good of our common country," (1912). Roosevelt himself stated that he was willing to suffer attacks and slander from those who disagreed with him, as he felt it was necessary for the good of his country and its citizens. Johnson, speaking on behalf of Kennedy's character, acknowledged how highly his predecessor valued his service to the American people, saying "no memorial oration or eulogy could more eloquently honor President Kennedy's memory than the earliest possible passage of the Civil Rights Bill for which he fought so long," (1963). What these two orators share is their beliefs and devotion to their cause above their own health and safety, with Roosevelt saying his devotion was too strong to be stopped by a bullet and with Johnson stating that not even death is powerful enough to end the hard work of a devoted civil servant. This shared devotion and commitment to their respective causes is a perfect example of the ideal traits that, according to Quintilian, an orator and leader must have. By proving themselves and their causes to be moral and just, Roosevelt and Johnson not only define themselves within Quintilian's standards as effective orators and rhetorician, but also demonstrated how effectively one's cause, character, and ideals can be defended through rhetoric.

CONCLUSION

As is often the case with attacks on leaders and public figures, attackers seek not to simply destroy an individual, but also the cause and ideals they represent and promote. As we have seen in these two speeches, rhetoric has the ability to defend a speaker's ideals, even if their health is threatened or their life lost. One of rhetoric's greatest strengths is its fluidity and adaptability; the ways that an orator adjusts and applies their

rhetoric to better answer the situation that calls for it has complexities that other forms of self-defense cannot achieve. Rhetoric's application as a method of self-defense is unique in that it not only defends oneself against the attacker, but also in the eyes of those witnessing the attack. An effective orator knows how to use Ethos, Pathos, and Logos to both fight off their assailant and fortify their perception and the worth of their cause: something that physical self-defense simply cannot achieve.

Both Roosevelt's and Johnson's speeches are exemplary in their ability to use rhetoric in advocating a cause and defending one's character. They recognize the situation that calls for them and masterfully adjust their rhetoric to best answer the call, utilizing Ethos, Pathos, and Logos to phenomenal effect. Both speakers fulfil the requirements of a leader laid out by Quintilian and prove the usefulness of rhetoric in ways other orators have failed to achieve. Even in the shadow of physical violence, these presidents have proved that one can defend themselves nonviolently and be more successful in their defense than if they responded with physicality, and in effect, they demonstrated how having a sound understanding of rhetoric is one of the most important skills any person could have.

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ENTREPRENEURSHIP IN POLITICAL TURBULENCE: AN ANALYSIS OF RUSSIA'S ENTREPRENEURIAL ECOSYSTEM DURING PUTIN'S PIVOT

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First, I explain Russian President Vladimir Putin's presidencies, including criticism and ramifications. His first two terms were beneficial, but his premiership and reelection in 2012 were very controversial. Putin's return was a political change that began to affect the economy two years later. Because entrepreneurial activity is a reliable indicator of economic development, I review the history of measuring entrepreneurship, culminating in the development of the Global Entrepreneurship Index (GEI). I provide the reasons entrepreneurial activity is low in Russia, both based on its GDP and compared to similar countries. Finally, I employ the GEI to compare the state of Russia's entrepreneurial ecosystem and economy before and after Putin's return; the GEI show no change in trajectory in 2012. I then explain the influences on the economy and entrepreneurship in Russia after 2012, including the Russian financial crisis of 2014, when the GEI drops.

Russian President Vladimir Putin stepped aside in 2008 after serving two terms, the maximum allowed by the Russian constitution. Putin's return to the presidency in 2012 sparked widespread protests and brought policy changes; evidence supports the criticism of Putin's return, but one thing Putin's return has not been analyzed for is its economic impact.

Entrepreneurship in Russia offers insight into the economy because entrepreneurial activity is a reliable indicator of economic development. However, measuring entrepreneurship is complicated because many factors affect an entrepreneur's interest, potential success, and influence

on the economy. Using Gross Domestic Product (a traditional measure of economic development) and the Global Entrepreneurship Index (a measure that accounts for many of the varying factors influencing entrepreneurship) offers insight into the economy and can be used to analyze Russia over this time.

Entrepreneurship in Russia has been lagging considerably behind similar post-socialist countries since the 1990s. Comparison of entrepreneurship indicators shows little to no change immediately after 2012. There were no new negative effects on the economy and entrepreneurship until 2014 when Russia annexed Crimea. This decision can be blamed largely on President Putin. Therefore, Putin's return was primarily a political change, and it only began to affect the economy later as it led to the destabilizing events in 2014.

PUTIN'S PIVOT

On December 31, 1999, Putin became acting president of Russia after [Boris] Yeltsin resigned. He was officially elected to the position of president in March 2000. Putin served two terms as Russia's president from 2000 to 2004 and from 2004 to 2008, before stepping aside—in line with Russia's constitutional prohibition against three consecutive presidential terms—to assume the position of prime minister. In March 2012, Putin was reelected to serve another term as Russia's president until 2018, thanks to a constitutional amendment pushed through by then President Dmitry Medvedev in December 2008 extending the presidential term from four to six years.¹

Putin's first two terms as president (2000-2008) were generally beneficial to the Russian state, economy, and people. The law-and-order president reined in rampant lawless oligarchs, establishing strong government rule.² Because of Putin-leveraged support from these oligarchs, the Russian government profited, repaying foreign and domestic debt and building up a savings reserve, which stabilized Russia during the global financial

¹ Fiona Hill and Clifford Gaddy, *Mr. Putin: Operative in the Kremlin* (Washington, DC: Brookings Institution Press, 2015), 8.

² Hill and Gaddy, 29, 165, 185.

collapse of 2008-10.³ Fiona Hill, former U.S. Security Council official, and Clifford Gaddy, economist, summarized, “by most objective measures, the performance of the Russian economy during Vladimir Putin’s tenures as president and prime minister was outstanding.”⁴ The gross domestic product (GDP) per capita of Russia rose steadily from 2000-2008, coinciding with rising oil prices.⁵

The constitution barred Putin from serving a third consecutive presidential term, so former Prime Minister Dmitry Medvedev was nominated and elected as the Russian president from 2008-2012. Though no longer president, Putin continued to serve alongside Medvedev as the prime minister and retained significant power.⁶ Richard Lourie, historian, criticized the Medvedev-Putin tandemocracy as “an arrangement that observed the letter of the constitution while mocking its spirit.”⁷

The constitution was mocked again in September 2011, when President Medvedev announced a proposal that Putin return to the presidency.⁸ Putin followed the restrictions of the Russian constitution; however, he broke its foundational meaning.⁹ Riots emerged in the streets of Moscow and St. Petersburg from December 2011 well into 2012;¹⁰ hundreds of thousands protested “Putin’s return to the presidency after allowing Medvedev to pose as president while Putin retained all real power as prime minister.”¹¹ Hill and Gaddy suggested that these protests included a new demographic

³ Hill and Gaddy, 86, 133-134.

⁴ Hill and Gaddy, 133.

⁵ Hill and Gaddy, 134.

⁶ Neil Robinson, “Russian Neo-Patrimonialism and Putin’s ‘Cultural Turn,’” *Europe-Asia Studies* 69, no. 2 (March 25, 2017): 357.

⁷ Richard Lourie, *Putin: His Downfall and Russia’s Coming Crash* (Basingstoke, Bedford Books, 2017), 196.

⁸ Steven Lee Myers, *The New Tsar: The Rise and Reign of Vladimir Putin* (London: Simon & Schuster, 2015), 389.

⁹ Andrey Makarychev, André Mommen, and Andrey Devyatkov, “Master Signifier in Decay: Evolution of Russian Political Discourse since Putin’s Comeback,” in *Russia’s Changing Economic and Political Regimes: The Putin Years and Afterwards* (New York, NY: Routledge, Taylor & Francis Group, 2013), 18-23, 20.

¹⁰ Hill and Gaddy, *Mr. Putin*, 227.

¹¹ Lourie, *Putin*, 196.

of people:¹² the *new creative class*—those members of society who think independently and innovatively and support personal freedoms.¹³

Vladimir Putin was inaugurated despite the riots and accusations of vote-rigging,¹⁴ organized and supported with evidence on social media.¹⁵ Hill and Gaddy asserted that this “Medvedev-Putin job swap was seen by many Russian analysts as undermining the institution and position of the Russian presidency,”¹⁶ and was highly criticized by journalists and Russian experts.¹⁷ Andrey Devyatkov, research fellow, argued that “since [2012], the regime has, according to public opinion, lost such features as dynamism and innovativeness and, more importantly, the ability to produce a strategic agenda for society.”¹⁸ Gordon Hahn, researcher and professor, argued that Putin’s return has largely frozen Russia’s relationship with the West, and brought traditionalist, authoritarian retrenchment.¹⁹ Neil Robinson, professor of comparative politics, asserted that Putin’s return to the presidency in 2012 was accompanied by a cultural turn, the “promotion of social, political and cultural conservative themes in the official political discourse” because of “the need to consolidate the core of Putin voters.”²⁰ Robinson added, “Putin’s ‘cultural turn’ towards conservative traditional values is almost relentlessly negative. The only positive thing that Putin recommends is the preservation of Russian culture and its increased celebration and use in education.”²¹ Hill and Gaddy said that Putin’s reelection restored a strong leader to the position of president, “but damaged a decade of efforts to restore the integrity of the Russian presidency as the position at the top of the vertical of power.”²²

¹² Hill and Gaddy, *Mr. Putin*, 232.

¹³ Clifford Gaddy, “The Middle Class vs the Creative Class: The Fight for Russia’s Future,” *YouTube* (Brookings Mountain West, 2017), 37:35–39:30.

¹⁴ William A. Clark, “The 2012 Presidential Election in Russia: Putin Returns,” *Electoral Studies* 32, no. 2 (2013): 374.

¹⁵ Hill and Gaddy, *Mr. Putin*, 228–29.; Lourie, *Putin*, 196.

¹⁶ Hill and Gaddy, 216

¹⁷ Hill and Gaddy, 216.

¹⁸ Makarychev, Mommen, and Devyatkov, “Master Signifier in Decay,” 20.

¹⁹ Gordon Hahn, “Russia in 2012: From ‘Thaw’ and ‘Reset’ to ‘Freeze,’” *Asian Survey* 53, no. 1 (2013): 219–220.

²⁰ Robinson, “Russian Neo-Patrimonialism and Putin’s ‘Cultural Turn,’” 348. Citing Smyth and Soboleva, 2013 and Sakwa, 2014.

²¹ Robinson, 363.

²² Hill and Gaddy, *Mr. Putin*, 217.

Putin's return deserves these criticisms. Immediately after inauguration, "Putin signed off a raft of punitive laws cracking down on dissent and freedom of expression and assembly in Russia."²³ In 2012 and 2013, the State Duma²⁴ adopted legislation including a law expanding the categorization of foreign agents and the Russian gay propaganda law, which introduced harsh punishment for those displaying gay propaganda, including the rainbow flag. Putin's reelection brought new meaning to a constitutional amendment passed in 2008—a change in the presidential term length from four to six years. Myers explained, "Instead of four more years, Putin would serve six, until 2018. If he ran for another term after that—a fourth—he could be Russia's leader until 2024, surpassing Brezhnev²⁵ in political longevity. Only Stalin,²⁶ in power for thirty-one years, had remained in office longer."²⁷

Since 2012, Putin has been blamed for the Russian annexation of Crimea in 2014,²⁸ military intervention in the Syrian civil war in 2015,²⁹ and influencing the 2016 U.S. presidential election.³⁰ After another reelection in 2018, Putin proposed major constitutional amendments that would extend his political power after his term ends in 2024.³¹ In 2022, Putin announced a "special military operation" in Ukraine, which has become a continuing full-scale invasion.³²

²³ Ewelina Wojciechowska, "Uncertain Development of Civil Society in Russia," *Torun International Studies* 1, no. 9 (December 2016): 67.

²⁴ The legislative body in the Russian government, along with the Federal Assembly.

²⁵ Leonid Brezhnev (1906-1982) was the leader of the Soviet Union from 1964-1982 (18 years).

²⁶ Joseph Stalin (1878-1953) was the leader of the Soviet Union from 1922-1952 (31 years).

²⁷ Myers, *The New Tsar*, 391.

²⁸ Hill and Gaddy, *Mr. Putin*, 4.

²⁹ Patrick J. McDonnell, W. J. Hennigan, and Nabih Bulos, "Russia Launches Airstrikes in Syria Amid U.S. Concern About Targets," *Los Angeles Times*, September 30, 2015.

³⁰ Intelligence Community Assessment, *Assessing Russian Activities and Intentions in Recent US Elections* (Washington, D.C.: Office of the Director of National Intelligence, National Intelligence Council, 2017), 1.

³¹ Andrew Osborn and Vladimir Soldatkin, "Putin Shake-up Could Keep Him in Power Past 2024 as Cabinet Steps Aside," *Reuters*, January 15, 2020.

³² Andrew Osborn and Polina Nikolskaya, "Russia's Putin Authorises 'Special Military Operation' Against Ukraine," *Reuters*, February 24, 2022.

Evidence for the presented criticisms is found in policy changes (gay propaganda law), public unrest (protests), and governmental actions since 2012 (the annexation of Crimea and the war in Ukraine). These criticisms have remained qualitative, perhaps because Russia's GDP per capita continued to increase, showing no immediate indication of trouble. Putin deserves this political criticism but also deserves fairness in evaluating the economic impacts of his policy. To do so, the study of entrepreneurship can help thoroughly understand economic impacts and offers quantitative data.

ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT

In the early twentieth century, few theorists considered entrepreneurs important for economic growth.³³ Nevertheless, Schumpeter and Leibenstein maintained that entrepreneurship is vital for economic growth, as it represents the creation of new commodities, materials, knowledge, and organizational forms.³⁴ Since the 1980s, economists have shifted, and now entrepreneurship is widely considered a major source of growth, job creation, and innovation, and perhaps necessary for sound development.³⁵ To ensure this economic growth, academics and policy-makers have sought to measure entrepreneurial activity and understand how to influence entrepreneurial success.³⁶

The Global Entrepreneurship Monitor (GEM), the Organisation for Economic Co-operation and Development (OECD), and the World Economic Forum began collecting data on entrepreneurship around 2000. The GEM collects a variety of individual-level data from survey responses. Others measure national or institutional variables including self-employment rates, small to medium size enterprise rates, business performance, innovation data, and firm entry and exit rates. However,

³³ Frederic Sautet, "Local and Systemic Entrepreneurship: Solving the Puzzle of Entrepreneurship and Economic Development," *Entrepreneurship Theory and Practice* (March 2013): 388.

³⁴ Sautet, 388-89.

³⁵ Sautet, 389; László Szerb and William Trumbull, "Entrepreneurship Development in Russia: Is Russia a Normal Country? An Empirical Analysis," *Journal of Small Business and Enterprise Development* 25, no. 6 (April 23, 2018): 908.

³⁶ Zoltán J. Ács and László Szerb, *The Global Entrepreneurship Index (GEINDEX). Foundations and Trends® in Entrepreneurship*, 5, no. 5 (Boston: Now, 2009), 2.

“none of these measures are able to capture fully the essence of entrepreneurship, ‘neither empirically, nor conceptually.’”³⁷

In 2009, Zoltan Acs and László Szerb, scholars of business and economics, constructed the Global Entrepreneurship Index (GEI), a composite index that measures entrepreneurial activity and attitudes. This index highly correlates to economic development as measured by GDP.³⁸ The GEI solves the issues of other measures of entrepreneurship because it is sufficiently complex to capture the multidimensional feature of entrepreneurship. It includes indicators that capture specific forms of entrepreneurship that affect the economy more, as well as incorporating individual-level and institutional-level variables.³⁹

The GEI combines GEM response rates with institutional variables to capture the dynamic nature of entrepreneurship and its effects on the economy. A country’s GEI score depends on seventeen variables from the GEM annual adult population survey with fourteen institutional-level variables from the World Bank, the World Economic Forum, the OECD, and other organizations.⁴⁰ Summarized in table 1, the index is built from the sub-indexes, which rely on four or five pillars—each the product of an individual-level variable from the GEM survey and an institutional interaction variable.

“The entrepreneurial attitude (ATT) sub-index aims to identify entrepreneurial attitudes associated with the entrepreneurship-related behavior of a country’s population.”⁴¹ The entrepreneurial activity sub-index, later renamed to the entrepreneurial abilities (ABT) sub-index, “is principally concerned with measuring high-growth potential startup activity.”⁴² “The entrepreneurial aspiration (ASP) sub-index refers to the distinctive nature of entrepreneurial activity.”⁴³ Since its creation, the GEI has been calculated annually by the Global Entrepreneurship and Development

³⁷ Ács and Szerb, 15-16. Citing Ahmad and Hoffman, 2007.

³⁸ Ács and Szerb, 64-65.

³⁹ Ács and Szerb, 3-4.

⁴⁰ Ács and Szerb, 33.

⁴¹ Ács and Szerb, 36.

⁴² Ács and Szerb, 40.

⁴³ Ács and Szerb, 42.

Institute (GEDI), founded by Zoltan Acs.⁴⁴ GEI, sub-index, and indicator scores are available for 2006-2016 on the GEDI website.

<i>Sub-Indexes</i>		<i>Indicators</i>	<i>Variables</i>
Attitudes Sub-Index (ATT)	1.	Opportunity Perception	Opportunity Recognition Freedom
	2.	Startup Skills	Skill Perception Education
	3.	Risk Acceptance	Risk Perception Country Risk
	4.	Networking	Know Entrepreneur Agglomeration
	5.	Cultural Support	Carrier Status Corruption
Abilities Sub-Index (ABT)	6.	Opportunity Startup	Opportunity Motivation Governance
	7.	Technology Absorption	Technology Level Technology Absorption
	8.	Human Capital	Educational Level Labor Market
	9.	Competition	Competitors Competitiveness
Aspiration Sub-Index (ASP)	10.	Product Innovation	New Product Tech Transfer
	11.	Process Innovation	New Technology Science
	12.	High Growth	Gazelle Finance and Strategy
	13.	Internationalization	Export Economic Complexity
	14.	Risk Capital	Informal Investment Depth of Capital Market

Table 1.⁴⁵ The Structure of the Global Entrepreneurship Index (adapted)

⁴⁴ “About Us: Institute,” Global Entrepreneurship Development Institute.

⁴⁵ Szerb and Trumbull, “Entrepreneurship Development in Russia,” 911, table II, “The structure of the Global Entrepreneurship Index.”

ECONOMY AND ENTREPRENEURSHIP IN RUSSIA

The GEI's combination of both institutional and individual-level factors is especially informative in the case of transition economies. Besides institutional development, successful transition requires changes in individuals' and firms' attitudes, abilities, and aspirations leading to the formulation of new ventures, which was one of the key points of development right after the start of transition.⁴⁶

Entrepreneurship study in Russia is valuable because it contributes to our understanding of entrepreneurship in countries transitioning to a free market. It helps local firms by revealing opportunities and constraints. Similarly, foreign firms benefit by developing new strategies for business in Russia or collaborating with Russian firms.⁴⁷ Because successful entrepreneurship encourages economic development through innovation, job creation, and technological advancement, understanding current entrepreneurship conditions in Russia could identify bottlenecks in development and economic growth. Reviewing changes in 2012 will illuminate socioeconomic changes which may or may not add weight to the criticism of Putin's return. It can also help local and foreign firms understand new opportunities, constraints, or strategies for business in modern Russia under Putin's presidency.

Since the collapse of the Soviet Union in 1991, Russia has had the worst transition experience of the post-Soviet Union countries. Transitioning to a market economy involves "privatization, price liberalization, trade liberalization, and much more."⁴⁸ Each of these requires legalization, enforcement, and public attitude change. For example, property rights are legal, but cultural attitudes still regard private ownership as morally reprehensible. Szerb and William Trumbull, professors of economics, said, "Most economists would argue that the mechanisms of privatization in Russia, and the poor development of an infrastructure to enforce property rights, meant that, in fact, Russia had made very little progress in

⁴⁶ Szerb and Trumbull, "Entrepreneurship Development in Russia," 903. Citing Estrin and Mickiewicz, 2011; Cieslik and van Stel, 2012; and McMillan and Woodruff, 2002.

⁴⁷ Arto Ojala and Hannakaisa Isomäki, "Entrepreneurship and Small Businesses in Russia: A Review of Empirical Research," *Journal of Small Business and Enterprise Development* 18, no. 1 (2011): 97-98.

⁴⁸ Szerb and Trumbull, "Entrepreneurship Development in Russia," 903. Citing Melo et al, 1996.

developing a market economy during that initial period of privatization.⁴⁹ Although business and entrepreneurial activity are legal, cultural attitudes and informal rules of society still inhibit their success.

Comparing Russia to the formerly socialist European Union (EU) member states, Russia has had the worst transition when measured by percent change in GDP.⁵⁰ However, these formerly socialist countries may have had advantages, such as financial support and the promise of EU membership, which were not extended to Russia.⁵¹ Still, Russia's performance was poor compared to the former Soviet republics, as measured by the percent change in GDP per capita since 1991. Szerb and Trumbull explained, "Of the other 11 former non-Baltic republics, Russia outperforms only four (Ukraine, Tajikistan, Moldova, and Kyrgyzstan)... Furthermore, all the countries Russia has outperformed have suffered civil strife, stalled reform, tumultuous politics, and endemic corruption."⁵²

Pertaining specifically to entrepreneurship, Russia is a low performer. In the GEI, "Russia's scores are less than the scores of other post-socialist countries in six out of the nine pillars of entrepreneurial attitudes and abilities."⁵³ Scholars identify that "the unstable institutional situation, inconsistent regulations, and the absence of business laws still inhibit entrepreneurial activities in Russia," as investigated by Ojala and Isomäki.⁵⁴ Russian entrepreneurs have difficulties with the Russian government, suppliers, finances, and internationalization. They have had fewer entrepreneurial experiences.⁵⁵ Corruption and issues with suppliers are not surprising problems, but other problems are surprising as the state of Russian society at large is seemingly developed. Despite having a large resource base, high education levels, a literate workforce, a huge domestic market, and high levels of research and development, Russia has "failed to capitalize on these advantages, at least in terms of creating a vibrant, well-balanced economy with high levels of entrepreneurship and business creation."⁵⁶

⁴⁹ Szerb and Trumbull, 904. Citing Äslund, 2007.

⁵⁰ Szerb and Trumbull, 905.

⁵¹ Szerb and Trumbull, 906. Citing Treisman, 2014.

⁵² Szerb and Trumbull, 907.

⁵³ Szerb and Trumbull, 902.

⁵⁴ Ojala and Isomäki, "Entrepreneurship and Small Businesses in Russia," 108.

⁵⁵ Ojala and Isomäki, 108.

⁵⁶ Szerb and Trumbull, "Entrepreneurship Development in Russia," 919.

Even with these low levels of entrepreneurship and business creation, entrepreneurial data can be examined over time. The Global Entrepreneurship Index, sub-index, and indicator scores are available from 2006-2016 but have missing values for Russia in 2015.⁵⁷ The GEI score of Russia deteriorated from 2006-2010, recovered until 2015, and then further deteriorated until 2016,⁵⁸ as shown in figure 1.

The deterioration of the GEI score from 2006-2010 despite increases in GDP over that time supports the common sentiment that the increases in GDP in Russia (see fig. 1) are due to high oil prices because the GEI is generally highly correlated to GDP; however, using a best-fitting polynomial trend to compare GEI and GDP, Russia's GEI score is 57.3% below predicted, as calculated by Szerb and Trumbull.⁵⁹ This means that entrepreneurship in Russia is very poorly developed compared to the normal relationship between GEI and GDP.

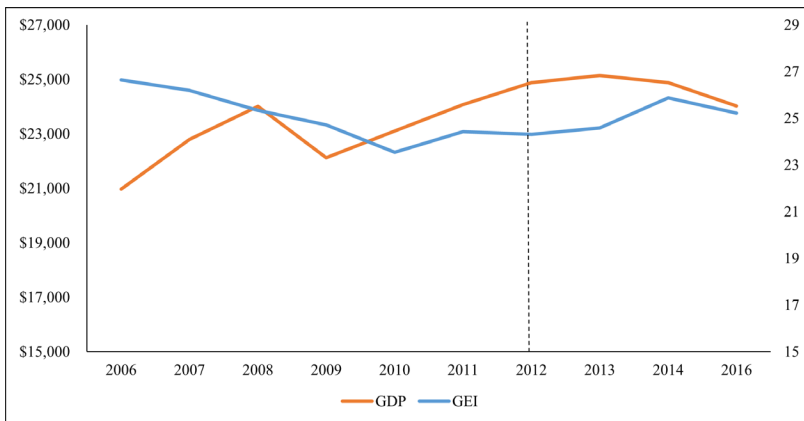


Figure 1.⁶⁰ GEI and GDP, PPP (2011 International \$) for Russia 2006-2016

The GEI increases (see fig. 1) from 2010-2014 indicate that Putin's return in 2012 (shown in figures with a dashed line) did not immediately

⁵⁷ László Szerb, message to author, December 31, 2022. Note that values may differ from those presented in annual GEI reports. The 2015 cannot be filled in with values from the 2015 report because the scores are adjusted afterward as more source data becomes available.

⁵⁸ Szerb and Trumbull, "Entrepreneurship Development in Russia," 915-916.

⁵⁹ Szerb and Trumbull, 913.

⁶⁰ Author's creation. Source: *GEI 2006-2016 Dataset* (Global Entrepreneurship Development Institute), accessed January 27, 2023.

damage the economy. Likewise, the sub-indexes (see fig. 2) and indicator scores generally do not change over 2012. Many indicators increased over that time, including Networking, Startup Skills, High Growth, and Risk Capital. Some were already decreasing and did not accelerate, such as Opportunity Startup, Product Innovation, and Process Innovation. The greatest decreases were in the Product Innovation and Process Innovation indicators, which were already decreasing before 2012. Many indicators decrease significantly from 2014-2016.

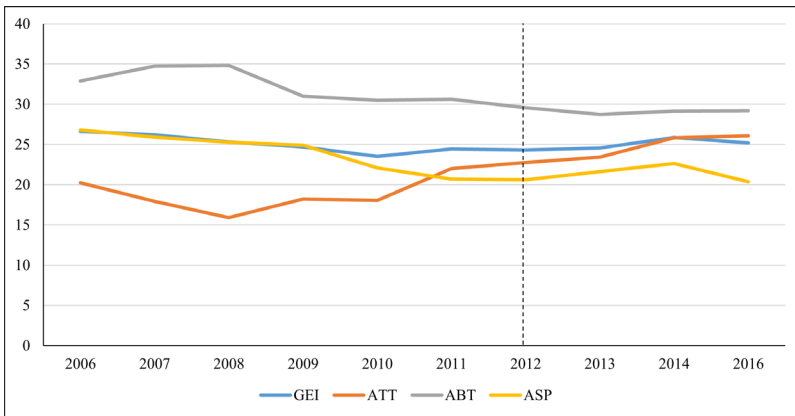


Figure 2.⁶¹ GEI and Sub-Index Scores for Russia 2006-2016

Russia's scores for the ATT sub-index increased every year between 2010 and 2016, starting at 18.06 in 2010 and reaching 26.10 in 2016. This indicates that entrepreneurial attitudes increased over this time in Russia, meaning that people saw more opportunities and were more confident in their skills and success. There are large increases in the Networking and Startup Skills indicators, showing that Russian people are more confident and reaching higher levels of education on average. The entrepreneurial networks are expanding, and there is a slow increase in the cultural acceptance of entrepreneurship, as shown by the small increase of the Cultural Support indicator score from 0.11 in 2011 to 0.16 in 2016.

Russia's ABT sub-index scores decreased from a high of 34.8 in 2008 to a low of 28.7 in 2013, apart from a small increase in 2011. There is no clear change in 2012, and scores increased slightly after 2013. This sub-index primarily shows a long-term fall since the 2008 market crash. The

⁶¹ Author's creation. Source: *GEI 2006-2016 Dataset*.

Human Capital indicator decreased from 0.74 in 2011 to 0.64 in 2013 but recovered in 2014. The Opportunity Startup indicator slightly decreased from 0.26 in 2011 to 0.20 in 2013. Although three of the ABT indicators decrease, their fall started in about 2008, the time of the global financial crisis, and the decrease did not accelerate after 2012. In fact, all of the ABT indicators do not change much after 2012. The sharp fall in Technology Absorption identifies that the 2008 market crash critically changed the number of early-phase startups in the technology sector and decreased the availability of the latest technology.⁶²

Russia's ASP index does not indicate a negative change in 2012. In fact, the 2012 score of 20.6 is a local minimum, the point when the score rebounded from the fall starting in 2006 and started increasing again until 2014. However, the score fell even lower, to 20.36, in 2016. The High Growth, Risk Capital, and Internationalization indicators continue increasing beginning in 2011 until 2014, or thereabouts. Then, they drop in 2016. Therefore, Russian entrepreneurs were more likely to expect high growth, saw more opportunities for venture capital and were more likely to export their products or services until the drop in 2016.⁶³ The Process Innovation and Product Innovation decrease sharply from 2011 to 2012, but the indicators were already decreasing since 2009. They even increased from 2012 to 2014. This suggests that entrepreneurs' opinions of the novelty of their product or service have been falling, but increased from 2012 to 2014.

In summary, there appears to be no significant change in the GEI score or most of its indicators across 2012. In fact, the GEI score recovered significantly from 24.3 in 2012 to 25.87 in 2014. Because the index combines individual-level (GEM survey response) data and institutional-level data, the scores would quickly react to changes in public perception. The ATT sub-index increased from 2010 to 2016. There was a continued decrease in the ABT sub-index from 2009 to 2013, which did not fluctuate in 2012. The ASP sub-index increases from 2012 to 2014. Generally, the indicators either increased over that time or were decreasing before 2012. Therefore, in this analysis, there is no evidence that public opinions of entrepreneurial activity, as measured by the GEI, changed when Putin returned to the presidency.

⁶² Ács and Szerb, *The Global Entrepreneurship Index*, 41.

⁶³ Ács and Szerb, 44-45.

There were, however, considerable decreases between the 2014 and 2016 scores. There is a dip in the Opportunity Perception and Risk Acceptance indicators; the Russian population saw fewer opportunities for entrepreneurship and was less likely to accept the risks associated with starting a business.⁶⁴ The ASP sub-index fell 2.27 between 2014 and 2016, reflecting the decreases in the Process Innovation, Risk Capital, High Growth, and Technology Absorption indicators. The downturn from 2014 is a result of the Russian annexation of Crimea and the sanctions placed on Russia as an international response.⁶⁵

AFTER 2014

The Russian annexation of Crimea in 2014 was met with international sanctions and reciprocal countersanctions.⁶⁶ In 2014, there was also a global decrease in oil prices⁶⁷ and a huge devaluation of the ruble, which fell 19% over 24 hours in December 2014.⁶⁸ There was a large drop in average income, an increase in interest rates, and an increase in the state's share of the economy between 2014 and 2017.⁶⁹ The economic sanctions in 2014 slowed economic activity, harming the development of entrepreneurship, especially innovation, as explained by Smirnov and Cheberko, professors of economics:⁷⁰

Entrepreneurship development in Russia is a state-regulated process, the priorities and instruments of which originated from the existing political-economic system. The [imposition] of sanctions and then the anti-sanction regime, along with the following currency and banking crises, have significantly influenced the state policy in the field of entrepreneurship.⁷¹

⁶⁴ Ács and Szerb, 37-38.

⁶⁵ Hill and Gaddy, *Mr. Putin*, 354.

⁶⁶ Sergej Smirnov and Eugeniy Cheberko, "Current Stage of Entrepreneurship Development in Russia from 2014 Up To 2017: Main Issues and Trends," paper presented at the 6th International OFEL Conference on Governance, Management and Entrepreneurship, *New Business Models and Institutional Entrepreneurs: Leading Disruptive Change*, 344-355 (Zagreb, Croatia: Governance Research and Development Centre (CIRU), April 2018).

⁶⁷ Smirnov and Cheberko, 344.

⁶⁸ Natalie Kitroeff and Joseph Weisenthal, "Here's Why the Russian Ruble Is Collapsing" (Bloomberg, December 16, 2014).

⁶⁹ Smirnov and Cheberko, "Current Stage of Entrepreneurship Development in Russia," 345. Citing Ovcharova, 2016; Krylov and Makarova, 2016; and Federal Antimonopoly Service, 2016.

⁷⁰ Smirnov and Cheberko, 346. Citing Dmitriev and Starova, 2015.

⁷¹ Smirnov and Cheberko, 352

Unfavorable factors have negatively influenced the Russian economy at large, exacerbating the already poorly functioning entrepreneurial ecosystem.⁷² “As a whole, the current situation seems to be [unstable] and contradictory due to factors which can support or inhibit the development in the country.”⁷³ Entrepreneurs continue to be curbed by systemic issues of corruption and bureaucracy in regulatory agencies and the judicial system, and a growing number of Russian people are involved in shadow entrepreneurship, or unregistered business activity.⁷⁴

In Russia, formal institutions are corrupt and bureaucratic. This could potentially change if the political-economic policy in Russia changes by instituting deregulation, tax burden reduction, and the creation of incentives for small businesses to exit the shadow sector.⁷⁵ However, since Putin became president in 1999, there has been increasing statism, deliberalization, and patrimonialism.⁷⁶ There has not been any progress in solving the problems of tax burden, regulatory barriers, and corruption during the past 20 years.⁷⁷ The culture of Russia is also not conducive to entrepreneurship; the Soviet legacy, marked by unfavorable attitudes toward private ownership, persists and will likely be slow to change.⁷⁸ This slow change does seem to be happening, as the GEI indicator of Cultural Support is particularly low but has been slowly increasing. However, the Networking indicator for Russia is increasing quickly and seems to be on par with countries with a similar level of economic development.⁷⁹

CONCLUSION

Putin’s return to the presidency in 2012 is heavily criticized as it circumvented the spirit of the Russian constitution. It sparked protests and brought policy changes, but Putin’s return did not damage the economy until 2014.

⁷² Smirnov and Cheberko, 344-345.

⁷³ Smirnov and Cheberko, 345.

⁷⁴ Smirnov and Cheberko, 345-346. Citing Gurvich and Suslina, 2015.

⁷⁵ Smirnov and Cheberko, 352.

⁷⁶ Smirnov and Cheberko, 347. Citing Becker, Vsileva 2017.

⁷⁷ Smirnov and Cheberko, 346, 348; Sergei Smirnov et al., “On the Way to the Mass Entrepreneurship in Russia: Currents State and Trends,” *6th International Conference on Information Management (ICIM)* (March 2020), 145.

⁷⁸ Smirnov and Cheberko, 347. Citing Aidis, Estrin, and Mickiewicz, 2008; Szerb and Trumbull, “Entrepreneurship development in Russia,” 904.

⁷⁹ Szerb and Trumbull, “Entrepreneurship Development in Russia,” 916.

Although a political disruption, there is no evidence that Putin's third presidency immediately upset the Russian entrepreneurial ecosystem. Of course, Putin has contributed to economic success in some ways, especially during his first two terms because of GDP increases and consolidation of power. Putin's return in 2012 was a political controversy that negatively affected Russia and angered the Russian creative class, but the economy remained stable until 2014, with the annexation of Crimea, the instability of the ruble, and increased interest rates.

Entrepreneurship in Russia has been lagging considerably behind similar post-socialist countries since the 1990s and, as shown by Russia's GEI scores, continues to perform poorly. Because entrepreneurship in Russia is so undeveloped, and the institutional and cultural barriers are unlikely to change soon, the economy of Russia is not robust. Vast natural resources support the GDP and economy, but Russia's continuing reliance on oil may prove disastrous, and inhibit the development of the economy. Although it is impossible to know what would have happened if Putin had not returned to the presidency, his return has brought social dissent and encouraged the nationalism which supported the annexation of Crimea. Furthermore, his administration has not solved the institutional issues wreaking havoc on the entrepreneurial ecosystem in Russia, as denoted in literature, surveys, and the Global Entrepreneurship Index.

FUTURE RESEARCH

More study is needed to determine the effect of the 2020 invasion of Ukraine on the economy and entrepreneurship in Russia. More detail could be ascertained from complex analysis of GEM data, as well as compiling other relevant data sources such as those from the Russian ombudsman, Federal Antimonopoly Service, and those previously mentioned to collect data on entrepreneurship. The GEI could also be extended to other countries and potentially other timeframes—at the moment, the GEI dataset only covers 2006-2016.

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AWARENESS

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Printmaking Ink

A leader includes everyone. They do not neglect any, unlike how many neglect missing indigenous women. Thousands of missing indigenous cases get pushed aside and overlooked. Leadership is making sure everyone of every race, color, and ethnicity is included and involved.

LEADERSHIP DEVELOPMENT AND WELL-BEING

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The discussion in leadership literature has debated whether leadership is a talent people gain at birth or a concept taught through experience. Edwards et al. (2014) and Elmuti et al. (2005) believe leadership is both. This article assesses leadership behaviors and the skills taught throughout different environments, such as education and business. Leadership in these areas demonstrates how the well-being of leaders affects their followers. The methodology used in this research was a literature review exploring the following topics: how leadership impacts learning, leadership development, and the well-being of leaders in a business setting.

Leadership and management have similar powers in leading others. Leadership deals with relationships at work, school, and other events, while management focuses on company goals. Respectable leaders who care for their employees get to know them, set goals with them, and follow up for accountability. Through their influence, leaders have followers turning to them for mentorship, advice, and constructive criticism. It is through a person's actions, beliefs, and values that others perceive them as a leader. A person can hold the identity of a leader by implementing a growth mindset into their behaviors. In addition, people are born with the talent to lead others, develop leadership skills, and have accountability in completing tasks to be successful.

Business leaders navigate their organizations based on the behaviors, attitudes, and actions expressed in their involvement. Their mentees have desired support while working toward their goals. If a leader assigns tasks

to be completed in a specific time frame but then provides no acknowledgment of their followers' efforts, they may not feel satisfied with their work.

When the stress of increased responsibilities impacts daily life, adopting a growth mindset is central for a leader to meet expectations. Those with fixed mindsets will not be open to what they deem as their deficit (Kouzes & Posner, 2019). When challenges arise, leaders can implement a growth mindset by controlling their behavior, analyzing the situation, and creating a solution. The questions from this literature review will address the following topics: how leadership impacts learning, leadership development, and the well-being of leaders.

WHAT IS LEADERSHIP?

Leadership has many different emphases in business settings. As a result, there is no definitive meaning of leadership. The common themes derived from leadership are influence, learning, teaching, and development. This paper will address how development and well-being go hand-in-hand. Respectable leaders who care for their employees get to know them, set goals with them, and follow up for accountability. According to E.P. Hollander, "Most followers expect their supervisors to be honest, inspiring, competent, and visionary" (as cited in Bhosale, 2015, p. 20). Leaders have enthusiasm for what is to come and the vision to inspire their teams to reach the objectives set by their departments. A noble leader trusts the process of finding the people needed to complete projects, use their voice, and help mediate strategy. Training team members display competence in expectations of company standards and values. Leaders influence, learn from, and teach their followers to develop skills to fulfill current and future positions.

Influential team leaders are an example to others. According to Bernard and Ruth Bass, they define leaders as "agents of change; persons whose [actions impact] other people's [experiences]. Leadership occurs when one group member modifies the motivation or competencies of the group" (as quoted in Elmuti et al., 2005 p. 1019). Elmuti et al. state that leadership determines successful motivation, personality, and ability. It is crucial that leaders take care of their personal development, then mentor others to do the same. These leadership qualities give leaders several opportunities to improve themselves.

LEADERSHIP DEVELOPMENT

As a part of their well-being and development, leaders need to exemplify behaviors and actions reflecting their personal and educational values. Bush and Glover (2014) mention that “Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their [organizations] based on their personal and professional values” (p. 554). As leaders develop skills aligning with their values and vision, they can teach others to do the same. Leaders see the potential of those who follow them. Leaders who train employees to do their work responsibilities create opportunities to grow within the company. Leaders encourage growth by extending challenging yet doable projects that expand the skills and development of their followers for future endeavors. Leaders provide awareness of the innate talents of team members and teach them skills that will endure throughout their lifetime.

The debates continue about whether leadership is a birth-given talent or a skill. Edwards et al. (2014) suggest that leadership is the behavior and skills taught in education. They argue that leadership is a “subset of management, with both needing to be carried out to ensure organizational success” (p. 329). Leadership is a balance between completing tasks and empowering people within their team to finish projects assigned by the company. Leaders can implement new methods and ideas into the leaders’ personal development as they grow.

The development of a leader comes with the commitment to find new strategies and visions continuously. These strategies are building relationships, confidence, and humility; these methods are not taught. However, they are skills to master (Edwards et al., 2014). In addition, Elmuti et al. (2005) state, “Despite the fact that every year 120,000 MBAs join the workforce, a survey of 5,000 human resource personnel...reveals that 82 [percent] of organizations have difficulty finding qualified leaders” (Nirenberg, 2003, as cited in Elmuti et al., 2005, p. 1022). Leaders need the experience to qualify for future positions. For instance, if someone goes to school and does not work while pursuing education, they get caught in a catch-22. Education is essential, yet without the work experience to practice those learned leadership skills, employers are not willing to risk hiring someone who recently graduated with no real-world experience.

However, if business leaders take a chance on new graduates, they will provide opportunities for growth to the leaders of tomorrow.

LEADERSHIP IMPACTING LEARNING

Leadership drives impact through learning, as stated by Hallinger (2011), who mentions leadership focuses on learning through setting goals, having educational structures, and observing other people's abilities. Specifically, they note that "vision and goals achieve their impact through two primary means...they inspire people to contribute, even sacrifice, their effort towards the achievement of a collective goal" (p. 129). When having educational structures and a routine for the learning process, it is vital to implement flexibility for unknown circumstances that come their way. For example, nurses need flexibility when treating cancer patients. The flexibility comes when a patient experiences a reaction during treatment, requiring nurses to step out of their routine to treat it. As the patient's vital signs stabilize, the nurses start treatment again at a slower rate. Nurses train with the mindset that a reaction to any medication can happen at any given time. They must remain calm, document the events, and learn what to do next time if errors occur. The lesson in this example demonstrates that when nurses prepare for problems, they have an open mind to solve them calmly.

WELL-BEING OF LEADERS

Courteous leaders must understand different cultures, backgrounds, and behaviors as they lead their employees; if employees can understand instructions, they positively build their reputation (Kaluza et al., 2017). These behaviors include the mindset that as leaders continue to work on themselves, they can focus on their holistic well-being. A holistic point of view means understanding a whole person's perspective. As they work on themselves in their development, they may empower their followers to do the same. In addition, people who engage in self-care routines improve themselves and prepare for daily activities. Practices include the following: meditating, exercising, journal writing, and reviewing their vision, purpose, and goals. Leaders can experiment with their routines to find what works best for them.

Well-being is the most minorly published subject in leadership theory. In a study integrating theoretical concepts within Kaluza et al.'s (2020)

research, one of the concepts mentioned is that well-being goes beyond psychological health; “it also deals with three [different] aspects: valence (positive vs. negative), temporal stability (short-term vs. long-term), and domain specificity (job-related vs. general)” (Kaluza et al., 2020, p. 47). The well-being of a person also demonstrates their mindset. Kouzes and Posner (2019) discuss that leaders can persist, practice, and improve when adopting a growth mindset. Leaders should ask important questions and receive feedback from their teams and managers on workplace improvement. Then, leaders can research the feedback and implement what they have learned to reach their goals.

CONCLUSION

In a business setting, a leader’s ability to influence and energize their team is a vital tool for allowing members to accomplish the goals and vision of the company. Leaders participate in personal leadership development and extend their knowledge toward their employees’ progress. Good leaders get to know their team members, set goals, and ensure accountability. Leadership development takes time, work, and effort. The concepts reviewed defined a leader, gave instruction on how to develop leadership quality, and introduced ways to evolve the well-being of leaders as they grow within their company. Leaders are not just born with talents; they learn to refine and build new skills. As leaders embrace their holistic point of view, they also embrace feedback and implement improvements for future development. Part of a person’s well-being is taking action toward a healthier version of themselves. This literature review aimed to bring cohesive perspectives to incorporate into personal development.

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STANDSTILL

REBECCA LEAVINGTON

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*Have the courage to stand up and say
something rather than stand still.*

The alarm on her phone sounded in her ear and Shannah sat up bleary-eyed to turn it off. Blinking the sleep from her eyes, and adjusting to the darkness, she looked around her room. She sat in bed for a long moment, thinking about what lay ahead of her. Yet another day. Sighing, she pulled off her covers and slid out of bed to turn on the light. After her eyes could open in the brightness, she started to get ready for work. She liked her job, it was a decent social environment, and she had a good income, yet she dreaded the thought of going. After dressing for the day, she pulled her hair back into a ponytail and walked into the kitchen.

As she ate, Shannah decided to read and opened her Bible to the story of Esther. She read through a few verses that told of a Jewish girl being chosen to become the queen of a nation. Someone close to the king sent out a proclamation that all Jews should be killed, and being a Jew herself, Esther knew she had to do something. She fasted for three days to have the courage to speak to the king and, knowing her life would be threatened if she interrupted his council, Esther decided to stand for what she believed. Because she spoke up the Jewish people were saved.

Shannah thought it was an incredible story of someone doing something great and courageous. She wished she could do something like that but didn't think it was possible. She was normal, and even on the shy side. Smiling sadly and glancing at the clock, she needed to get out the door or would be late for work. Shannah rushed to place her bowl in the sink, grabbed her purse and keys, and only paused to lock the door behind her.

She got to the chiropractic office with a few minutes to spare, thankful that traffic hadn't been bad, and immediately started on the list of to-do items that had been placed on her reception desk: people to call, paperwork to fill out and organize, emails to answer, and problems to solve.

The day was filled with a steady stream of appointments for the chiropractors and the massage therapists, and Shannah greeted each of the clients with a smile. The people seemed to come in with frowns and leave with smiles, or at least feelings of peace on their faces. Maybe that was the difference she was making. She wasn't a chiropractor yet—that was what she was going to school for—but she was still helping people by being a receptionist. Was that enough for her, though? The thought steeled her resolve to become a chiropractor, so she could help people the way the others did.

It was at the end of the day that the work routine seemed to differ. The massage therapists, Bailey and Annette, always helped her by cleaning out their rooms and by sweeping and mopping the floors. The manager, Eric, had already left for the day. As she was locking the front door behind the last client, she heard a thud and the sound of water splashing onto the floor, a brief moment of silence, and then Bailey yelling at Annette, "Hey! Watch where you're going!"

Shannah walked around to the hallway behind the desk to see what had happened and saw water all over the floor. Both of their scrubs were soaked.

"I'm so sorry. Let me get you a towel." Annette gasped and turned around to find one.

"Don't bother. Instead, don't be so clumsy next time." Bailey snapped. "You can clean up your mess." And with that, she brushed past her, leaving a puddle of water on the floor and a downcast Annette. Shannah tried to think of something to say to help ease the tension and help the situation, but before she could say anything, Bailey left the office.

Shannah immediately grabbed some rags and helped her clean up the mess.

"Are you okay?"

“Yeah, I’m fine. I just...didn’t mean to. I didn’t see her coming down the hallway.” Annette sighed sadly.

“It’ll be okay tomorrow, maybe she was just having a bad day.” Shannah tried to reassure her with a small smile.

Annette just shrugged, and when the mess was cleaned up, they put their sopping towels in with the laundry. She waited for her coworker to leave and then locked the back door behind them.

On her way home, the scene replayed over and over in her head. Bailey tended to get frustrated a lot, but she was usually just huffy—she had never yelled before. Perhaps she *had* had a really bad day and things would be smoothed out the next day.

~

As Shannah logged into the computer, Annette came rushing in, breathing hard. She arrived on time, but by the time she got clocked in, she was a few minutes late.

“I’m sorry I’m late.” She sighed as she was finally able to catch her breath.

“Everything’s fine, your first appointment hasn’t come in yet. Why don’t you drink some water.” Shannah gestured to the water dispenser.

Annette thanked her and filled a cup full of the lemon water. She drank it slowly, and when it was empty, she looked like she was feeling better. That was when Bailey walked in and handed Shannah a paper she needed to put back into the files.

“Oh, look who finally decided to show up,” she said snarkily before turning and walking back down the hall. They stared after her, confused, as she entered her massage room. Was she still upset about yesterday? Why? It was just a water spill.

The front door opened and a woman who had a scheduled appointment with Annette entered the office. Shannah greeted her while Annette hurried to make sure her room was set up. She called her back a few minutes later, and Shannah was left alone until more people started to show up for appointments.

By the time the office closed, they had a packed schedule for the next day. The chiropractors and the massage therapists would hardly get a break between appointments. Shannah was excited as she scrolled through and saw almost all the slots filled.

Annette had already started to mop the floor and Shannah was emptying the water dispenser in the bathroom sink when Bailey came up behind Annette, picked up the bucket of mop water, and splashed it all over her. Annette gasped and dropped the mop.

“Oops, I’m so sorry.” Bailey said in the most insincere tone that Shannah had ever heard. She put the bucket down, grabbed her purse and coat, and left without another word. Shannah was shocked and Annette blinked tears that blended with the water on her face. Once again, Shannah helped her coworker clean up the water mess on the floor and then they left.

On her ride home, Shannah suddenly felt stressed; The initial water incident had been an accident, but now it had become malicious. When she got home, she sat in the car for a moment, trying to think of something she could do. Maybe she could talk to Bailey and explain that it had been an accident and that Annette had apologized. Yeah, she would do that. She thought about what she would say, rehearsing the words in her head and out loud a few times. She tried to think about what Bailey’s responses would be and tried to plan out the conversation. She had to or she wouldn’t be able to say anything. She wasn’t a confrontational person, but she wanted to help. A plan was made.

~

When she got to work the next day, the air seemed tense. Annette was early and had just finished setting up her massage room when Shannah clocked in. Bailey came in a few minutes later and didn’t say anything to anyone, she just clocked in and disappeared into her room, Shannah took one look at Bailey and her resolve to talk to her cracked. Her coworker didn’t look happy and she didn’t want to start a fight so she shook her planned conversation from her head, quickly giving up the idea.

Bailey and Annette both had clients first thing and the latter made a quick trip to the bathroom before she called her client back. Bailey was

already with her first client when Annette led hers down the hallway. A few moments later, Annette hurried back to the desk.

“Someone took the towels out of my towel warmer, could you dampen some and leave them in a basket outside my room? I’ll get them when I can.” She spoke calmly, but Shannah could tell that she was frantic. She stepped back into her room and Shannah got right to work preparing some towels for her coworker and friend. When she went to set them just outside the massage room door, she saw the old towels piled on the floor between the two rooms and immediately knew who had done it.

She went back to sit at the front desk and wracked her brain for something to do. Should she tell her manager? He would be able to do something, but what if he thought it was just some minor workplace drama? What if Bailey retaliated after Shannah reported her? Shannah decided not to say anything and see if things would resolve on their own. As she thought this, she was mindlessly scrolling through the schedule for the day and noticed that it was different than when she had last checked it. Several appointments were missing from Annette’s schedule. She wondered if they had canceled or rescheduled, but she hadn’t gotten any calls about it and when she looked up their files, they didn’t have anything rescheduled. How could appointments go missing? Was there a glitch in the system? She kept an eye on their program throughout the morning, watching carefully to see if any of their old or new appointments would disappear. They didn’t. The morning passed without any other incident with Bailey, who seemed to be giving everyone the silent treatment. The day seemed to improve, when an unscheduled appointment showed up.

“Did you have an appointment with Annette at two?” Shannah asked with a smile, not letting him know that something was off.

“Yes.”

“I think there’s a glitch in the system and your appointment was deleted, I’ll just need a few minutes to put you back in, would you like to take a seat?” She offered politely. He rolled his eyes and sat down.

“Make it quick, I have a busy schedule today.”

“Of course. I’m so sorry this happened.” Shannah tried to reassure

him as she quickly put him back on the schedule and then went to the back rooms to let Annette know she had another client.

“Oh, thanks for letting me know...I didn’t see him on the schedule before...”

“You actually have business? You’re not that great if you ask me.” Bailey sniffed as she walked by after checking out her client.

As Shannah left Annette’s room, she had a sneaking suspicion about what happened, and her suspicions were confirmed when she took another look at the schedule, after Bailey had checked out her client and found another one of Annette’s scheduled appointments missing.

Bailey was deleting Annette’s appointments. Shannah couldn’t believe it! All of this over an accident? Bailey’s bullying was going too far to the point that if she kept it up, it would start affecting their business, not just Annette. Anger flared and Shannah knew she couldn’t sit back anymore. She had to do something, but she felt powerless and helpless, and the anger morphed into fear. She wasn’t sure how she could fight, and she wasn’t sure she would be able to even if given the opportunity. She didn’t have the courage.

Courage.

A memory from the recent past rushed into her mind, she had read a story about a girl who was courageous:

“Go, gather together all the Jews that are present in Shushan, and fast ye for me, and neither eat nor drink three days, night or day: I also and my maidens will fast likewise; and so will I go in unto the king, which is not according to the law: and if I perish, I perish.”

Shannah bit her lip, thinking hard, and her heart pounding in her chest, making it hard to breathe. She felt frozen. Stuck in the standstill that often happened when she was afraid to speak. Esther probably felt afraid too, but she was still willing to do something—she knew she had to, to save her people. Shannah knew she couldn’t just stand still and do nothing; it wouldn’t feel right. When Esther faced the King, she didn’t do it alone; she had her people, her friends, and God on her side. So did

Shannah. She closed her eyes and said a brief prayer, pleading for help, for courage, and for the words to say. When she ended the prayer, she stood and timidly made her way to Eric's office. She knocked softly on the door, and when she didn't hear a response, she knocked again, but louder.

He granted her entry, so she opened the door and softly closed it behind her. She stayed by the door, keeping a hand on the doorknob, wanting to run.

"What can I do for you?" Eric asked, smiling easily. She took a deep breath and stuttered out, "There's something I want to talk to you about."

"Sure, what is it?" He invited her to sit down with a gesture of a hand, but she shook her head slightly. She felt frozen and like it was hard to breathe. Talking to her boss shouldn't be this hard.

"S-something happened on Monday with Bailey and Annette and Bailey has been bullying her since." She managed to say it in the breath she exhaled.

Eric's smile fell. "What happened?"

"I'm not exactly sure..." As she kept talking, the words seemed to flow slower and it didn't sound like she was afraid, so she leaned into the confidence and kept going. "I didn't see it happen, but from what I gathered, when they were helping me clean up on Monday, Annette accidentally knocked over the mop water and it splashed on Bailey. She apologized but Bailey has been unkind to her since."

"I see. I'll talk to them when I get a chance. What does their schedule look like?"

"I think both have a pretty full schedule, but it's hard to tell because Bailey has also been deleting appointments."

"Oh? That is unacceptable. Could you block off some time on both their schedules for a meeting? It doesn't need to be too long."

Shannah nodded and turned to leave the room, but turned back when he said her name. "Shannah, thank you for telling me. That takes courage and I could tell it was hard."

“Thanks, Eric.” She let out a breath of relief and smiled as she left the room. She stood in front of the door for a long moment. She had done it! She had said something when it needed to be said. She felt brave and strong.

Shannah poked her head into Annette’s and Bailey’s rooms and told them each that Eric wanted to have a meeting with the both of them later that day. She was still nervous about the situation, so she quickly retreated back to the front desk. More people streamed in over the next few hours. Eric eventually stepped out of his office and saw to some clients. When it came time for the meeting, the outside world seemed to know that something important was happening because the flow of people and phone calls halted and it was quiet in the office for twenty minutes. Shannah diverted her attention from the tension by working on a small project Eric wanted her to do. She had just finished when his office door opened and the three of them exited. Bailey didn’t look happy and while it was obvious that Annette had been crying, she also looked relieved.

“So, you ratted me out, huh?” Bailey snapped when she saw Shannah. “Some friend you are.”

Shannah closed her eyes, gathering up her courage one more time, and when she opened them, she stood up tall. “You were acting like a bully, and I wasn’t going to stand still and watch it.”

“Yeah well, you’d better watch your back.” She hissed out the threat, but Shannah wasn’t afraid of it because she saw someone coming up to join the conversation.

“I think it’s you who should watch your own back. This is your second warning, if I hear about any more harassment, I won’t let you work here.” Eric said.

Bailey’s eyes almost popped out of their sockets as she whirled around. She tried to find something to say, but Eric silenced her with a look.

“I won’t allow bullying in my office. Got it?” He looked at each of them and they all nodded in agreement. “Thank you.”

At that moment, the next round of clients came in and they all got back to work.

At the end of the day, it was quiet as Bailey and Annette changed over the laundry and mopped the floors while Shannah cleaned up the front of the office. When she leaned down to grab her bag from behind the desk, she heard them talking to each other and Bailey apologized. She smiled, hoping that the drama had passed, and they could go back to being a close work family. The three of them left at the same time and Shannah locked the back door behind them.

As she sat in her car before turning it on, she prayed again and thanked God for helping her have the courage to stand up and say something, rather than stand still.



RESPONSIBILITIES

MAKELA KA 'IMILANI KAMIYA

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Mixed Media

As we all have a responsibility to care for our earth, leaders hold a vast amount of responsibility, including taking responsibility for their actions. We as humans pour countless amounts of plastic and trash into our oceans and contaminate the spaces of living creatures. Likewise, a leader should never pollute or “pour” negativity into their environment.

A POLITICIAN'S NIGHTMARE

HAYLI PARRY

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He awoke in a cold sweat,
Gasping for air
Chest heaving and eyes open wide,
Met only by the dim light
Of the small moon.

Pupils jumping about the room,
They land on a figure,
One of his stature and size,
Waiting patiently beside the bed.

The moon graced no light on this shadow,
It was simply an absent space,
And although lacking eyes itself,
It was staring back at him.

His bones are frozen in place,
His lungs unable to fill.
The trembling of his limbs
are the only indicator of life.

Suddenly a word is spoken
Deep enough to rattle his window—
“Hello,”
Met by silence.
He had not felt his jaw move,
Or felt the breath pass his lips
To speak the word,

But his ears rang with the echo.
Again, the word boomed-
“Hello,”
Followed by more silence.

His eyes still stared into The Shadow
Unwavering in their movement,
Somehow feeling as if
The Shadow was staring back.

“Who are you?”
The words filled the air with a pitch
Much softer and higher than before,
He felt his jaw move this time.

“I’ve been summoned
By your maker.”
He felt the walls shake with bass,
The movement made his stiff
Body ache in retaliation to his
So far paralyzing fear.

“Why?”
He breathed, hardly a whisper.

“You’ve done bad deeds,
More than the acceptable amount,
I’ve seen your deception,
I’ve come to take you out.”
Somehow the words struck anger.
He felt betrayed within,
The fearful shackles on his mind
Steadily removed by denial.

“No.”

He spoke
More forceful than his last words.

Silence filled the room,
The Shadow still staring at him,
His eyes never faltered,
Seconds stood still.

“Do unto others
As you would have them
Do unto you.
Is this the fate you choose?”

His heart beats
With the passing of time,
His dissent growing
Each palpitation.

“Yes.”
This time,
A mere whisper again.

“Innocent lives
Put to death,
You’ve neglected
Thousands,

Have you not?”
Somehow, The Shadow’s words
Thundered louder,
Echoed longer.

“No, I have not,
I do not understand.”
His voice grew frantic,
Panic raising its volume.

“You’ve turned your back
When the masses need you,
Left those unsafe lives
To die,
How do you prioritize?
Or choose your life,
Or the lives of the favorable,
Over the lives of those
Seeking your shelter?
Seeking your guidance?”

The Shadow seemed to grow,
Swallowing the room
Dimming the small moon
Word by word,
Its voice growing so loud
The Man finally moves.

“It’s for the greater good!”
He yells
Placing his hands up
And his head down.

The Shadow,
Still growing,
Stayed silent.

The Man cried out,
The air from his lungs
Suddenly stolen,
Unable to see any moonlight,
He fought against the dark.

Encased in the darkness,
He felt the vibrations
In his bones,
As The Shadow bellowed-

“The greater good
Is not selfishness,
Or cowardness,
The greater good
Is not preference,
Or the ease of resolution,
It is difficulty,
And bravery.
Aspects of life,
You are deemed unworthy for.”

He began to feel light,
Suspended within The Shadow,
As his lungs fill with fire,
He hears The Shadow's
Final howl—

“For the greater good.”

OIL SPILL

ALISON VANDERWEL

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Resin, plants, glass jars

A leader is someone who takes responsibility to change what they want to see. This doesn't have to be some world-changing feat. It starts with self-reflection and the small things. Through these changes, a leader becomes an example to others.

The dead plants from my art piece are from my favorite hiking trail up Grove Creek Canyon in Pleasant Grove. As time has gone by and more people visit the trail, it has become covered in dog waste from people not picking up after their dogs. The state of my favorite trail reminds me that we all have our own personal "oil spills" or places from our current lives or our pasts that have been damaged in some way due to human irresponsibility.



OIL SPILL

ALISON VANDERWEL
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Resin, plants, glass jars

NATURAL LEADER

GREGORY BROOKS

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Personifying nature to teach a lesson, or illustrate a value, is a classic rhetorical angle for poets—going back many generations. In fact, the ability to create something poetic, or quintessential, is integrated into our archetypes of a good leader. I have always valued mindfulness, humility, creativity, and careful consideration in leadership. There are many fault-lines throughout the landscape of leadership—pitfalls that are always improved by learning how to calm yourself in a stressful situation. Good leadership is not about how much noise you make: it's about how your efforts compound over time. Like a small river carving out its path, fully ocean bound—good leaders are consistent, quiet, effective, flexible, and visionary.

A rock in a riverbed leads with quiet strength—
parting the unchangeable flow.
Baring its back, gratefully, to time.
Accepting that one must change,
even when standing still.

To lead is to be shaped.

Roots in a riverbank lead, despite seasonal chaos—
binding the edges together
as floods swell or erosion grinds.
Focused on the health of the group.
Sturdy in a blizzard, reliable in heat.

To lead is to be grounded.

But a river delta leads to the sea—
sorting sand, allocating space
for life to experiment and flourish.
Thrilled by tides and towering waves,
cherishing the clarity of glaciers left behind.

To lead is to be expansive,
yet authentic, to your source

HOW EXPLICIT INSTITUTIONAL OBJECTIVES CAN INFLUENCE PEER CONSULTANT DEVELOPMENT

VITTORIA S. RUBINO, PH.D.

UNITED STATES MILITARY ACADEMY AT WEST POINT

In the past, I have argued, “Too often in writing center studies, [administrators] focus their attention on how to increase the quantity of sessions, and perhaps not often enough on how to increase the quality of our consultants” (Rubino, 2021). Rarely does one see a student support administrator facilitating the development of a peer consultant or connecting their work to some greater sense of purpose. How do we facilitate an environment that intentionally and systematically develops our peer consultants aligned to our institutional objectives? I will be using Chickering’s developmental vectors and educationally influential environments to highlight how a program, aligned to its institutional context, can effectively develop its peer writing consultants by facilitating a leadership identity and providing professional development to make them competent and confident practitioners of their craft.

Disclaimer: The views presented are those of the author and do not necessarily represent the views of the U.S. Department of Defense (DoD), the U.S. Military Academy, or its components.

Peer consultants play a significant role in higher education, but rarely do they receive personal and professional development beyond singular and generic workshops, seminars, or initial interviews. Beyond the “initiation ritual” (Rubino, 2021, para. 1)—that is, roleplaying a session between a potential candidate and the administrator—any feedback on a peer consultant’s approach is typically in the form of a sporadic evaluation. Certainly, this feedback is not an individualized focus on supporting a peer consultant’s teaching practice or holistic development.

In the past, I have argued, “Too often in writing center studies, [administrators] focus their attention on how to increase the quantity of sessions, and perhaps not often enough on how to increase the quality of our consultants” (Rubino, 2021). Over time and through experience, I have only more fully realized how rarely a student support administrator

facilitates the development of their peer consultants, and how even more rarely administrators connect the work of their peer consultants to a greater sense of purpose. I find myself returning to a quote from Etienne Wenger (1998) that reads, “whereas training aims to create an inbound trajectory targeted at competence in a specific practice, education must strive to open new dimensions for the negotiation of self” (p. 263). How do we get there?

Arthur W. Chickering provided a bounty of pivotal student development theories that scholars can use to inspire their work with student leaders. For example, Chickering’s seven vectors of identity development address the psychological development of college students. These include tasks such as the development of competence, the ability to manage emotions, the movement of autonomy towards interdependence, the development of interpersonal skills, the establishment of identity, the development of purpose, and the development of integrity. Additionally, he suggested seven educational environment influences that impact a student’s development: institutional objectives, institutional size, student-faculty relationship, curriculum, teaching, friendships and student communities, and student development programs. Through the example of the U.S. Military Academy, I will be using portions of Arthur W. Chickering’s developmental vectors as well as sections of his theories on educationally influential environments, as a framework to highlight how a program aligned to its institutional context can effectively develop its peer consultants by facilitating a leadership identity and providing professional development to make them competent practitioners of their craft.

INSTITUTIONAL CONTEXTS

An institution’s mission statement showcases the goals, purposes, and values that guide programmatic decision-making. Mission statements “dictate the core activities of an organization” (Fugazzotto, 2009, p. 285) and act as a “declaration of an organization’s ‘reason for being’ and distinguish one organization from other similar enterprises” (David et al., 2014, p. 96). Chickering (1969) identified that one of the most powerful influences on student development is “institutional objectives” (as cited in Patton, et al. 2016, p. 299), which is why it is vitally important to understand the institutional context when developing student and academic affairs

programs. At institutions where the mission statement is connected to a greater sense of purpose, this becomes an easier task.

Over the past few decades, the culture at the U.S. Military Academy at West Point has taken a tremendous shift away from manipulation, compliance, and attrition and moved toward inspiration, commitment, and development. Upon recent inspection, one can clearly see that at this academy, leadership development is an explicit organizational value and vital to its mission to “educate, train, and inspire” its students as “leaders of character” prepared for a career of professional excellence and service (USMA, n.d.). According to Astin & Astin (1996), leadership competence refers to the capacity to mobilize oneself and others to serve, work collaboratively, and facilitate positive social change at the institution or in the community—that is, to undertake actions which will help the institution or community function more effectively and responsibly.

One of the most highly cited definitions of leadership comes from the *Army Doctrine Publication 6-22: Army Leadership and the Profession*: “Leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization” (Headquarters, Department of the Army, 2019, p. 13). A definition of leadership espoused by the U.S. Army frames leadership as a behavior, not a position, based on inspiring people to live the vision, mission, and values of the organization. In this way, leaders empower people to make decisions that support the goals and vision of the community, ultimately building a community that is fully participating with responsibility and accountability. Because the students at this institution enter a life of professional service upon graduation, their educational experiences support their development with motivation and integrity to deliver with drive, competence, and respect. They develop pride and commitment to being a life-long learner, partnership with team members to accomplish the mission, and growth by navigating through ambiguity.

The Army’s perspective on leadership is that leaders are not necessarily born; leadership can be learned. People who excel in performing their job and who take full responsibility within their communities act as leaders. Further, the Department of the Army puts forth an “Army Leadership Requirements Model” (Headquarters, Department of the Army, 2019,

p. 15), which identifies core competencies and attributes applicable to all types and levels of Army organizations (i.e. character, presence, intellect, leads, develops, achieves). This model establishes the capability needed of all Army leaders, regardless of rank and grade. The leadership paradigm is most often recognized as “Be, Know, Do,” and includes qualities such as character and values, competence and skills, and decisions and actions (Association of the United States Army, 2021).

Because developmental readiness requires both motivation (e.g. interest/goals, growth mindset, confidence) and ability (e.g. self-awareness, metacognition, leader complexity), this institution’s “Leader Development System” operates on the intersections between challenging experiences (e.g. leading a large team without much formal authority, tackling a complex problem for the first time), preparing to lead through formal learning (e.g. taking a rigorous leadership course, asking an expert for advice), and structured reflection through self-study (e.g. reflective journaling, asking a mentor to give routine feedback) to prepare students for their professional service. In this 47-month system, the intention is to integrate leader development—individually and experientially—directly into the institutional culture. The emphasis on growth and development is thoughtfully woven into all aspects of the students’ experience at the institution, including their academic, physical, and military programs. Chickering and Reisser (1993) similarly likened competence to a “three-tined pitchfork”—including “intellectual competence, physical and manual skills, and interpersonal competence” (cited in Patton et al., 2016, p. 297)—with a handle to create “a sense of competence [that] stems from the confidence that one can cope with what comes and achieve goals successfully” (p. 53). In this way, the Academy is preparing its students (cadets who graduate as Second Lieutenants) for a life of professional excellence and service to the Army.

This professional competence, though, is born of an organizational culture intent on developing leaders. According to Edgar Schein (2004), a social psychologist who was an Army captain and chief of the Social Psychology section at the Walter Reed Army Institute of Research, “Culture is the result of a complex group learning process” (p. 11) and:

The culture of a group can now be defined as a pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (Schein, 2004, p. 17)

In this way, organizational culture is shaped by beliefs, values, and methods of interaction within an organization. Members of an organization, through their shared experiences and understandings, learn the organization's ethos and pass it on to newcomers. Referencing Chickering & Reisser's (1993) discussion of educational environments, Patton et al. similarly describe institutional objectives as "clear and consistent objectives that personnel pay attention to and use to guide the development of programs and services... Objectives can influence the emphasis given to each vector and, therefore, the educational outcomes for students" (p. 299, 301). Ultimately, institutions develop their own organizational cultures—cultures whereby their members learn, through their shared experiences and understandings, what the organization values. In turn, units within the organization (in an institutional context, for example, programs and departments) develop services aligned to the context.

Schein (2004) argues, "If the concept of culture is to have any utility, it should draw our attention to those things that are the product of our human need for stability, consistency, and meaning" (p. 17). The institution in this example successfully operates as both an educational environment and a socialized organization. Since the students in this program are transitioning into a life of professional service, they are explicitly taught within their curricula these perspectives of leadership, and their experiences are entrenched in leadership lessons aligned to the institutional context, objectives, and mission.

FACILITATING PEER CONSULTANT DEVELOPMENT ALIGNED TO INSTITUTIONAL VALUES

Ultimately, the conditions of a program will influence the participants' identity through the leadership's expectations, disciplinary knowledge, and socialization of knowledge. Some institutions have a competitive application process for their peer consultants, whereby they submit a full

application package, with references, while others simply hire based on interest and availability. Other programs may require their peer consultants to undergo a certification program. At the West Point Writing Fellows Program—where Fellows who, among other exceptional experiences, staff the institution’s writing center—potential candidates are holistically and continuously developed in tandem with the Program, and the institution at large’s, mission:

[The students] work with each other, faculty, and their peers...to elevate writing education and proficiency across the Academy. They come from majors in every department...What binds them together?...All recognize that—no matter their academic major or future [profession]—clear, thoughtful, and effective communication will be critical to their success. (Hoppe, 2022, p. 51)

Clearly, the organizational environment described earlier in this piece has distinctly shaped this Program, as evidenced by the Program’s emphasis on collective growth and development, shared leadership, professionalism, and competence. An academic, subject-based tutoring program at this institution focuses on developing “cooperative and curious mindsets,” so their peer consultants review best practices, scenarios, and teaching strategies before certifying and “[documenting] selfless service” (CEP Tutoring). For a program to develop its peer consultants, it must start with a mission for development aligned to its institutional context. In this case, an attention towards professional competence and service seems to be at the heart of these programs’ representation of their peer consultants’ work for the Academy.

As part of their service in each program, peer consultants put theory into action through activities such as one-on-one consultations, small group workshops, and class presentations. Through their thoughtful and professional service to peers in this capacity combined with their developing competence in the study of, for example, writing and its teaching, these peer consultants become competent leaders amongst their peers, which aligns to the Army’s newer perspectives on leadership and culture. Further, since excellence in writing and academics is embedded into curricula and assessment at this institution (i.e., treated with seriousness and support from the Academy), peer consultants can similarly approach their work and

development with a level of gravity and rigor, ultimately developing their sense of purpose (Chickering, 1969, 1993). The same can be true in other institutional contexts, so long as the program or center's developmental activities align to—rather than digress from—the institution's objectives for its students.

Chickering (1969, 1993) argued that the college environment can influence development and enhance student growth through educational programs and innovative curricula. When academic programs with peer consultation components take the development of their peers seriously and align their developmental outcomes to institutional goals, they will find that their students have exponential and dynamic growth across their time in the institution. For example, in the Writing Fellows Programs mentioned above, the peer consultants enroll in a course sequence designed to help them grow as writers while also providing a space for pedagogical discussions on how to teach and encourage others to communicate effectively. In these courses, peer consultants can engage in a seminar-based study of influential scholarship, conduct research into how they might critique or refine such scholarship, and apply what they have learned to their consultations. These courses alongside their shared practical experiences produce a range of theories—some of which are completely opposing—to provide peer consultants with diverse perspectives and foster their development. This way, consultants can reflect on their own practice through reflective writing exercises such as disruptive moments (beginning) and theory to practice (end).

A small cohort size is pivotal to the intellectual and vulnerable experience of a course where students are developing as competent coaches for their peers, likely for the first time. As Chickering & Reisser (1993) write, this way it is “small enough so that no one feels superfluous” (p. 277). Additionally, small cohort sizes contribute to an exceptional student-faculty relationship because there are “extensive and varied interaction[s] among faculty and students” (Patton et al, 2016, p. 301). With a class cohort of a manageable size—about 48 students in each program—faculty members can be accessible and individualized in their approach to mentoring students, which can only further be supported by additional instruction or conferences—time which is intentionally built into students' schedules.

Some tutoring centers, in lieu of having a seminar, have consultants working on reflective writing shared only with the director. However, the challenge is, as R. Mark Hall (2011) duly notes, the audience for a peer consultant's reflective writing is relatively narrow, and without theoretical and/or collaborative contributions, continued learning and growth can only be fostered in a limited way. Specifically, he argues, "underlying reflection is the assumption that one has an informed critical framework already in place for thinking about tutoring practice" (p. 82). This is a fair point, which is why peer consultant professional development in the form of collaboration alongside specialized knowledge seems to be more transformative and non-transactional because it provides a sort of afterlife to the theoretical which empowers and professionalizes peer consultants (Rubino, 2021). Hall (2011) explains that the ability to engage in professional development opportunities

Encourages writing assistants to adopt an inquiry stance toward writing center practice. Such a stance involves relentless questioning, asking *why*, wondering, researching, generating alternatives, testing, reviewing, and revising options...to examine both what we do and the rules and reasoning—the habits of mind—that determine what we do. (pp. 84-85)

This not only contributes to their intellectual competence, but also helps them develop a sense of purpose in their work, as Chickering (1969) might suggest. By formally engaging in professional development—the sort that provides peer consultants with concrete theories while allowing them the space to question why, and how, and how do *I* fit in with or align to the framework—peer consultants can expand their repertoire of strategies and related approaches, increasing their confidence in their abilities, and receive holistic support as they transition through Chickering & Reisser's 'autonomy toward interdependence' (Patton et al, 2016, p. 298).

As Chickering & Reisser (1993) write, "A student's most important teacher is often another student" (p. 392). Both within a seminar or training course and the tutoring center, newer consultants can be encouraged by the more seasoned peer consultants and administrators to engage with not only the reading materials but one another to serve as a "reference group" (e.g. informal and formal observations, ongoing conversations about

theory and practice) (Chickering & Reisser, 1993, p. 277). For example, administrators may require these novice consultants to observe several sessions of consulting with a more *senior* consultant—those who have engaged in more professional development opportunities, been exposed to more scholarship and formal coursework, and so forth—before engaging in sessions themselves. Then the reverse can happen—a senior consultant may be required to observe a junior consultant’s initial consultation. In either case, a leadership framework springs from debriefing conversations where each consultant provides immediate, constructive feedback and asks clarifying questions as it relates to theory and practice. Gosling (2002) explains, “Peer observation is known to encourage reflection on teaching, and foster debate and dissemination around best practice” (as cited by Wass & Rogers, 2021, p. 37). The productive tension that is sometimes formed by sharing disparate strategies and philosophies is a form of participation in creating new knowledge that may not happen with isolated moments of reflection. In their study of peer mentoring and its connections to teaching, Wass and Rogers found four key benefits for consultants who participated in their peer-to-peer academic development project, including “enhanced self-reflection, collegiality, increased confidence in teaching ability, and positive outcomes for their students’ learning” (Wass & Rogers, 2021, p. 39).

Along the way, the tutoring center administrators can create opportunities outside of the center to further develop their peer consultants’ personal and professional identities. In one such opportunity, peer consultants may be matched to faculty from around their institutions for structured mentorships. According to McKinsley (2016), “Educational research shows that close student-faculty interaction is a key factor in college student learning and success” (p. 1). Based on a survey of 30,000 college graduates, a Gallup-Purdue Index report showed long-term benefits of student-faculty mentorship, specifically those who are most engaged in their current work and who feel the greatest sense of general well-being had faculty who served as “a mentor who encouraged [them] to pursue [their] goals and dreams” (Ray & Kafka, 2014, as cited by McKinsley, 2016, p. 1). Peer consultants and their faculty mentors can also, for example, conduct discipline-specific research or create opportunities for partnership in the classroom. Another opportunity, such as a series of professional speakers

who provide lectures or seminars, can reinforce peer consultants' feelings of intellectual and interpersonal competence as well as leadership amongst their peers. At the same time, these diverse opportunities to build student and professional communities within peer consultant programs offer a sense of community and what Chickering & Reisser (1993) refer to as "opportunities for collaboration" (p. 277).

If administrators invest in their peer consultants, these consultants may begin to feel energized, as novices learning the field, to ask burning questions and uncover nuanced possibilities by comparing their practices to their peers and by seeking the pedagogical advice of those more experienced. More importantly, administrators will foster their learning and development in sincere and constructive ways, rather than simply using their services in a more transactional manner (Rubino, 2021).

CONCLUSIONS

Peer consultants can develop as leaders by learning from faculty mentors, connecting with students and scholars at other institutions through presentations of original work at scholarly conferences, interacting closely with notable guests, developing scholarly or personal publication projects, authoring guides for their peers, and partnering with real-world professionals. Ultimately, leaders shape culture and drive behaviors every day through where they place their priorities and how they design their programs. One must ask themselves how their institutional contexts and objectives may draw out such transformative leadership experiences and development opportunities for their peer consultants.

Programs of this nature, designed within their institutional context and aligned to their institutions' mission and goals, will shape peer consultants' sense of personal and professional competence and peer leadership. As illustrated here, some of the ways administrators can develop their peer consultants include the development of a common framework for tutoring center work in a gateway seminar, routines of observation and reflective practice, freedom of choice in research and pedagogical practices, opportunities to present research at professional conferences, creation of original writing resources, and ability to specialize in leadership roles in the center (Rubino, 2021).

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LEADERSHIP IN SOCIAL WORK: AN EXPLORATION OF DIVERSE THEORIES AND PERSONAL EXPERIENCE

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This essay explores the role of leadership in social work, examining a range of leadership theories and their application to the field. The theories discussed include process theory, transformational leadership, situational leadership, and servant leadership. The author reflects on their experience as a board member and voting member of the National Association of Social Workers-Utah chapter, and as a Club President of the Social Work Student Association and highlights the importance of leadership and education in shaping the future of the social work profession. Finally, the essay concludes that these leadership theories offer valuable insights for social workers and can help them be more effective in serving their clients and communities.

Leadership is a critical component of social work, and applying diverse leadership theories can aid social workers in being more effective when serving their clients and communities. For example, process theory emphasizes the importance of training and learning about empathy, confidence, and vision. At the same time, transformational leadership can create a culture of change and progress by appealing to followers' values, beliefs, and emotions. Servant leadership stresses the importance of putting the needs of others before one's own, and situational leadership emphasizes adapting one's approach to the situation at hand. My experience in leadership roles within academic and professional organizations, and in guiding employees toward trauma-informed care, highlights the importance of practicing process, transformational, situational, and servant leadership theories to create a vision for change, inspire others, and make a positive difference in the lives of those served. As I grow as a leader, I want to create

a spark in others to stay committed to using leadership skills and build knowledge to help address critical social issues and create meaningful change in our communities.

PROCESS THEORY

Process theory has an emphasis on how individuals interact to create leadership and a following (FutureLearn, 2022). This is particularly relevant to social work, as leaders in this field must possess empathy, confidence, and vision. Without process theory, social workers would become less effective. In social work, we emphasize, through training and education, the type of characteristics those in the field need to strengthen to become effective social workers (Northouse, 2015). When a social worker does not demonstrate the ability to learn certain traits, it can be detrimental to a client in need. This can be seen very clearly in the Solid Object Relational Model (HWC, 2017). In this model, you (the social worker) are the “solid object,” and your client is the “unstable object,”—similarly to how when one falls, they reach out for something to catch them. This model demonstrates that clients who are not emotionally regulated seek a person who is calm and confident in what they are doing to rely on them temporarily while they are in crisis. When we fail to utilize process theory, we stop being a solid object, leaving our vulnerable populations in crisis.

TRANSFORMATIONAL LEADERSHIP

Transformational leadership is a leadership theory that has gained widespread attention in recent years. This theory asserts that leaders can inspire and motivate followers to work towards a common goal by appealing to their values, beliefs, and emotions (Bass & Riggio, 2006). Transformational leaders in social work have the potential to create a culture of change and progress and to foster a sense of purpose among those they lead. As a voting member and board member of NASW-Utah, I have emphasized using transformational leadership theory in this role. I have utilized my voice by bringing up the importance of leadership and education in shaping the future of the social work profession. As the BSW representative of the next generation of social workers, I prioritized bringing more educational opportunities to NASW-Utah’s members. In doing this, professional development opportunities, particularly in leadership and advocacy, have been implemented as a part of NASW-Utah’s

offerings to members. When we utilize our voices, even if we feel we are not as educated or qualified as others in the room, we have the capacity to see what those in higher roles can't. Because NASW-Utah leaders are willing to hear out the upcoming leaders, huge shifts happen that create lasting improvements for both current and upcoming social workers.

SITUATIONAL LEADERSHIP

Situational leadership is crucial for social workers to understand and to practice. This theory emphasizes that leaders must adapt their style and approach to the situation at hand, considering their followers' abilities, needs, and motivations (Hersey, 1969). Social workers often face complex and challenging situations, and by using situational leadership, they can be more effective in addressing these issues and delivering results. In conjunction with situational leadership, we can create a supportive environment for clients using contingency theory of leadership, which also highlights the importance of adapting one's leadership style to suit the needs of a particular situation (Fiedler, 1967). Adopting the contingency leadership theory and situational leadership in the social work practice is crucial for creating a safe and supportive client environment. They emphasize the importance of adjusting one's leadership style to suit the needs of a particular situation, taking into account the individual characteristics of clients and the unique demands of each situation.

Working as a lead trainer for a treatment center for teens guiding employees toward trauma-informed care, it was crucial to utilize both situational and contingency leadership roles. For instance, when working with a client with a history of physical abuse in a self-harming crisis, you want to use your situational/contingency leadership skills by knowing the clients' past traumas, explaining your behavior as you approach the client, and taking the time for repair work after the crisis is minimized. This can look like explaining to the client clearly that you are walking towards them and want to keep them safe, so you will come near them to take a self-harm object away. Explaining what you are physically doing and why for the client who has experienced abuse and following through will help them build trust. After the crisis has passed, it is vital to engage in repair work. The client may have had a heightened fight, flight, or freeze response during the crisis, leading to confusion and building walls toward you.

Having conversations when their prefrontal cortex is well-functioning will help reduce the potential for future crises and ensure the client feels supported and safe.

In contrast, failing to adapt one's leadership style can have severe consequences for clients and social workers. For example, a rigid leadership approach can create an environment of mistrust and disengagement, making it difficult for social workers to engage with clients and meet their needs effectively. This can lead to poor client outcomes, including increased risk of harm or neglect, and can also lead to burnout and job dissatisfaction for social workers. Therefore, adopting the situational leadership theory is essential for social workers who want to provide high-quality care while maintaining their well-being.

SERVANT LEADERSHIP

Servant leadership is another relevant theory for social work. This theory highlights the importance of leaders putting the needs of their followers before their own and serving as facilitators and enablers rather than as bosses or authority figures (Greenleaf, 1977). Social workers, who often work with vulnerable populations, can benefit significantly from this approach. It helps build trust, credibility, and respect, enabling them to achieve their goals more effectively. However, if social workers do not use servant leadership as a skill, it can lead to several issues. One such problem is that social workers may need help building solid relationships with their clients and struggle to gain their trust. This can be problematic when working with vulnerable populations, such as children, elderly individuals, and individuals with disabilities, who may have experienced trauma or abuse. This skill became a valuable asset in my experience working with foster children. Typically, foster kids do not feel safe in their adult relationships. Their expectations for the adults in their lives are for those individuals to leave them. By putting the client first with genuine care and thought when communicating, I became a safe adult. For example, foster children started telling me when they needed medical help to be taught something that could have been considered embarrassing for them not already knowing (such as how to fill out a job application). When we show genuine servant care to our clients, they open up and address their issues, which creates positive change and problem-solving in their lives.

In conclusion, leadership is a critical component of the social work profession, and a range of theories can help social workers to be more effective in their roles. Whether it is process theory (FutureLearn, 2022), transformational leadership (Bass & Riggio, 2006), situational leadership (Hersey, 2013), or servant leadership (Greenleaf, 1977), each of these theories offers something valuable to the tool kits of social workers. By incorporating these ideas, they can better serve their clients and communities. The beginning of being an effective social worker starts when we take the steps toward developing our leadership skills. Imagine every social worker in the field using these theories more often: what ripple effects would they make?

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Journal Description and Call for Papers

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

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

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

We invite perspectives on leadership from every sector of the academic community. Academicians and students are equally welcome to submit their papers to the editors of the journal for feedback and consideration for publication.

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

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