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LETTER FROM THE EDITORS

DEAR READERS,

In this issue of *The Journal of Student Leadership*, we are proud to present a collection that merges first-rate papers with powerful artistic expressions. The themes are compelling, touching on mentorship and trust, ethical imperatives, inclusivity, innovation, and the courage to challenge established norms. You will find a rich dialogue on leadership—whether through scholarly analysis, artistic portrayals, or thought-provoking case studies—all inviting us to reimagine roles to build better communities at all levels. These contributions inspire us to explore leadership not merely as a title, but as an active, values-driven practice that advances individuals and organizations alike.

The issue starts with McNaughtan, Goodman, and Bryant’s narrative inquiry into the leadership and relationship between student government leaders and administrators in “Colleagues or Mentors? Exploring Student Leaders’ Relational Experiences with Campus Administrators.” The article investigates the relationships between these two higher education groups emphasizing the value of trust, mentorship, and collaborative goals. Similarly, Ketch explores leadership and relationships in “Abuse in Women’s Sports: The Relationship Between Female Athletes and Coaches.” In Ketch’s paper, leadership dynamics in women’s sports are examined, expressing the urgent need for ethical, supportive leadership to combat mistreatment.

Promoting systemic change in areas like sports, workplace environments, and economic frameworks aims to promote equity, respect, and collaboration. A discussion on ethical imperatives in leadership, particularly in the context of combating monopolistic practices in large corporations like Amazon is covered by Johnson’s “Breaking up Amazon: Antitrust Legislation to Promote Ethical Leadership,” while redefining leadership success through people-first philosophies that prioritize human welfare over margins is found in Fisher’s “People, Not Profit.”

In this issue, personal development and community impact are expressed across films, poems, and books. Sanft’s “At the Movies: Profiles in

Leadership,” focuses on leader traits like vision-sharing, trust-building, and ethical responsibility, while poems by Yeates (“The Tapestry of Leaders Made by Nature’s Hand”) and Nicole (“What Led Me Here”) underscore the transformative role of leaders who inspire through example and humility. An emphasis of leadership rooted in empathy, authenticity, and support, showcases the importance of using one’s story to empower and uplift others. Gray’s Book Review on *Radical Candor* is a valuable reflection on the enduring value of being the best kind of boss by avoiding damaging indirect communication approaches.

For the first time (with this issue) we are publishing succinct leadership quotes (Wixom, Thompson, Helms, Murphy, Somerville, Ballard, and Redden). In mid-Spring 2024, we sent out a call for original leadership quotes—asking for 2-to-3-sentence responses to the question, “What is a Leader?” We included the reviewers’ top 7 student selections. From these quotes we see an emphasis on inspiration, empowerment, and resilience. Leadership is portrayed as a cooperative process rooted in guiding others with courage, understanding, and the ability to nurture while balancing personal and shared responsibilities.

Artwork emphasizes the duality of strength and softness, illustrating how leaders inspire, uplift others, and find balance amid trials: “Turning Pages” (Wilkey), “Trust Climbing” (Arts), “Summit in the Sky, Mt. Timpanogos” (Ericksen), “Growing Pains” (Wall Ramirez), “What Led Me Here” (Nicole), “A Leader that Lifts” (Lambert), “Soft and Strong” (Errico), “Sleepless Scribbles” (Hendrickson), and “Robot”(Harty). Reflection and persistence appear as critical qualities, showcasing leadership as both a personal and group experience. Overall, themes demonstrate the connection among leadership qualities, ethical considerations, and social impact. They also underscore the creative and intellectual contributions of artists and authors in reimagining and analyzing leadership across disparate domains.

The success of this issue, as with many worthwhile efforts, is a testament to teamwork. Each stakeholder below has played an integral role in

shaping this publication. We extend our sincere gratitude to those authors and artists for sharing their work and to the steadfast JSL Editorial Staff. The hours they dedicated to reviewing, editing, designing, typesetting, and marketing has been admirable, and we are proud of their commitment to quality. We thank also the JSL Editorial Board, anonymous faculty-level and student-level peer reviewers, whose input helped with the decision-making process and with polishing the work of authors and artists. We are especially grateful to Dr. Darin Eckton and Beth Reid along with the other members of the Department of Student Leadership and Success Studies at Utah Valley University for the encouragement and ongoing support for this double-blind peer-review publication.

WARM REGARDS,

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COLLEAGUES OR MENTORS? EXPLORING STUDENT LEADERS' RELATIONAL EXPERIENCES WITH CAMPUS ADMINISTRATORS

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Student leaders serve as an essential connection point between higher education administrators and the student body. While the existing literature provides an understanding of who student leaders are and their functions on campus, additional work is needed on the relationship between student leaders and the administrators with whom they engage. Applying a narrative inquiry approach, we employed Dutton and Heaphy's (2003) high-quality relationships conceptual framework to analyze interviews with ten current student government leaders. We found the lived experiences of these students aggregated into two main themes. First, students recognized the complexity of navigating the relationship and provide key insights on why it was hard to connect with their administration. Second, student government leaders discussed some specific practices they felt help strengthen the relationship between students and administrators. Best practices include shared goal setting, consistent intentional meetings, relationship development, and a focus on mutual trust.

Student government participation can be an important preparatory experience for student leaders (Goodman, 2022b; 2022c; May, 2010), as these individuals engage with various stakeholders and participate in the decision-making processes of their institution in meaningful ways (Kuh & Lund, 1994; Lizzio & Wilson, 2009; Miles, 2011). For example, student leaders can be a critical component of student advocacy for historically marginalized groups (Cadenas & Bernstein, 2020; Goodman, 2021b), promoting systemic change in institutional policy and revising curriculum (Kezar et al., 2018; Kezar & Lester, 2011). At the same time the engagement of institutional administrators is needed for student voice to have an impact (Lozano, 2020; McNaughtan et al., 2024a).

The relationship between campus administration and student government leadership can often be fraught with misalignment of goals (McNaughtan et al., 2024a) and lack of consistent engagement (Lozano, 2020; Templeton et al., 2018). In 2018, Templeton and colleagues found more than one in nine student government presidents have no meetings with their vice president for student affairs. In addition, for those who do meet with their vice president, the consistency and impact of those meetings is unclear. Though recognized as challenges, these issues are likely the result of insufficient relationship development between administrators and student government leaders. Whether a result of short tenures of student leaders (in most cases one year), or an insufficient relationship-building skillset, administrators need guidance on how to develop strong relationships with student leaders to ensure efficacious governance and desirable outcomes. Templeton et al. (2018) suggested that relationships matter greatly in advancing student voice, and particularly connections between student government presidents and their most senior student affairs officer.

Though the data used in this study is collected from the student leader perspective, the purpose of this study is to provide student leaders and administrators alike with an enhanced understanding of how to develop high-quality relationships. We employed the high-quality relationships conceptual framework (Dutton & Heaphy, 2003) and a narrative inquiry methodology to analyze responses from ten current student government leaders. The narrative inquiry approach was selected given its role as a mechanism for understanding the lived experiences participants, and in this case, student government leaders seeking to understand their stories in the context of their relationships with administrators. Our findings indicated students recognize the complexity of their relationship with the administration and that they recognize the importance of regular interactions with administrators to accomplish desirable outcomes.

BACKGROUND

Three areas of scholarship are reviewed in order to appropriately enhance understanding of the relationship between student government leaders and administrators. Specifically, we examine the experience of being a student leader, student leader and administrator relationships, and the role of student government leadership on campus. These three

areas of focus guided our research, questions, and discussion, which are later communicated in this study.

THE EXPERIENCE OF BEING A STUDENT LEADER

Early literature on college student involvement and leadership suggested several connections to the role of student development within these entities (see Astin, 1984). Over time, student leadership studies became anchored in the belief that anyone can be a leader, not just those in formal positions (Dugan, 2017). However, for those with designated positions there are often opportunities to provide additional input on policies, accolades, connections, and increased personal growth (Kilgo et al., 2016). Many undergraduate student leaders are given opportunities to lead sociocultural discussions, community service, and to grow the skills needed to effectively lead in other scenarios (Dugan, 2017; Dugan & Komives, 2010; Dugan, 2011; Goodman, 2021a; Hillard, 2010).

Through the experiences associated with leadership, students become more equipped to lead by being able to proactively make and execute plans, educate their peers, and facilitate many parts of the process (Hillard, 2010). Additionally, they partake in facilitated experiences other students do not have access to such as formal leadership programs (Dugan, 2011; Goodman, 2021a; Templeton et al., 2018). This is not to overlook that all organizations and experiences have their shortcomings. Nonetheless, student leaders get to experience unique interactions with a community that provides opportunities that can lead to growth not only in their personal life, but in their professional life also (Goodman, 2022a; Workman et al., 2020).

STUDENT LEADER AND ADMINISTRATOR RELATIONSHIPS

Having a good relationship with administrators is crucial for the success of a student organization (Guzzardo et al., 2021). In addition to specialized advising, student leaders, and particularly those in student government, enjoy a high-level of access to institutional administrators and key decision makers (Templeton et al., 2018). Many of these individuals are also mentors and support systems for these students (Goodman, 2022a; Hardaway et al., 2021; Miles, 2011). At the same time, Rizzo et al. (2021) illustrated how students often find campus leaders difficult to approach, for multiple reasons centering around fear; however, student leaders are still brought into close relations with faculty and administration for guidance.

In many instances, faculty are similarly critical in the development and work of student leaders (Dugan, 2011). Relationships between students and faculty have proven to result in advancement in many areas—in and out of the classroom (Guzzardo et al., 2021). Students who have a positive relationship with faculty or administrators tend to have higher academic success and drive, greater personal growth, and improved communication skills (Guzzardo et al., 2021). On average, when student leaders are mentored by faculty and administrators, they are more equipped for their current situations on campus and their life after which tends to also produce an advantageous environment on campus (Guzzardo et al., 2021). Further, this can increase student belonging not just at the institution but also in their organization (e.g., student government presidents; see Hardaway et al., 2021). In this way, student leadership is unique because students are mentored in the traditional sense, but through these unique leadership identities, they are also given opportunities to become mentors themselves (McNaughtan et al., 2024a). This is one of the reasons interactions with campus leaders are so critical. They provide insight and perspective to students who then engage in similar conversations with peers (Dugan, 2011).

THE ROLE OF STUDENT GOVERNMENT LEADERSHIP ON CAMPUS

Student leaders are important organizational actors with many running for office with specific plans for policy changes to facilitate community on campus (Callahan et al., 2020). Said another way, student government leaders often ensure the needs of the students on campus are acknowledged and regarded seriously (McNaughtan et al., 2024a). Understanding their fellow students' experiences is important to the goals they achieve to change the campus; some have aligned this with the work of student voice (e.g., see Templeton et al., 2018). By being the spokespersons for the typical student, student government leaders serve as a bridge between students, administrators, and faculty (Callahan et al., 2020).

At many institutions, student leaders are placed on committees where they are expected to provide input on school policy. Although they are not the sole or final say in most of these decisions, research findings suggest the majority of student leaders are satisfied with the level of participation they are granted (Obiero, 2012). However, this does not guarantee that all student leaders get the say they expect when it comes

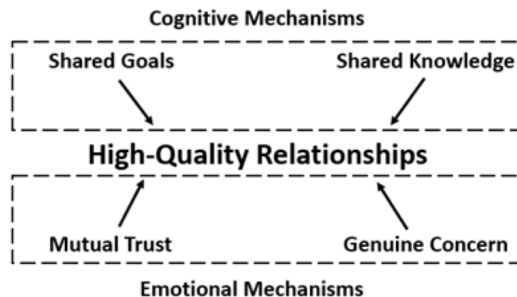
to changing campus-wide policies. They are often given more say when the policy does not affect as many people or specifically affects the lives of a large body of students (Callahan et al., 2020; Obiero, 2012). The ratio of faculty to student leaders in decision-making processes can also be intimidating—averaging around 10:1, which could make students feel their voice is less likely to be heard (Obiero, 2012).

Overall, the role that the student government has in changing policies greatly relies on how an administration views them, which varies from campus to campus (McNaughtan et al., 2024a). However, when other students see the real difference that their elected student leaders are making through strong relationships with campus stakeholders, more students seek to participate the following year (Obiero, 2012). In this review of the literature we provide insight into the role of student leaders, their experiences, and the importance of relationships with campus stakeholders. The next section will discuss conceptual framing for this study focused on how to develop high-quality relationships which can increase effectiveness in leadership (Dutton, 2012; (Obiero, 2012).

HIGH-QUALITY RELATIONSHIPS CONCEPTUAL FRAMING

Relationships at work have been found to be critical to retention (McNaughtan et al., 2019b), psychological safety (Carmeli & Gittell, 2009), and increasing innovation (Kühne et al, 2013), among other desirable outcomes. This study was guided by core concepts identified in the literature around how to develop and maintain high-quality relationships. While a unifying definition of high-quality relationships is not evident, a few key constructs are consistent in past research. These constructs were considered during the coding of data and interpretation of the results of this study and are subsequently described below and summarized in Figure 1.

Figure 1. *High Quality Relationships Conceptual Model*



The first construct that is consistently found and applied in past work is the importance of *shared goals or objectives between individuals* (Carmeli & Gittell, 2009; Gittell, 2006). This construct alludes to the role of vision or direction among individuals, and how synergies between personal goals and the goals of others lead to strong bonds (Canevello & Crocker, 2010). A second common construct, also discussed by Gittell (2006), is the importance of *shared knowledge*. Communication is a key ingredient between individuals to develop and maintain relationships. Past research has highlighted both the vulnerability of communication (McNaughtan et al., 2019a) and the consistency of communication (Men & Jiang, 2016). *Mutual trust* is the third construct consistently discussed in the literature (Carmeli & Gittell, 2009). Dutton (2017) discussed the importance of mechanisms to develop this trust, which is connected to a fourth concept of *genuine concern*. Specifically, she highlights the role of cognitive, emotional, and behavioral mechanisms. In this context, cognitive mechanisms include the way we interpret or discuss information to ensure common goals and shared knowledge. Emotional mechanisms involve the sharing of feelings, interests, and authentic experiences. Behavioral mechanisms are the actual behaviors people exhibit to one another in terms of body language and working together to complete common objectives. In short, words and actions matter. It is important to note that in addition to the constructs of high-quality relationships, research also discusses the role of *context* in developing relationships (Carmeli & Gittell, 2009; Dutton, 2012).

Applying the constructs of high-quality relationships, this study was guided by the following research questions:

RQ1: How do student leaders perceive their relationship with administrators?

RQ2: Based on perceptions of student leaders, what are some of the keys to developing strong relationships between administrators and student leaders?

These research questions helped us to focus on the role of relationships between student government leaders and administrators with a focus on how they are developed. We next outline the data and methods used to conduct this study, as well as our analyses and positionality as researchers. We then present findings and implications for this work.

DATA AND METHODS

The participants in this study were sitting student body presidents and vice presidents at regional public universities in the United States during the 2023 academic year. They were selected from a purposive sample that met several stipulations (Patton et al., 2014). First, we focused on identifying open-access (i.e., institutions that are not considered selective), four-year public higher education institutions that are classified as regional comprehensive (Orphan & McClure, 2019). Past work has highlighted how these institutions are typically more student-focused, thus leading to a higher probability of strong relationships between students and administrators than might be found at larger research-centered universities (McNaughtan & McNaughtan, 2019). Second, we sought a sample that was diverse in terms of cultural context, and while all institutions selected were regional public institutions, they are located across the United States in diverse political, demographic, and economic environments. The selection of institutions was informed by the institutional list from the Alliance for Research on Regional Colleges (Orphan & McClure, 2019). We then randomly selected fifty institutions from that list using a random number generator in excel and then selecting the fifty lowest numbers. Following institution selection, we identified the student body presidents and vice presidents for each.

The data for this study is one piece of a larger qualitative dataset focused on the experiences of student leaders. This subset of data for this study is focused on how student body presidents and vice presidents perceive their relationships with administrators and how they believe those relationships are developed. Our efforts to recruit participants included an initial email in February and follow-up email in March to our sample of fifty student leaders, which resulted in eleven interviews. One participant was removed because they were concurrently serving as a professional staff in student leadership. Each interview was conducted over Zoom, transcribed, and de-identified, and all participants were given pseudonyms, selected by request from the participant, or randomly by the research team. Table 1 provides a list of participants, their pseudonyms, select demographic characteristics, and institutional information. Given that respondents were already taxed for time, dedicating hours to institutional service beyond their course work (see Goodman, 2021a; Templeton et al., 2018), employment, and social obligations, we employed guidance

from McClure and McNaughtan (2021), keeping interviews to under 45 minutes, establishing credibility through shared past student leadership experience, and conducting the interviews virtually.

Table 1. *Select demographic information*

Pseudonym	Race	Sex	Enrollment	Geographic Location
Ben	Hispanic	Male	25,000	Southwest
Cole	White	Male	10,000	West
Deann	White	Female	10,000	West
Ezra	Multi	Male	10,000	Midwest
Frank	Black	Male	5,000	East
Gina	White	Female	15,000	Southeast
Hosea	Hispanic	Male	25,000	Southeast
Ivan	White	Male	5,000	South
Jeff	Indian	Male	15,000	Midwest
Kyra	White	Female	5,000	Midwest

DATA ANALYSIS

Narrative inquiry was the analytical approach for this study. The analysis focused on the stories and lived experiences of a small group of student leaders to discern and develop a narrative of the student leader experience with administrators. To develop the questions and enhance the process, we conducted a cursory review of the literature to understand potential existing themes focused on student leaders/administrator relationships (see the previous literature review). Additionally, we conducted two initial conversations with past student leaders to develop a set of open-ended interview questions that could be utilized to ascertain narratives and personal stories. This analysis focused on the following five interview questions (out of 17 total). The five questions from the larger project analyzed for this study were:

1. How do you perceive the administrators (beyond full-time student affairs staff) you work with, as colleagues, mentors, or something else?
2. What is your perception of the value of building relationships with administrators?

3. What do you do to build relationships with administrators?
4. How do you perceive administrator's efforts to build relationships with you?
5. What conflicts have you experienced with administrators, if any?

We employed Strauss and Corbin's (1998) three-step approach to coding qualitative data in this analysis which included: open coding, axial coding, and selective coding. During the open coding stages, the data was coded simultaneously using an inductive method that combined descriptive and values-based coding to extrapolate themes connecting the participant's explicit and implicit understanding of student and administrator relationships to develop preliminary codes. Participant response transcripts continued to be coded until no new codes emerged, thus indicating saturation had been reached (Strauss & Corbin, 1998). Two of the researchers then coded the remaining transcripts, and intermittent discussions were held to increase validity and ensure inter-rater reliability. Axial coding was employed to ensure connections across themes and reflect on the alignment between participants' comments and the guiding theoretical framework (Strauss & Corbin, 1998). Selective coding led to the most salient quotes used to represent the themes of the study.

POSITIONALITY

Our methods are also informed by how we show up in this study and this research more broadly. For example, one of the researchers is a former student body president who spent three years in college student government at two different institutions. He also has studied leadership in higher education with a focus on college presidents and shared governance for the last eight years. These experiences provide a lens to view the perceptions of student leaders through within the context of this study. The second researcher has served as both a student government and graduate student government president at two different points in time. Through each experience, this same question of relationships emerged that informed much of his research on college student government. The third researcher is an undergraduate student who was heavily involved in student leadership in high school but, like many other undergraduate students, did not hear about student government when she arrived at college. However, she held

leadership positions within her sorority and participated in this research project focused on student leadership experiences in college. Holding these connection points to both research and leadership is imperative as we introduce and make sense of the findings that follow.

FINDINGS

Applying a narrative inquiry approach, guided by the concepts of high-quality relationships, we identified two overarching themes that student leaders discussed when reflecting on their experiences with administrators. First, students recognized, and sometimes lamented, the *complexity of navigating the relationship* between student government leaders and administrators. In this theme, students discussed the importance of understanding context and ensuring that both parties (i.e., administrators and students) always remembered that student leaders are students first. Second, students discussed specific *practices to strengthen the relationship* which aligned with the main concepts discussed in the past research on high-quality relationships. Specifically, participants shared the importance of mentorship, building trust, and intentionally sharing information to develop their relationships.

COMPLEXITY OF NAVIGATING THE RELATIONSHIP

The first main theme of our findings is the importance of recognizing and understanding the complexity of the relationship between student leaders and administrators. When discussing this relationship, Hosea shared, “You have to know how to navigate, you know, so when a barrier comp comes up, it’s okay, maybe we can’t do this, how can we pivot?” His comment referenced how intentional he must be in order to “navigate” the relationship and how he often has to adjust course when working with administrators based on the issue and response. Two sub-themes are illuminated below that highlight how participants discussed the complexity of their relationship with administrators.

CONTEXT MATTERS

As the participants discussed their experiences with administrators, the context of their relationship was discussed. For some participants, there was an acute awareness that administrators were, as Ezra said, a “higher authority.” Ezra went on to explain that administrators had more power to

make decisions but that they were also “juggling three things all at once,” which included their role as an administrator, colleague, and mentor to student leaders. This unique context led to some challenging experiences for some student government leaders. Hosea discussed that his relationship with administrators “depends on the day.” He clarified:

There’s a day that we’re going out for lunch, and we are getting along really well. We’re laughing like colleagues, then there are days where we’re pitching ideas, and the immediate answer is no...[but] they’re offering great advice from what past presidents have experienced and sharing their opinion.

These changing dynamics create a uniquely challenging context for developing high-quality relationships. Without an intentionally defined relationship, students expressed clearly experiencing a mixed experience.

Another aspect of the contextual aspect of the relationship discussed by participants is how administrators vary in their comfort and understanding of how to engage with students. Coles shared:

Some are very much mentors, and I do want to say peers, but you know they are mentors, they’re people that I can learn from and grow with. And then others are definitely obstacles, and I can name a few who I respect deeply, but you know, they are, like it or not, obstacles. That’s the way things are.

Cole’s challenging experience was not unique, but it does highlight how the personality, training, and work responsibilities of an administrator can lead to differing levels of quality in relationships. Some participants felt they did not have anyone really seeking to build a relationship with them. As Jeff shared, when reflecting on if any administrators had sought to mentor or support him, he noted, “I don’t know that there was anyone external that was motivating me to continue.” Rather, he discussed how he had to stay motivated on his own and actively pursue relationships with administrators. While context does matter, the responses from these participants highlight the need for administrators to develop a supporting and consistent context to develop meaningful relationships with students.

STUDENTS ARE STUDENTS FIRST

When asked about whether their relationship with administrators was collegial or more of a mentorship experience, most participants shared that regardless of how they would frame their relationships, they appreciated when administrators recognized that they were always students first. Cole shared how his university president was “definitely” someone he “would throw into that category of mentor because, she texts me asks me how I’m doing. She asks me for my opinion, she calls me when something tough is going on to see how students are reacting.” Cole went on to share that it felt meaningful to have the president always remind him that he was a voice for students because he was one himself. Ezra shared a similar sentiment when discussing the relationship he had with the administration, sharing that his administrator always reminded him he was a student because they “were in the shoes before” and shared some of their challenges.

As part of recognizing how student leaders are students first, participants appreciated when administrators came to their spaces as opposed to requiring students to come into administrative areas. Gina discussed how at her small campus she “saw the administration on campus, and they were...interested in your issues, and in helping to solve those issues.” This comment provides insight into the importance for administrators to be where students are and recognize the importance of engaging with students as students. Deanna discussed how as opposed to viewing the relationship between administrators and student leaders in terms of colleagues or mentors, it was more about “friends.” Deanna shared:

She’s always there saying like, you’re putting in the work. She’s always good at reassuring me that even when I feel like I’m failing in the work here, she’s always good at reassuring me that even when I feel like I’m falling short, there’s still a lot less that I could be doing to be considered a failure....[S]he’s always reassuring me.

This support, from a friendship perspective, highlights just how much student leaders crave strong relationships, and in Deanna’s case, truly need them in critical times.

In contrast to the many positive examples of administrators connecting with students as students, some participants shared that administrators

were less willing to connect with them in student-centric spaces. Kyra shared, “It was not hard to get him on my side or have him attend our banquets or our dinners and go to basketball games.” Kyra went on to share that this administrator was “a good guy” but that it was hard to connect and develop meaningful relationships because he set a strict boundary between administration and students.

PRACTICES TO STRENGTHEN THE RELATIONSHIP

In addition to sharing perceptions on the state of relationships between students and administrators, student government leaders offered some specific recommendations for enhancing relationships. These included offering mentorship, dedicating time to the relationship, and ensuring consistent interactions—all critical to meaningful experience.

Intentionally Offer Mentorship

While not all students shared a specific desire for mentorship when asked, all referenced times they were intentionally or unintentionally mentored. Thus, one of the practices that can help develop relationships between students and administrators that resulted from our analysis included the importance of spending dedicated time getting to know each other. The high-quality relationships framework posits that common goals and values are critical to developing relationships (Carmeli & Gittell, 2009), yet these connections cannot be made without open dialogue. Even students who had originally joined student government for their own self-interest (e.g., resume building, etc.) reflected on how their networks were important in helping them engage in and be successful in student government. For example, Ivan, Jeff, Frank, and Ezra all shared how it was their friends and their own self-interest that pushed them forward. Frank went as far as to reason why the administration did not provide mentorship when he suggested, “[Higher administration] have a very limited amount of time in their day to take meetings and, talk with people and things like that.” Still, some students, such as Kyra, viewed their academic advisor as their closest thing to a mentor. Although she and many other students were aware that there are people in higher administration they could call on if needed, they did not feel that those higher-level administrators ever reached out or set aside specific times for them to connect.

One example of when this intentional reaching out was effective was shared in connection with the COVID-19 pandemic. Ben shared, “He reached out to us with this opportunity, and he was the first person that explained to me what [the purpose of the] student senate was. And then, he guided us.” Ben went on to share how much that connection and mentorship meant to him and discussed how much it strengthened their relationship.

Even for students who felt they had external mentors, like Hosea, whose father was involved in student government when he was in college, still sought on-campus connections and mentors. Gina, among other student leaders, also shared how their organization advisors helped her to see new opportunities and learn from the experiences they had. She shared:

[T]hey pursued me, and they wanted to see my leadership skills develop. And so by the time that it was all said and done, they had pushed me. I had become close with them, and they were pushing me out of my comfort zone. And so I began to be able to communicate better with people.

Ten of the eleven students felt as Gina did, that the administrators or mentors they felt closest to were the ones who knew them enough to push them and help them work towards their goals.

While many students had positive experiences, some students highlighted what can happen when administrators do not seek to develop relationships. Ezra, for example, shared, “You know, I didn’t really have that many people mentor me and I kind of came in on this blind.” This feeling of isolation and lack of support led to frustration with higher-level administrators. Frank similarly illustrated this frustration, “I definitely had to do a lot more outreach to them than they probably did to me...” This presents a strong sentiment of disconnection between administrators and students that participants felt should be rectified. If students feel that they do not have access to administrators, they will not provide critical insight to key decision-makers and administrators will not be able to rely on student support for difficult decisions.

Sadly, these feelings of disconnection can even lead students to feel as Frank did at one institution prior to transferring to another. He shared, “I felt part of the reason why I was so unhappy and struggling at [my

first institution] was just because it wasn't the most inclusive space, it just felt like college was not for me." This challenging experience led Frank to transfer, and he found a strong administrative mentor when he got involved in student government at his last institution.

Dedicate Time and Attention to Developing Relationships

The second practice discussed by student leaders was the importance of dedicating time to meet, which has a direct connection to strong mentoring relationships. One example of how one student leader described this came from Deanna, who posited:

They genuinely communicate to us and they're transparent to us about how much they love working with students and like we understand that they're very busy, but I think every single one of the administrators says, "My door is always open, and if it's not, you can always get on my calendar."

This openness and desire to connect made Deanna feel supported and connected to her campus. Ezra, on the other hand, discussed how when he was first elected, he wished his "administration could sometimes maybe push a little bit more to try to engage." He went on to describe that too often he felt he had to do all the "work" to build the relationship, which is related to the emotional mechanisms of developing high-quality relationships. However, once he had set regular meetings, there was a lot of momentum to accomplish student needs. He said:

Let's do this. I mean for the first time [in] our student government history, I have regularly scheduled meetings with the president, with the provost, with the Board of Trustees. And such that you know, we've never had this kind of support before.

The excitement was palpable and highlights how much students desire mentorship, and how the practice of scheduling time can truly lead to stronger relationships.

As part of scheduling time, students recognize administrators have tight schedules, but they also have full time support staff, in most cases. Kyra shared, "I do think when it comes to relationship-building, at least with higher administration, they have a very limited amount of time in their day to take meetings." Sadly, she went on to share, "I definitely had to

do a lot more outreach to them than they probably did to me, just because their schedules didn't allow for it." This lamentation highlights why so many students may never fully engage with administrators. Specific time needs to be set up and more importantly, administrators need to demonstrate to students that they will "show up." Gina shared:

Our administration had been invited, but they all showed up, it was important enough for them to show up. And so that's something that I'm planning this retreat for this fall, I've already started reaching out to administration, because I think that's very important. And that was a big part of how our relationship got strong between our administration and our student government came to be strong...we spent time just talking together and communing together.

Sufficient time led to excitement and hope for accomplishing goals. Ben shared that scheduled time also led to "respect" and that as administrators participated in their programming, they started to see student leaders as partners and were, thus, more engaged. This level of relationship is critical for the success of institutions and the effective support of students.

Another reason for administrators to work harder to communicate with students is avoid students feeling that they are over communicating. As Hosea mentioned, "I always feel like I'm pestering them with stuff, but they appreciate how much I'm keeping them informed with what's going on in the assembly and what's going on around the campus." For Hosea, he feels like he is pestering the administration, but clearly his administrators are expressing gratitude and applying the information received from the students. This can help to increase common goals and values. Ivan shared that "one of the big things we're simply doing is building that relationship of trust" and "leveling the playing field, because we're not like on different sides here." To get to this point, there needs to be dedicated time and reciprocal connections between students and administration.

Strive for Consistent Interactions

In addition to setting aside time for connection, students posited that consistent interactions were also important. Deanna said this explicitly stating, "I think honestly the biggest thing that I found in building those relationships is consistency." Given that student government leaders typically

have one year in office, setting up those regular formal meetings and then adding informal connections is critical to developing strong relationships. Frank provided an example of informational connections when he shared, “Our administrators were very good at inviting us to even just social spaces,” which he then shared the example of being invited to “football games” and the “president’s box.” Frank shared that these invites went a long way to make him feel valued by the administration and develop a sense of connection with them. It also provided him access that not many other student leaders received. Deanna similarly felt like her experience as a student leader was improved because the president would “text” her and invite her to attend committee meetings with her. These consistent efforts from administrators could avoid what Ezra felt, which was that he had to take “the initiative to build the relationship” which he felt did result in strong connection, but that it felt “one sided.”

These regular connections also provided impetus for more honest and transparent communication. Cole described his experience:

He presented me with his idea of how things should go, and you know after working with him so long I figured out how to disagree with him professionally and he took my opinions to heart. [H]e took all of my opinions and ideas and he’s running with it and that’s what he decided to do.

Cole’s perception that after he was able to build a strong connection with senior administrators, in this case the president, illustrated what many student leaders felt. Specifically, to best work together, there needs to be honest and transparent communication. Gina discussed how she got to that point after many interactions and when leaders had a “willingness to view us as leaders, and advocates for the student voice.” She went on to outline how when the relationship with administration hit a point of collegiality, the administration still recognized that these student leaders were students first, but “that they care to take time to see what the students really want” because these student leaders are consistently sharing those perspectives.

In summary, if the goal is to “help students to succeed,” as Ben offered, administrators and students alike must build these relationships through intentional mentoring, setting aside time, and consistently engaging each

other. This requires administrators to avoid being viewed as “unresponsive,” which Jeff shared and understood because he sees administrators as “really busy or having to juggle a bunch of larger responsibilities.” However, if administrators viewed students, as students view them which Jeff argued was “really we see them as partners and trying to get some of our larger initiatives done that we need their support with,” then much more could be done to support students and effectively lead college campuses.

DISCUSSION

The findings from this study highlighted how student leaders seek to be a part of the institutional decision-making process (Lizzio & Wilson, 2009), but often feel they are required to put forth the majority of the effort to connect with administrators (Lozano, 2020). Student government leaders in this study discussed how they know how important their relationships with administrators are (Templeton et al., 2018), and they offer key insights into how students and administrators alike can enhance these relationships. This insight is especially important given that student government presidents and vice presidents are elected annually and are often expected to pick up where the previous administration left off (McNaughtan et al., 2024a). However, in most situations there is no relationship between the newly elected student government leaders and campus administrators prior to the election (Guzzardo et al., 2021).

This study was conducted on the premise that having access to administrators because of the elected position, does not necessarily translate to an actual relationship. The two overarching themes identified in this study when analyzing the perspectives of the administrator/student relationship included understanding the complexity to the relationship for students with administrators, and applying intentional practices to strengthen the relationship. These findings align with the high-quality relationships framework which posits that there are three main concepts for these relationships including common goals, shared knowledge, and mutual trust (Carmeli & Gittell, 2006; Dutton 2017). Participants discussed how when they had a chance to communicate regularly and share ideas, they felt the relationship was stronger, but for too many student leaders they felt like they were merely given a chance to meet with administrators and not develop meaningful relationships. This provides evidence that administrators need to strive for both the cognitive

and emotional aspects of their relationships with student leaders to be truly effective. For these student leaders, mutual trust was a byproduct of genuine interest on the part of the administrators. These students craved mentorship (Hardaway et al., 2021), but also recognized that in their current role they also served as a colleague, creating a difficult context. For a synergistic relationship to develop (Canevello & Crocker, 2010), we posit that administrators need to be informed about what student leaders are expressing, as administrators are in a position of power given their stability in their role, and wealth of experience. Trust needs to be developed through the sharing of goals and development of communication channels. Said another way, the highest level of leadership requires an element of humility and senior administrators need to seek out student leaders, recognizing their incredible value in ensuring students are served.

We are fully aware of the power dynamics between student leaders and administrators. Students in this study recognized the challenges administrators faced, yet still sought stronger connections. In many ways, this is a form of humanizing both roles; there are still *people* in each of these positions. In many ways, our findings reaffirm the wholeness of these student leaders, and that many of them want to be seen and supported as whole humans. This goes beyond “business as usual,” and is a calling for administrators to actively support students in and outside of their leadership roles.

Given that students will continue to be elected to these top positions, if student-administrator synergy is desired, administrators have no choice but to engage with them. Faculty and staff alike should seek to develop strong relationships with students. Simply put, this work expands the scholarship on student government, especially given that while some is known about the connection to administrators (e.g., Goodman, 2021a; Hardaway et al., 2021), much less is known about the relationships inherent to the role. With all these ideas in mind, next we present some implications for improved practice for administrators who work with student government presidents and vice presidents.

IMPLICATIONS FOR ADMINISTRATORS AND STUDENT LEADERS

There are several implications for this work that have the potential to improve the relationships between college administrators and student

government leaders. First, conversations need to happen early after a student leader is in office to ensure administrators and student leaders can discuss goals and objectives. In these meetings, both students and administrators should share about their experiences and make sense of the overlap between their two sets of goals. As part of recognizing their role, a major implication from this study for administrators and students alike is that there needs to be an intentional goal-setting session to understand common objectives and potential friction points between administrators and students (Dutton, 2017). This could occur if administrators set goals among themselves, and then again with student government officers following a student election.

Second, administrators need to be intentional in the balance they should strike between being a mentor and colleague. Similarly, students need to be clear on when they seek mentorship and when they want to be seen as a colleague (McNaughtan et al., 2024a). Students in this study discussed administrators as playing both roles, sometimes simultaneously, which led to some confusion and hampered their relationships. Applying concepts from high quality relationships could help in this endeavor. Specifically, intentional efforts to develop their relationship cognitively and emotionally during consistent interactions. One simple logistical idea that should be addressed is defining a communication modality (e.g., texting, email, phone calls, etc.) that works for both parties. Regardless of being mentored or working as a colleague, students in this study expressed they want to be seen as students first and student leaders second.

Finally, some of the most heartfelt comments from student leaders in this study were centered on when administrators engaged with them outside of formal settings. For example, some participants talked about how their president attended student activities and others shared how administrators would go out of their way to visit the student offices or text them. These informal interactions are critical to true high-quality relationships and can help to reduce the challenging power dynamics that are often pervasive between students and administrators. Administrators can be intentional when working with student leaders and make it a priority to meet in students' offices, attend student events outside of student government and check in on students and their holistic college experience, as a few examples.

DIRECTIONS FOR FUTURE RESEARCH

In addition to these implications for informed and improved practice, there are several recommendations for future research that should be considered by both administrators and student affairs practitioners advising student government. First, there is great value in a study such as this one, but with administrators and *their* perspectives of student leader interactions, with analyses of how they view approaches to developing those relationships. There is a growing body of work on shared governance in higher education, and future work should seek to understand how the relationships between students and administrators can be impacted by a common understanding of the importance (and role) of shared governance (McNaughtan et al., 2024b).

Most participants in this study shared that they received no formal training or information on how to work closely with administrators. A more holistic study examining student leader training and preparation could help to identify specific needs for student leader development. Further research about *who* is responsible for leading training or resource sharing for students would be helpful to ensure proper staffing and support for student government leaders, given the myriad staff and administrators they work with during their relatively short tenure.

CONCLUSION

Findings from this study indicate a real need for college student government officers and university administrators to work alongside one another with care and intentionality. When relationships are weak, students can go underserved and key perspectives may be lost (McNaughtan et al., 2024a). Further, the potential for disengagement and apathy increases which can lead to conflict (Dugan & Komievs, 2010). High-quality relationships are just one lens through which to view this work and opportunity; at the same time, it is imperative that relationships are centered on both sides, and that student leaders and university administrators hold this insight as a critical responsibility.

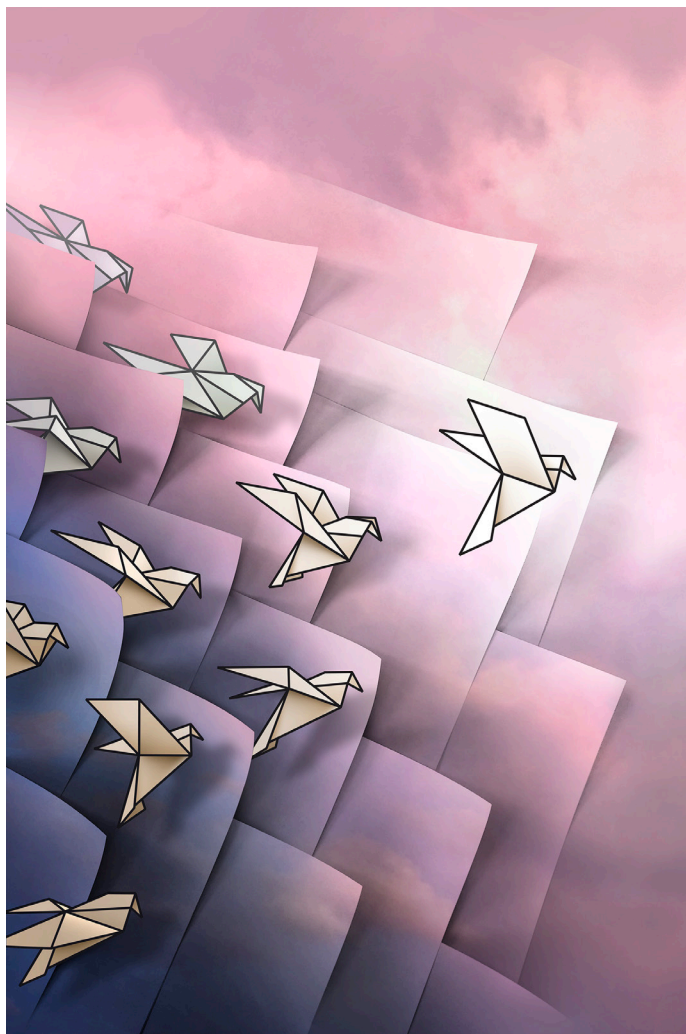
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TURNING PAGES

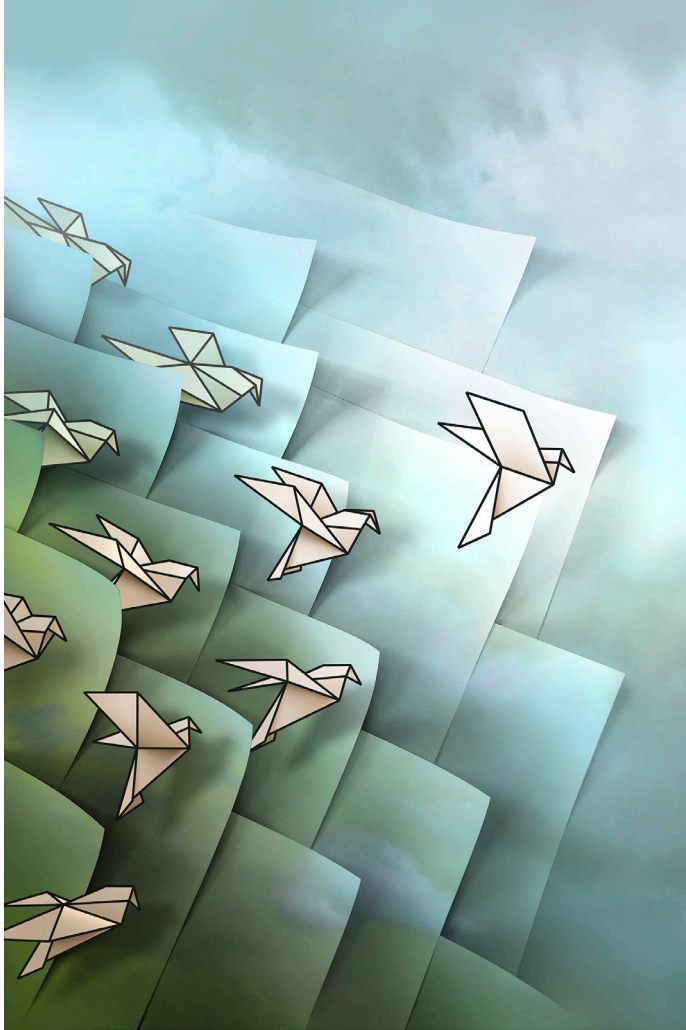
PATRICK WILKEY, MFA

UTAH VALLEY UNIVERSITY

Digital Mixed Media

(paper model, photography, vector graphics and digital collage/compositing)

Two color variations are presented: one represents the colors of dawn, as a new day, and the other represents earth and sky, as ascending to a higher level.



Paper is associated with education, list-making, and organization. It can be folded, constructed, assembled and ordered into many different forms. Paper often comes in sequential multiples, and the turning of a page is a form of advancement or progress. Like leadership, paper can be adapted to many different situations for an optimal result.

A flock garners strength through numbers and follows a leader. Creative leadership transcends two-dimensional thinking by taking it to higher levels.



TRUST CLIMBING

JOE ARTS

PROFESSIONAL ARTIST

Ink on Archival paper, 16" x 20"

Climbing on obstacles and supports has been a widely used practice by adolescents to gain the trust of their peers and teaches character and leadership skills. To increase these skills, older mentors often guide them through these practices. This painting was drawn in part to depict this relationship and how mentors often reminisce about going through these same practices when they were younger.

AT THE MOVIES: PROFILES IN LEADERSHIP

MARNI SANFT, M.A.

UTAH VALLEY UNIVERSITY

This article provides an analysis of leadership characteristics as depicted in four acclaimed films: Henry V (1989), Lawrence of Arabia (1962), Gandhi (1982), and Patton (1970). The films vividly illustrate how each leader navigated complex political situations and motivated their followers to achieve significant historical outcomes. The analysis explores key leadership strategies such as individual development, trust, ethical decision making, effective communication, and the exercise of power. For instance, King Henry V inspires his men with his undeniable commitment to them and his country. T.E. Lawrence unites Bedouin tribes by embracing their culture. Mahatma Gandhi leads through nonviolent resistance, and General Patton commands with discipline and a vision of victory. Despite differing approaches, these leaders effectively engage with their followers, fostering a group culture that enables them to overcome daunting challenges. The article reflects on the broader implications of leadership and the lasting impact these figures had on history, as interpreted through the cinematic lens.

The characteristics of leadership as portrayed in several films are analyzed and compared in this paper. The men depicted in each film are historically significant figures whose biographies have acquired new life on screen. Each film—*Henry V*, *Lawrence of Arabia*, *Gandhi*, and *Patton*—has been highly acclaimed for the skill with which it was crafted and the impact it made on countless audiences.

The films bring these leaders and the historical context of their leadership vividly to life. In every case, the leader finds himself in a developing political situation that seems overwhelming or insurmountable. Each leader chooses to lead the people to resolve a challenging situation in a way that proves to be historically significant. Whether through a military campaign or a mass movement against an oppressive government, these leaders adopt

effective leadership strategies including being future-oriented, sharing a vision, building trust, communicating effectively, and most importantly, developing self and others. These strategies enable the leader to act as a role-model, to control and to motivate the group. Each leader influences individuals within an existing community and leads them to assume a group identity, with a distinct culture, capable of delivering the expected results. The group culture and outcomes each leader produces are vastly different and offer an interesting comparison of leadership characteristics.

PROFILE #1

HENRY V: DIRECTED BY KENNETH BRANAGH (1989)

POLITICAL SITUATION AND AFFECTED PEOPLE

Kenneth Branagh's film is based on William Shakespeare's play about the Battle of Agincourt fought on St. Crispin's Day in 1415 between the English and the French. England was provoked to fight by the French Dauphin and his stubborn politics. England has no standing army, but a few hundred English peasants and common men unite to fight for the honor of the crown. Though they face several thousand Frenchmen in battle, King Henry ignites an invincible hope among the Englishmen who fight with him. One of the French noblemen observes, "That island of England breeds very valiant creatures; their mastiffs are of unmatchable courage" (Shakespeare, 1599/1987, 3.7.137-138).

LEADER

King Henry inspires the men and boys of England to fight for the crown and for their own good. The night before battle he sits alone in the dark considering the fears and hopes of the men and his own responsibility to each of them. He sighs, "What watch the king keeps to maintain the peace, whose hours the peasant best advantages" (Shakespeare, 1599/1987, 4.1.280-281). As king he must negotiate and fight for the good and freedom of England so the peasants can enjoy the peace. Many support him because they sense he is keenly aware of his duty as king and genuinely concerned for the welfare of his country and its people.

STRATEGY

As a leader, Henry effectively shares his vision of fighting bravely and builds trust with the men who fight with him. He shares his idealistic

expectations and hopes, which moves them to unite and fight for their king. As Shakespeare eloquently says:

Now all the youth of England are on fire,
And silken dalliance in the wardrobe lies.
Now thrive the armourers and honours thought
Reigns solely in the breast of every man.
They sell the pasture now to buy the horse,
Following the mirror of all Christian kings
With winged heels, as English Mercuries.
For now sits expectation in the air
And hides a sword, from hilt unto the point,
With crowns imperial, crowns and coronets
Promis'd to Harry and followers.
(Shakespeare, 1599/1987, 2.0.1-12)

The men leave their farms to fight for honor with their king. Their loyalty to the crown seems more important than the threat of the sword. They accept their king's vision of victory and passionately go to battle. King Henry sees a "noble lustre" (Shakespeare, 1599/1987, 3.1.30) in their eyes and believes it will compensate for what the army lacks in strength and skill.

Henry builds trust with the men who follow him by identifying with their hopes and fears and by respecting the laws of propriety. Henry expects integrity and honor from his men and threatens to punish any man who commits a crime against the people in the French villages surrounding the English army. When his old friend, Bardolph, is caught stealing, Henry must decide between pardoning his friend and upholding the law. He chooses to abide the law which means his friend will hang (Shakespeare, 1599/1987, 3:6:100-114). As king, he acts with integrity, and his army trusts him. Henry tries to understand and support his men. The night

before battle he wanders through the camp in disguise. He sits with his men around campfires and talks of the coming battle. Some are skeptical about the King's cause, and he assures them the King's cause is just. One claims he will follow the King "so long as [his] Majesty is an honest man" (Shakespeare, 1599/1987, 4.7.112). And Henry humbly replies, "God keep me so" (Shakespeare, 1599/1987, 4.7.113).

GROUP CULTURE AND OUTCOMES

Henry leads a group of English peasants who become an army made strong by the value they place on brotherhood, courage, and reverence for God. When his army voices their fear that the French will overcome them, Henry replies, "We are in God's hand, brother, not in theirs" (Shakespeare, 1599/1987, 3.6.169). The King's faith in God is expressed in his own prayers and he pleads with his men to pray for strength to fight the French. Henry expects his men to face the massive French army with courage, and he makes it clear if any man fears the impending battle, then he need not fight. Henry boldly claims, "We would not die in that man's company that fears his fellowship to die with us" (Shakespeare, 1599/1987, 4.3.38-39). Yet he inspires his men with an abiding faith in them. In his speech given at the break of day, he says, "We few, we happy few, we band of brothers; For he to-day that sheds his blood with me shall be my brother" (Shakespeare, 1599/1987, 4.3.60-62). He fights among those he calls his brothers, friends, and countrymen.

When the battle ends, the victory is theirs with ten thousand Frenchmen dead and less than 30 Englishmen lost. As they rejoice, King Henry reminds them, "With this acknowledgement that God fought for us" (Shakespeare, 1599/1987, 4.8.119-120). The brotherhood and faith encouraged by their noble leader carried them through the gruesome battle. Henry was a king who rallied the "low-rated English" to fight the "confident and over-lusty French" (Shakespeare, 1599/1987, 4.0.18-19) and won. His army responded to his leadership as he encouraged them to rise to bravery, brotherhood, and reverence toward God. Shakespeare's play eloquently keeps the memory of this medieval king alive.

PROFILE #2**LAWRENCE OF ARABIA: DIRECTED BY DAVID LEAN
(1962)***POLITICAL SITUATION AND AFFECTED PEOPLE*

In 1916, the Arab people began to revolt against the Turkish Ottoman Empire. The Bedouin tribes traditionally fought amongst themselves, and now they were fighting against the Turks. Unaccustomed to the tactics of modern warfare used by the Turks and divided against themselves, their efforts were both ineffective and destructive for the tribes.

LEADER

Lawrence of Arabia is the story of T.E. Lawrence, a British army officer, sent to Arabia as part of a British mission to aid the revolt and pursue English military interests in the area during World War I. Lawrence is intrigued by the opportunity and challenge, so he immerses himself in the Bedouin culture and aids these nomads in uniting and fighting the Turks. The Arabs consider him “almost an Arab” (Bolt, 1962, p. 205) and look to him as a role-model, but as his power increases, his ideals and strategies turn to reveal a dark, despicable character. Nevertheless, he was an extraordinary leader capable of unbelievable things. When Prince Feisal and Sherif Ali counsel with Lawrence, they tell him it is written that no man can cross the desert. Lawrence proceeds to cross the desert, and when he meets Sherif Ali after the long, nearly fatal journey, he states, “Nothing is written.” (Bolt, 1962, p. 78). Ali concedes, “Truly, for some men nothing is written unless THEY write it” (Bolt, 1962, p. 79). Lawrence changed the course of history in Arabia, and the Bedouin tribes revered him for what he alone accomplished and for what he compelled them to do.

STRATEGY

His first strategy of leadership is personal development to the point of self-mastery. At the beginning of the movie, Lawrence extinguishes a match between his fingertips. An associate, who burned himself trying to do the same thing, asks what the trick is. Lawrence replies, “The trick, William Potter, is not minding it hurts” (Bolt, 1962, p. 9). This motto is apparent in all he does. When Lawrence arrives in Arabia, he chooses to live like a Bedouin even though his body is not accustomed to the extreme conditions. Later he encourages the tribe to cross the Nafud desert to reach

Aqaba despite the grim truth that no man has survived the vast desert, and he proves his determination by making the journey himself with fifty Bedouin men. He faces pain and fear unflinchingly, which makes him appear almost god-like to the nomadic tribes, and they worship him with their loyalty and support.

Developing trust with tribal leaders, including Sherif Ali and Prince Feisal, makes his campaign effective. He wins their trust because his allegiance seems to be to the Arab people and not to the British army. Unlike other officers they have met, Lawrence embraces their religion and their customs. They accept his leadership because he shows sincere interest in their cause and persuades them to fight the Turks, not for England, but to save themselves. Though the various tribes do not trust each other, their faith in the leader they call 'Awrence, motivates them to unite and form a unified Arab army. Lawrence has given them a vision of an Arabia that belongs to them and no foreign government.

Lawrence attempts to instill a sense of identity in these men. He tells them they must consider themselves Arabs, and not members of individual tribes, to free their country from Turkish rule. As he encourages them to resolve their petty tribal arguments and prejudices, he becomes a tribal mediator. When a man of one tribe shoots a man of another tribe, the shooter must die. Lawrence accepts the responsibility of shooting him to alleviate further tribal tension. The man condemned to die is the man Lawrence saved in the desert, but he shoots him just the same. He must maintain respect with the tribes regardless of his own personal feeling.

GROUP CULTURE AND OUTCOMES

The Arab army becomes a stronger force under the dynamic leadership of T.E. Lawrence. He becomes more blood-thirsty and intoxicated with his power. His idealism becomes corrupted—he leads his men to kill and loot without reason. And the maddening crowd continues to chant his name. He began as a role-model who inspired the Bedouin tribes to fight for themselves as Arabs, but the culture that evolves is a cult. The people worship him, and Lawrence sees the power of his influence and starts to believe he is more than a man. When a British reporter confronts him with the statement that the Arabs will never succeed in winning their freedom,

Lawrence emphatically responds, “They’re going to get it, Mr. Bentley, I’m going to give it to them” (Bolt, 1962, p. 166).

The Arabs accomplish more than anyone thought possible in the Middle Eastern campaign. In 1918, Lawrence and the Arab army work with the British troops to take Damascus. General Allenby said Lawrence “was invaluable throughout the campaign. He was the mainspring of the Arab movement and knew their language, their manners and their mentality” (National Army Museum, 2017). Though he was effective as a leader in the Arab Revolt, he also became a controversial figure in history. As portrayed in the movie, Lawrence reveals a darker side when he lets his power over the Arab tribes corrupt him. He seems to be an idealistic leader who evolves into an anti-hero.

PROFILE #3

GANDHI: DIRECTED BY RICHARD ATTENBOROUGH (1982)

POLITICAL SITUATION AND AFFECTED PEOPLE

The presence of the British Empire in India was the source of racial prejudice and extreme tension. Though their country is the most densely populated in the world, native Indians were not citizens in their own land and were considered incapable of governing themselves. Most accepted their lot because of their Hindu faith and acceptance of castes, but Gandhi emerged as one of the greatest national leaders of the twentieth century. He inspired a peaceful mass movement that won India its independence in 1947.

LEADER

Mahatma Gandhi is recognized as a leader who became “the spokesman for the conscience of all mankind, a man who made humility and simple truth more powerful than empires” (Briley, 1982, pp. 19-20). As a young lawyer, he was discouraged by a country where natives were not given the same rights as citizens of the British Empire. He started on a course that would win respect, and ultimately freedom, for the people of India. Gandhi’s mentor, Gokhale counseled him: “Go and find India...the real India. You’ll see what needs to be said. What we need to hear” (Briley, 1982, p. 61). As he began to say what the people needed to hear, he was determined to stand as a “majority of one” (Thoreau, 1849) in peacefully protesting laws

and policies. His influence was pervasive, and the majority grew. Gandhi would “make India proud of herself” (Briley, 1982, p. 63).

STRATEGY

Communication was central to Gandhi’s effectiveness as a leader. He published several different newspapers through the years, and he used these papers to share his views and writings with the people of India. He made them aware of the injustice of British rule and the advantage in non-violent objection. He also made public statements addressed to British dignitaries demanding home rule. In one speech, he clearly states, “We think it is time you recognized that you are masters in someone else’s home....I beg you to accept that there is no people on earth who would not prefer their own bad government to the ‘good’ government of an alien power” (Briley, 1982, p. 103). He was arrested for sedition, but his influence could not be hindered. The movement gained momentum when he returned to India a hero.

Trust was an unspoken strategy that naturally followed the honesty and love that were central to Gandhi’s philosophy. The people admired him and trusted him because he had a genuine interest in the welfare of the Indian people and the ability to show them how to lead their own country. When Gandhi addresses the Indian National Congress, he said, “My brothers, India is 700,000 villages, not a few hundred lawyers in Delhi and Bombay. Until we stand in the fields with the millions that toil each day under the hot sun, we will not represent India—nor will we ever be able to challenge the British as one nation” (Briley, 1982, pp. 73-74). Gandhi pleads with these men to understand and represent the needs of countless people throughout India, he then goes directly to the people and encourages them to spin their own textiles and make their own salt. He shows the people of India they do not need to rely on imports from Britain. He lived by every word he preached, and thereby, won more respect and support from the people.

GROUP CULTURE AND OUTCOMES

His followers adopted a culture based on profound principles of honesty and love. He rallied them to participate in what Thoreau called “civil disobedience” which is a course of non-violent objection to unjust laws. He inspired them by his own commitment to the cause of which he

claimed, “I need such courage because in this cause, I too, am prepared to die. But, my friend, there is no cause for which I am prepared to kill” (Briley, 1982, p. 45). When the people respond to the mounting tension by revolting against the formidable British forces, he refuses to win freedom by bloodshed. He emphatically claims, “An eye for an eye only ends up making the whole world blind” (Briley, 1982, p. 116). This revolt impels him to begin a fast of penance for violence committed by others for the sake of the cause he upholds. It becomes evident that those who follow him are driven by their desire for the alternative he offers, but more importantly by their respect for him. They stop their demonstrations and pray that he will end his fast. They commit to avoid violence even when the British soldiers beat and kill them. Gandhi was able to convert the majority to his cause and his principles. As one British official described, he was a man “armed only with honesty and a bamboo shaft doing battle with the British Empire” (Briley, 1982, p. 89).

The Indian people held their heads high in the face of violent opposition from the British and succeeded in winning freedom for India. Vince Walker, an American journalist, reported: “India is free, for she has taken all that steel and cruelty can give and she has neither cringed nor retreated. In the words of his followers, ‘Long live Mahatma Gandhi.’” (Briley, 1982, p. 142). Through passive resistance and civil protest, they had overcome an empire and achieved the vision of a free India that Gandhi had inspired in them. Freedom was not without further difficulty—India faced internal strife between Muslim and Hindu sects. By subjecting himself to another fast, Gandhi compelled the people to accept peace among themselves. The vision of a strong India could not be realized until the people could govern together.

In 1948, Mahatma Gandhi was assassinated by a man who could not accept his principles, yet Gandhi’s ideals of love and honesty overcame an empire. His strategy was as simple as the cloth he spun with his own hands—he inspired the people and won their trust. He believed all conflict could be solved and freedom could be won by non-violence. As Gandhi said, “The way of truth and love has always won. There have been tyrants and murderers, and for a time they can seem invincible. But in the end, they always fall. Think of it—always” (Briley, 1982, p. 119).

PROFILE #4**PATTON: DIRECTED BY FRANKLIN J. SCHAFFNER (1970)***POLITICAL SITUATION AND AFFECTED PEOPLE*

“Americans have never lost and will never lose a war,” barks General Patton to his troops. This man seems to embody the attitude of U.S. forces during World War II. In Europe, they were fighting German and Italian fascism to protect the people threatened by these powers and to promote freedom. Every soldier was expected to be brave and hearty regardless of conditions or the position of the enemy. “No bastard ever won a war by dying for his country,” echoes Patton’s voice from the platform where he stands in full uniform (Eidenmuller, 2001).

LEADER

U.S. General George S. Patton may be the most dynamic and colorful character who fought on the European front during World War II. The movie portrays him as a romantic warrior who loves to fight and lead his men to victory. His fascination with military history and the past makes him unique. Recognizing this, Harold Alexander, a British field marshal, says, “You know, George, you would have made a great marshal for Napoleon if you had lived in the 18th century,” and Patton replies, “But I did, Sir Harold—I did!” (Coppola & North, 1970, p. 50). While most leaders look to future possibilities, Patton looked to the past for strategy and hope. When the Allies attacked Sicily, he suggested the same plan of attack that Thucydides describes in *History of the Peloponnesian War* from ancient Greece. Patton’s identification with the past seems to be his connection with something eternal. He has a devout faith in God and believes he had been blessed as a great warrior who had fought in every historic battle. He is, indeed, a romantic who follows a dream of victory that transcends the politics of the war he is fighting. The German captain, Oskar Steiger, describes this dynamic character as “The pure warrior—a magnificent anachronism” (Coppola & North, 1970, p. 144). In his mind, General Patton lives in the past fighting glorious battles. As he is portrayed in this movie, he seems to be an extraordinary leader, who uses discipline and an elusive vision of victory to compel his men to fight bravely.

STRATEGY

Patton employs the fundamental military strategy of discipline and obedience. He knows a soldier is expected to follow the orders of his superior officer without question. Patton attempts to build trust with the troops by making his expectations absolutely clear. Then he motivates his men with his vision of victory that must be obtained no matter the cost, and the men respond to the challenge even when he expects the impossible. At one point, he offers to move the 3rd Army in forty-eight hours to relieve an army in the north. Surprised by this suggestion, his fellow officers reply, "We never realized you were so popular with your men." Patton emphatically counters, "I'm not. They'll do it because they're good soldiers and because they know, as I do, that we can still lose this war!" (Coppola & North, 1970, p. 134). The soldiers understood their general's vision and knew they were risking their lives to win the war!

Communication which is allegedly loud and colorful in the military is a strategy the leader must use effectively. In the movie, the Germans receive a report that describes the new American general that curses like a stable boy. When questioned about his approach, he explains, "When I want something to stick, I give it to them loud and dirty so they'll remember it. ...I don't want these men to love me—I want them to fight for me!" (Coppola & North, 1970, p. 64). His tactics do seem to be effective because his men never fail to respond and act.

GROUP CULTURE AND OUTCOMES

General Patton pushed the military culture to its extreme. Evidence of lack of discipline or cowardice was not tolerated. When he arrived at the Tunisia army office as the new general, he immediately delivered the strictest orders and punished those who were not in uniform or did not show the proper respect. In another instance, he finds a man in the army hospital who claims he cannot handle the fighting anymore. Patton curses and expels him from the hospital disgusted that a coward would be admitted in a hospital where brave men lay dying. This incident was publicized and threatened Patton's future service in the war. Nonetheless, he was recognized as a capable leader who demanded and received the highest performance from his men.

His men display the utmost obedience, yet they often despise their leader. They give him the name “Old blood and guts,” and as the soldiers describe it, “Our blood, his guts” (Coppola & North, 1970, p. 75). They do not share Patton’s enthusiasm for the battle. He fights and commands his army because he loves it; his men only wish to serve their country well. Yet they are well trained and respect their commanding officer.

Patton has great pride in his men and their extraordinary performance in extreme conditions. They fight and march on and on despite winter and low supplies. As he watches his men, he exclaims, “Here’s where the training and discipline pays off. What other outfit could pull out of a winter battle, move a hundred miles, and go into a major attack with no sleep, no rest, not even hot food? God, I’m proud of these men” (Coppola & North, 1970, p. 135). He joins his men and proudly marches with them. He expected the most from his men, and together, they accomplished more than anyone expected.

Patton was responsible for significant advances for the Allies on the European front. His army succeeded in relieving the troops at Bastogne and penetrating into Germany. In a conversation with another officer, Patton reports, “In our drive across Europe, 3rd Army liberated 12,000 cities and towns—inflicted a million and a half enemy casualties” (Coppola & North, 1970, p. 153). They moved faster and further than any other army in Europe during World War II. Under his leadership, General Patton’s men exemplified discipline and commitment as they followed his orders. Finally, they achieved victory and glory when the war ended in 1945. The movie ends with Patton saying, “all glory is fleeting” (Coppola & North, 1970, p. 155).

ANALYSIS

Understanding each historic situation as a pattern allows for intriguing comparisons and conclusions regarding characteristics of leadership. The results in each case, the dynamic interaction between the leader and the people, creates a group culture capable of gaining the advantage over a political enemy. Drawing from the portrayal of leaders in the films, factors that significantly affect leadership include individual development, trust, ethics, motivation, communication, and power.

INDIVIDUAL DEVELOPMENT

Individual development results from the leader's efforts to create a group culture. Henry V and Patton expected bravery in battle. Henry claimed that no man would fight who was afraid to die, and Patton expelled the man from the hospital who could not face the fighting. Lawrence expected endurance as he crossed the Nafud desert with the Bedouin men. Gandhi exemplified integrity and genuine caring and was willing to die by fasting if his followers did not accept the same principles. Each leader encouraged admirable character traits in their followers. By cultivating these traits in individuals, the group culture was developed and strengthened and made the end result more attainable.

TRUST

Developing trust was foundational for every leader. It was particularly significant in the movements that found strength and momentum in voluntary support such as the English army, the Indian masses, and the Bedouin tribes. The American army in World War II operated more by discipline and obedience than by trust. Yet in every case, the subordinates had their agency and only chose to support those whom they trusted with their interests and their welfare. The most significant similarity is each leader identified with the people who followed him. Henry sat with his men around campfires at night; Gandhi claimed the people of India were in the fields and those who represented them should be in the fields also; Lawrence became "almost an Arab"; and Patton marched with his men. These leaders earned the trust and support of their followers by understanding their circumstances and relating to their feelings.

ETHICS

Each leader demonstrated how maintaining respect required upholding accepted ethics and morals over their personal feelings. King Henry, T.E. Lawrence, and General Patton faced controversial situations and chose to follow accepted laws and traditions. King Henry hung his friend, Bardolph, because he was accused of robbery, and Lawrence shot the man he saved in the desert when the man was found guilty of killing another man. Both cases were moral questions of pardoning or upholding the law, and in both cases, the leader garners respect by upholding the laws accepted by the group. Patton, on the other hand, verbally attacks a man

for cowardice based on his interpretation of an accepted standard of bravery; subsequently, Patton was relieved of his command and put on probation. Each leader acted by what he understood as laws and accepted standards of performance, but Patton was judged by the public who considered the effect of his actions on the soldier far more serious than moral implications of cowardice. In every case, the ethics of the group, or the public as it were, took precedence over the individual feelings of the leader.

MOTIVATION

The leaders utilize different modes of communication to motivate the people. Gandhi used his newspaper to make the public aware of reasons why they should protest British rule. Patton used harsh language to make his expectations clear for his troops. Every group was motivated to fight for a cause and follow orders communicated by their leader.

The people in these movies were fighting for the values they held. The people of India rose to demand their own freedom from an imperialistic government, and the soldiers were compelled to fight for their country. In almost every case, they voluntarily trusted and followed their leader and fought for the cause he articulated. The soldiers in the Army during WWII had less freedom to choose why they were fighting and who their leader would be, nevertheless, they fought willingly and followed the general's orders. In every case, the people share a group consciousness based on identifiable values and belief in a cause inspired by the leader.

POWER

Each leader clearly had the power to influence and potentially manipulate those who followed him. Lawrence was the character most dramatically affected by power. He was transformed from an idealistic, capable leader into a man who believed that he was capable of super-human feats. The Arabs killed and looted at his command and worshipped this man who was going to give them freedom. Some recognized him as a hero, but others knew him for the shameful exhibitionist that he was. A stark contrast to this anti-hero is Henry V. When his army celebrates the victory, he gives the credit to God. Power is an enticing enigma, and it takes a strong leader to use it wisely.

CONCLUSION

What is effective leadership? These four profiles focus on ways a leader faced seemingly impossible challenges and influenced people to do more than they thought possible to meet those challenges. These movies illustrate the power a leader has to motivate people and make history. These leaders had the ability to assess and understand the reality of the situation, recognize both the needs and strengths of the people involved, and then motivate the people to use their inherent strengths to meet the immediate challenges. Each leader had to learn more about the people and be directly involved by working with the people. A leader who is fully engaged will be more effective in understanding the existing culture and building a new group culture capable of changing the situation and reaching a positive outcome. Each leader proved effective as they endured challenges and continued to lead people to realize the vision they had of the possible outcome. Each movie shows us an unexpected, and perhaps unprecedented, historical event. While movies may not be entirely historically accurate, they do capture our imagination and introduce us to a time and place and a leader who changes history and leaves a story to be interpreted by future generations.

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WHAT IS A LEADER?

HERE'S WHAT STUDENTS SAID...

Being a leader means having the ability to inspire and guide others towards a shared vision or goal. It involves making tough decisions, taking responsibility, and empowering those around you to contribute their best efforts. True leadership requires a combination of courage, integrity, and a willingness to continuously learn and grow.

–Drew Wixom

A leader is more than just the rudder of a single ship. They are the wind that fills the sails of a fleet they can't, or may never, see riding forth along the butterfly-effect swells of change and progress.

–Sarah Thompson

A leader is a guide, a crossing guard meant to help us get from one place to the next...always studious, devouring both the future and the past to aid in the present. A leader paves the sidewalk for us to traverse, clearing the weeds so the flowers can spring forth.

–A.E. Helms

A leader is a river. The river carries its own water, but its true strength lies in the tributaries that flow into it. Without its team of tributaries, the river dries up. –Nathaniel Murphy

A leader is someone willing to get their hands dirty and give credit when it's due. A leader will be a part of the process and help those who ask for it. –Allison Somerville

A leader isn't a person who has it together or one who exemplifies the all-or-nothing mentality. Instead, a leader is someone who courageously does the right thing no matter the price. The leader we ask for is resilient, rising from the ashes like a Phoenix. –Samantha Ballard

A leader does not preside over others but seeks to learn alongside them. A leader does not dictate others' decisions but inspires them to follow. A leader does not judge others but seeks to understand them.

–Laurie J. Redden

FEATURED ON THE COVER

SUMMIT IN THE SKY, MT. TIMPANOGOS

DANE ERICKSEN

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Photography, Panorama

What makes photos engaging? One of the many answers to this question floats on the fringes of the photo itself: framing. While not necessarily referring to a physical frame, framing is the act of dedicating space to a subject. Usually, framing artwork finalizes the act of bringing an imaginary subject into the real world, but framing found inside a photograph is the act of bringing a real subject and granting it space within the imagination. In a photograph, an example of this framing could be the wispy clouds hovering below a mountain. It is these details that invite the viewer to imagine the world in which this subject belongs. When done successfully, framing leads each viewer to create their own personalized version of it. The viewer is encouraged to immerse themselves within the frame, but even on a smaller scale, this frame can fit on a desk or shelf within the palace of the mind. Framing provides a view of the world, and through precise arrangement, it activates the mind and invites the viewer to engage with the world.

Just as photographers frame a subject to evoke imagination, leaders can frame goals to inspire creativity and ownership within their teams. Conveying goals, dreams, and aspirations with this concept of framing allows teammates to actualize ideas that were designed with limited resources. The question is: “How do you go about effectively framing aspirations?” The art of framing is reduction and suggestion. What is left out of the frame can be almost as important as what is found inside the frame. As a leader, it is your responsibility to suggest a distilled dream through the precise placement of elements. Similar to how a writer is able to create an image in the reader’s mind, when presenting a framed goal, your team will see an abstract representation of the goal, and their imagination will do the rest. As a leader, like a photographer, your job is to draw out the richness of a person’s imagination.



DANE ERICKSEN
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SUMMIT IN THE SKY, MT. TIMPANOGOS
Photography, Panorama



GROWING PAINS

K.M. WALL RAMIREZ

UTAH VALLEY UNIVERSITY

Mixed Media Sculpture (Foam and Paper Mache)

A leader who can prosper through growing pains is an inspiration to all who follow. To lead is not to just endure hardship, it is to flourish, grow, and inspire through it.

BREAKING UP AMAZON: ANTITRUST LEGISLATION TO PROMOTE ETHICAL LEADERSHIP

SUZETTE JOHNSON
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*This paper addresses ethical leadership practices through an analysis of Amazon, a multinational technology company. Amazon is successful because of deliberate subversion of antitrust laws, which are legislated in part to produce ethical business leadership practices. For philosophical justification, excerpts will be used from *The Outline of Sanity* by philosopher G.K. Chesterton, and Lina Khan’s “Amazon’s Antitrust Paradox” for more practical and current application. This paper will show the benefits of effective interpretation and enforcement of antitrust law, arguing why and how antitrust law promotes ethical business leadership.*

It is common knowledge there are practical monopolies in the U.S. economy—especially when it comes to the company Amazon. Lina Khan, the chairwoman of the Federal Trade Commission (FTC), describes Amazon’s anti-competitive and monopolistic practices in her article, *The Amazon Antitrust Paradox*. She states that, “By some estimates, Amazon now captures 46% of online shopping, with its share growing faster than the sector as a whole.”¹ This statistic alone should be proof enough of the sheer market power that Amazon holds. In this paper, I use Lina Khan and G.K. Chesterton’s work to argue for the importance of *antitrust law* in promoting ethical and beneficial business leadership, specifically in the case of Amazon.

¹ Lina Khan, “Amazon’s Antitrust Paradox,” *The Yale Law Journal* 127, no. 3 (January 2016): 712–713.

Antitrust law should *increase* citizen's trust in the economy. These laws, according to the FTC "promote vigorous competition [between businesses] and protect consumers..."² Fair competition is necessary to healthy economic function, and antitrust laws ensure prices are kept down and that businesses do not become monopolies. This entails promoting small businesses and prosecuting bigger companies for breaking antitrust laws.

Amazon's reach and ease-of-use, as a global giant, are indisputable. Khan lists off what services Amazon currently provides, saying, "In addition to being a retailer, it is now a marketing platform, a delivery and logistics network, a payment service, a credit lender, an auction house, a major book publisher, a producer of television and films, a fashion designer, a hardware manufacturer, and a leading host of cloud server space."³ One could respond to the above markets by pointing to how cheap and convenient it is for consumers to get all of their goods and services from one place.

For this one-place concept, I turn to the English author and philosopher G.K. Chesterton's book: *Outline of Sanity*. He laughs at the idea that it is "convenient to get everything in the same shop."⁴ He states that, "the truth is that the monopolist's shops are really very convenient—to the monopolist. They have all the advantage of concentrating business as they concentrate wealth in fewer and fewer of the citizens."⁵ Although the sustaining of a monopoly might be more convenient in the short term for the consumer, ultimately it will stifle innovation and lead towards harm for the consumer.

Chesterton continues the above sentiment by describing how companies of lesser quality gain monopolies because of wide-scale advertising.⁶ This low quality continues even after they are established as a monopoly, because they need to spread thin and widely to function as a business.⁷

² "Guide to Antitrust Laws," U.S. Government Federal Trade Commission, accessed November 11, 2024, <https://www.ftc.gov/advice-guidance/competition-guidance/guide-antitrust-laws>

³ Khan, "Amazon's Antitrust Paradox," 710.

⁴ G. K. Chesterton, *The Outline of Sanity* (IHS Press, 2001), 78.

⁵ Chesterton, *Outline of Sanity*, 41.

⁶ Chesterton, *Outline of Sanity*, 40.

⁷ Chesterton, *Outline of Sanity*, 40.

Here, we might point to Khan’s description of Amazon’s roots. Khan states that after six years of operating as a business, Amazon still had not made a profit, but: “Nevertheless, a segment of shareholders believed that by dumping money into advertising and steep discounts, Amazon was making a sound investment that would yield returns once e-commerce took off.”⁸ The company needed to be well known in order to become a monopoly, and so Amazon offered “steep discounts” instead of putting money towards improving the quality of their products.

Khan and the Department of Justice are both concerned about the legality of these actions. Authors Patrick Bolton, Joseph F. Brodley, and Michael H. Riordan from the U.S. Department of Justice (DOJ) note, “In most general terms predatory pricing is defined in economic terms as a price reduction that is profitable only because of the added market power the predator gains from eliminating, disciplining or otherwise inhibiting the competitive conduct of a rival or potential rival.”⁹ Clearly, Amazon’s cheap prices were in part implemented to acquire market control and to establish itself as a leader in business.

The lengths which Amazon would go to is especially evident in the publishing industry. Khan describes Amazon *delisting* a smaller publisher during negotiations to buy the smaller company.¹⁰ *Delisting* in this context means that Amazon removed the smaller publisher’s titles from their store during negotiations to buy them. This should be considered a violation of antitrust law and a threat to smaller businesses. Even Jeff Bezos, the founder and former CEO of Amazon, has not shied away from references to explicit threats in relation to smaller publishers.

A *New York Times* article by David Streitfeld from 2013 states, “The company’s relationship with ... [small] publishers was called the Gazelle Project after Mr. Bezos said Amazon ‘should approach these small publishers the way a cheetah would pursue a sickly gazelle.’ A joke, perhaps, but such an aggressive one that Amazon’s lawyers demanded the Gazelle

⁸ Khan, “Amazon’s Antitrust Paradox,” 712.

⁹ Patrick Bolton, Joseph F. Brodley, and Michael H. Riordan, “Predatory Pricing: Strategic Theory and Legal Policy,” U.S. Department of Justice, last modified December 29, 2023, <https://www.justice.gov/archives/atr/predatory-pricing-strategic-theory-and-legal-policy>.

¹⁰ Khan, “Amazon’s Antitrust Paradox,” 715.

Project be renamed the Small Publishers Negotiation Program.”¹¹ In the business sector, gazelles are defined as young, high growth firms, meaning Bezos proposed *predatory* practice explicitly. His (and Amazon’s) actions are disrespectful to these smaller companies and to consumers, but more importantly, they are fundamentally anticompetitive.

Amazon’s success, I argue, is only possible because of how anti-trust laws are interpreted. The FTC states that the current condition of antitrust laws is very muddled, as the Supreme Court has liberty to decide what counts as “attempted monopolization.”¹² The FTC continues, “The antitrust laws proscribe unlawful mergers and business practices in general terms, leaving courts to decide which ones are illegal based on the facts of each case.”¹³ This issue can be traced back to The Sherman Act of 1890. The Sherman Act attempted to address and outlaw any monopolization or attempt to monopolize, with severe punishments to individuals and corporations that broke those laws.¹⁴ However, (as stated by Rush Limbaugh of the *Missouri Law Journal*) the Sherman Act “embraced terms that have been considered as lacking in clarity and precision and abounding in vagueness . . .,” which may have been purposeful.¹⁵ This has resulted in antitrust rulings that contradict each other, with ‘what is within the limits of the law’ highly disputed. Importantly, John Kreider writing *A Brief History of the Growth of Anti-Trust Legislation in the United States*, states that the Supreme Court ruled in favor of a company that controlled *almost all* sugar in Pennsylvania in 1895, and as a result: “Big business . . . interpreted this decision as legalizing any large consolidation, and consolidations developed rapidly.”¹⁶ The decision to

¹¹ David Streitfeld, “A New Book Portrays Amazon as Bully,” *The New York Times*, October 22, 2013, <https://archive.nytimes.com/bits.blogs.nytimes.com/2013/10/22/a-new-book-portrays-amazon-as-bully/>.

¹² “The Antitrust Laws,” U.S. Government Federal Trade Commission, accessed November 11, 2024, <https://www.ftc.gov/advice-guidance/competition-guidance/guide-antitrust-laws/antitrust-laws>

¹³ U.S. Government, “The Antitrust Laws.”

¹⁴ U.S. Government, “The Antitrust Laws.”

¹⁵ Rush Limbaugh, “Historic Origins of Anti-Trust Legislation,” *Missouri Law Review* 18, no. 3 (June 1953): 219.

¹⁶ John S. Kreider, “A Brief History of the Growth of Anti-Trust Legislation in the United States,” *Southern California Law Review* 7, no. 2 (January 1934): 150.

not break this up paved the way for Amazon to consolidate and merge with smaller companies.

Amazon's current monopoly is only possible because "antitrust law now assesses competition largely with an eye to the short-term interests of consumers, not producers or the health of the market as a whole," Khan argues.¹⁷ This was not always the case. Under a "structuralist" system set in place before the 1970s and 1980s, "courts blocked mergers that they determined would lead to anticompetitive market structures."¹⁸ This meant doing more than looking at prices, and the *structure* of the entire market was considered, so when a company merger would make it harder for other businesses to compete, the merger would be blocked. But after the 1970s and 80s, we moved to a price-theory system, where only the price to consumers is considered.¹⁹ As long as consumer prices were kept low, anticompetitive business practices were allowed, out of a belief for the efficiency of markets.²⁰

To summarize Khan's analysis, under current anti-trust laws, only the prices consumers are paying is considered. However, a monopoly can *still* be established even if the service offers low prices (or perhaps *because* the company offers low prices), under the "predatory pricing" format that the DOJ defined above. Through managing to sell goods cheaply, Amazon aggressively reinvests the little profit it makes (which is good for the supposed short-term "value" of the stock).²¹ Nevertheless, sustaining a cheap selling price only occurs because of Amazon's threatening and crowding out of the competition. In Khan's framework, she insists upon examining all parts of the market and the competitive processes (instead of only the consumer prices).²²

For more on solutions to monopolies, I turn to anti-monopolist thinker G.K. Chesterton, who poses the theory of *Distributism* as an economic solution to monopoly, defining it as "a policy of small distributed property."²³ In his system, the "peasants" live off the land and are their own

¹⁷ Khan, "Amazon's Antitrust Paradox," 716.

¹⁸ Khan, "Amazon's Antitrust Paradox," 718.

¹⁹ Khan, "Amazon's Antitrust Paradox," 716-717.

²⁰ Khan, "Amazon's Antitrust Paradox," 718-719.

²¹ Khan, "Amazon's Antitrust Paradox," 710.

²² Khan, "Amazon's Antitrust Paradox," 717.

²³ Chesterton, *Outline of Sanity*, 9. w

masters.²⁴ To summarize Chesterton's *Outline of Sanity*, I argue he requires decentralized powers and laws preventing bureaucracies and monopolies before "peasants" can be their own masters. One part of this system is "The taxation of contracts so as to discourage the sale of small property to big proprietors and encourage the break-up of big property among small proprietors."²⁵ Importantly, Chesterton focuses on the taxation of *contracts*, not the taxation of income (the United States taxes the latter under the price-theory system just described). In Chesterton's six-part theory of Distributism, he requires the "establishment of free law for the poor, so that small property could always be defended against great."²⁶ Chesterton also wanted the government to support small business "experiments" through subsidies and tariffs.²⁷ This theory promotes competition and long-term market health while prohibiting monopolies. Chesterton's essential argument is described when he states, "The Natural Action, when property has fallen into fewer hands, is to restore it to more numerous hands."²⁸

How this restoration of property to more numerous hands occur is relevant to Chesterton's project, and he is extremely skeptical of the claims that those have towards the inevitability of monopolies. Chesterton states that when we ask what we can do, "we are always given a very simple answer. We are told that we can do nothing. By a natural and inevitable operation the large things are swallowing the small, as large fish might swallow little fish."²⁹ In response to the supporters of this view, Chesterton responds with a cutting remark: "[N]obody is yet driven by force to a particular shop."³⁰

However, Chesterton's arguments might have limits when it comes to applications to the modern day. The compelling tactics that are used by Amazon to generate profit, for example, are described by Khan as "scheming" in order to convince e-book readers to buy from Amazon. She states that even by browsing "e-books on Amazon's platform hands the company information about your reading habits and preferences, data the company

²⁴ Chesterton, *Outline of Sanity*, 28.

²⁵ Chesterton, *Outline of Sanity*, 51.

²⁶ Chesterton, *Outline of Sanity*, 51.

²⁷ Chesterton, *Outline of Sanity*, 51.

²⁸ Chesterton, *Outline of Sanity*, 78.

²⁹ Chesterton, *Outline of Sanity*, 43.

³⁰ Chesterton, *Outline of Sanity*, 44.

uses to tailor recommendations and future deals.”³¹ We may not call this “driven by force” as Chesterton describes, but it is certainly backing consumers into a corner. Another example of this is Amazon limiting the devices that can read their e-books, so that readers must buy a kindle in order to read e-books from Amazon. As a result, Amazon controls 65% of the e-book market³²—exactly the type of monopoly Chesterton warned against.

The recommendation systems described above have harms that extend beyond consumer privacy and Amazon controlling over half the market. Amazon uses pricing algorithms to determine the costs of items according to perceived need. Price gouging, where prices are jacked up, often targets vulnerable populations. An example of this is during March 2020, “during the height of the COVID-19 induced panic, Amazon listed packages of Purell hand sanitizer for \$400—a product that normally sells for just \$10. By driving up prices to exploit consumers in moments of dire need, these algorithms (and the companies that use them) are engaging in price gouging.”³³

In response to this situation, one may argue it is the natural action of the economy to right itself and to produce more competition (the competition in this case is businesses offering hand sanitizer for less than \$400). In contrast, Chesterton criticizes this viewpoint, arguing that “This is a point that the apologists of monopoly often miss. They sometimes plead that even in such a system there may still be a competition among servants; presumably a competition in servility. But so there might be after Nationalisation, when they were all Government servants.”³⁴ Chesterton’s point here is that under complete control of the government, there will still be competition between “government servants,” but that the competition is minimal, and under monopoly control, there is no real competition. Chesterton argued against monopolies and power in too few hands—whether that be the state or private companies—and that contract taxation of merging businesses to preserve the health of the market long term.

³¹ Khan, “Amazon’s Antitrust Paradox,” 760–61.

³² Khan, “Amazon’s Antitrust Paradox,” 761.

³³ Spencer Williams, “Algorithmic Price Gouging,” *The Cambridge University Press Research Handbook on Artificial Intelligence & the Law* (11 April 2022): 2–3. <https://ssrn.com/abstract=4051982>.

³⁴ Chesterton, *Outline of Sanity*, 36.

Amazon, as a global leader, engages in unethical leadership through practices such as price-gouging and threatening of small businesses. This, plus the vagueness of current antitrust law and a move away from structuralism to price-theory, made it possible for Amazon to establish control and dominance. I argue that enforcing antitrust legislation under the original structuralist interpretation of the first antitrust laws is necessary to promote ethical business leadership.

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WHAT LED ME HERE

TAYLOR NICOLE

UTAH VALLEY UNIVERSITY

Poetry with a Photo

WHAT LED ME HERE

TAYLOR NICOLE

UTAH VALLEY UNIVERSITY

Like Mary Shelley's monster,
my hand is hidden away,
for it is not pleasing to the eye.

Like the demons in the dark,
my limp toys with my mind, whispering,
"You are cursed with an ugly disease!"

Why aren't I beautiful?
My hand is a work of art—
a portrait of strength,
a marking of where I've been.

It is the reason I love, despite one's conditions,
the reason I use my voice to share my story,
To advocate for others.

It is the reason I choose to lead,
and that is what makes me beautiful.



A LEADER THAT LIFTS

LANETTE E. LAMBERT

UTAH VALLEY UNIVERSITY

Oil on Canvas

The most powerful and inspiring leaders are those who raise others up.

PEOPLE, NOT PROFIT: REDEFINING THE BOTTOM LINE THROUGH A TRANSFORMATIVE PERSPECTIVE ON PEOPLE-FIRST LEADERSHIP

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Current perspectives on success focus on profit/value models, as highlighted by the widespread use of the ‘bottom line’ metric. Leaders in community and corporate environments may use bottom-line-based definitions to evaluate their impact, and in doing so can fail to recognize the broader moral implications of their actions. When success is redefined to center human welfare, people are positively affected. Socioenvironmental goals that are established through reframing the current paradigms of success, create opportunities to measure and create socially impactful change. People-first leadership establishes empathy and genuine care for others as ethical imperatives in leadership strategy; and when individuals recognize their unique leadership potential they expand their capacity to contribute to equitable systems.

(This written work was originally developed for a spoken presentation.)

STARTING AT THE BOTTOM—THE BOTTOM LINE

If you google “most successful country in the world,” you will find countries listed by power and GDP. If you google “most successful company,” you will see results for billion or even trillion-dollar corporations. However, if you google “most successful person” (and buckle up, because this one is surprising)—individuals like Bill Gates, Jeff Bezos, and Elon Musk pop up. Well, that was not too surprising, was it? It seems that in modern-day America, success is synonymous with profit and the power and fame that can be leveraged from it. This value is the infamous bottom line.

REDEFINING SUCCESS BEYOND MONETARY METRICS

As leaders, we organize and inspire collective efforts to accomplish goals, and, especially in the workplace, we want to be successful, but does that really mean we need to view our success monetarily? The short

answer is no. It may seem counterintuitive to the current paradigm, but success is not a standardized benchmark and most importantly, it is *subjective*. Success can be defined as “the state of meeting a defined range of expectations” (AlZain, 2022); meaning that our goals define what we deem successful. Imagine: your boss gives your team a new project; creating a product design by the end of the month. In our current framework, this means that to be successful, our goal would be to deliver a profitable product design by the end of the month. If we accomplished this, we could confidently say, “We were successful.” But, consider this—the project forced your team to work overtime, your supervisor copied from generative AI to create the final proposal report, and a friend of yours stole designs from a local artist to meet the time crunch. Using the previous definition, none of these factors played a role in how successful we were. However, if we were to redefine our goals to consider the people we affect along the way, our outcomes *will* be different. By setting the expectation to meet personal, social, environmental, and ethical needs, we work toward these goals rather than view them as beneficial side effects. Because what we set as goals, we prioritize, and what gets prioritized gets done.

SHIFTING THE PROFIT PARADIGM

My intention here is to challenge our current perception of success and highlight the socially impactful nature of leadership through a human-centered framework. This framework is aptly named *People-First Leadership*. People-first leadership, unlike other leadership styles, is contextually framed through our mental models. It encompasses an ethical imperative to put people first. At its core, people-first leadership is an embodiment of genuine care and empathy for others. Using this approach, we aim to put human welfare at the forefront of decision-making, from personal and community-based initiatives to decisions made at the top of corporate and governmental food chains. More than a strategy, it is a philosophy. It does not necessarily tell us how to be a good leader, it tells us *why*. Within a system that prioritizes profit, people are often seen as little more than a resource, a tool to take advantage of. Thus, the first tenant of people-first leadership is to reevaluate how we perceive people and acknowledge the human behind the labor, or better yet, to not view each other through a lens of utility, but one of humanity. Because when we start to see people as...well, people, rather than a resource, we make

preservations for their welfare, we commit to fostering environments where their well-being is the priority.

FINDING OUR 'WHY'

There are a lot of benefits to implementing a person-first leadership style, but research widely maintains a *corporate improvements* approach—centering on increased productivity, decreased absenteeism, and better overall customer satisfaction (EHL Graduate School, 2024; Jensen, 2023; Pfeffer & Veiga, 1999). While these benefits can be impactful, there is an underlying issue here that, given what I've just talked about, I hope you can identify; if we implement people-first leadership with any other motive aside from improving our fellow humans' quality of life, we aren't really interested in putting people first. People-first leadership cannot be a means to an end, our *why* needs to be human welfare—and human welfare extends beyond the direct impacts our actions have on those around us but to broader considerations for the environment people live in and the systems that affect them (even on the other side of the world). In essence, adopting a people-first leadership approach can be synonymous with striving for collective social success—a holistic enhancement of the world in which people live and thrive. Imagine a sick day not being a risk factor for losing your job, and a reality where your competitor has your best interests in mind. Imagine the impact of a society that prioritizes our right to life-sustaining resources like housing, food, and healthcare. Imagine a world where the bottom line comes second to our present and future.

PUTTING THE PERSON IN PEOPLE-FIRST LEADERSHIP

These aspirations may not seem plausible in our current system, and I argue that this is because we do not have a society, government, or economy that prioritizes people. We do not have people that prioritize people. So, it starts with you. Because *you* have a distinctive capacity for leadership. Our individual experiences, passions, skills, and knowledge make each of us uniquely positioned to lead. We all bring someone different to the proverbial table, and when we recognize that, we unlock a collective potential for impact that surpasses individual limitations.

I will leave you with this. Having witnessed and experienced the adverse impacts of a framework that prioritizes the bottom line, people-first leadership isn't a matter of opinion. Our system requires change.

If we want to be advocates for tangible and impactful reform, we must reframe how we perceive people, a bottom line that prioritizes them, and recognize that investing in people is not transactional, it is human.

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SOFT AND STRONG

OLIVIA OQUIST ERRICO

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Oil on Canvas

In my painting of a sweet deer resting in the forest, I explore the delicate balance of vulnerability and strength that defines effective leadership.

While deer are often perceived as gentle creatures, they also possess resilience and quiet power—all qualities that can contribute towards effective leadership. Leaders embrace vulnerability, recognizing its coexistence with courage and strength. The serene moment of a deer resting in a grove serves as a reminder that a leader should allow space for both growth and rest.

THE TAPESTRY OF LEADERS MADE BY NATURE'S HAND

RACHEL YEATES

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In the wild, the eagle flies,
With watchful, keen, and guiding eyes.
The elephant leads with a majestic steady grace,
Not with force, but by holding space.

Leaders help, they build, they grow,
They work alongside, not just below.
By example, they show the way,
Through every dark night, through every bright day.

Like an alpha wolf, strong and true,
With every step, they lead the crew.
Integrity and heart are key,
To guide us through hope and adversity.

Diversity, like nature's ongoing plan,
strengthens every beast and man.
In colors, voices, thoughts, and ways,
Our differences together form brighter days.

Together we thrive, no one's the same,
Yet each belongs in the leader's flame.
As we share our gifts, our futures align,
In a tapestry woven with purpose divine.

Be the change you wish to see unfold,
Like a sturdy tree, with branches bold.
Each action, a ripple, each choice, a spark,
Inspiring others to leave their mark.

This world needs good honest leaders, bold yet kind,
With humble hearts, and brilliant minds.
Their dedication sets the tone,
For those who follow, not alone.

In the dance of words they speak,
Communication is powerful, never weak.
In every vibrant sound and inspiring call,
They lift us up and stand with all.

So let us seek those wise and true
Who nurture growth in all they do.
In their footsteps, we'll learn and rise,
Guided by wisdom that never dies.

ABUSE IN WOMEN'S SPORTS: THE RELATIONSHIP BETWEEN FEMALE ATHLETES AND COACHES

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Coaches, staff, and athletic organizations of women's sports, specifically at the collegiate level, are being investigated for abuse allegations by their athletes. The charges include emotional, verbal, psychological, and sexual abuse that affect athletes' current and long-term well-being. As admired and trusted figures in most athletes' lives, coaches have an obligation to help their athletes grow in performance and as individuals by helping them feel cared for and supported. Instead, research illustrates that coaches and coaching staff often groom their athletes to become complicit victims. Pressure is placed on female athletes to accept the unacceptable through coaching strategies usually influenced by gender stereotype and bias. Advocacy for more women in leadership is necessary to protect future and current athletes from abuse.

Women's sports have come a long way in recent years having gained momentum in viewership along with steps toward achieving equal pay with their male counterparts. However, even with this progress, female athletes reveal how common abuse is in the world of sports. In 2023, the head coach of the well-known "Red Rocks" gymnastics team from the University of Utah was accused of verbally and emotionally abusing his gymnasts (Romboy & Wood, 2023). A month later, the head coach for Utah Tech's Women's Basketball team, JD Gustin, was reported for verbally and emotionally abusing his athletes. He was also accused of making athletes uncomfortable with unconsented body massages and inappropriate comments about their physiques (Walden, 2023). These allegations are not uncommon trends in women's athletics as coaches, staff, and organizations are being investigated and exposed for abusing their female athletes (Way, 2023). The charges being reviewed

include emotional, verbal, psychological, and sexual abuse. These abuses created trauma that will impact these women for the rest of their lives.

Athletes traditionally look up to their coaches and see them as positive leaders who not only help them grow in performance and as individuals, but also create spaces where the athletes feel cared for and supported (Gosai et al., 2022, p. 222). Instead, these allegations suggest that coaches and coaching staff are grooming their athletes to become complicit victims. Through coaching strategies influenced by gender stereotype and bias, they are creating pressure for female athletes to accept the unacceptable (Gosai et al., 2022). The systems that are in place are not protecting female athletes from those who are in positions of power. The goal of this paper is to highlight the abuse that female athletes face and to call for an immediate change in how athletic leaders represent themselves and behave in their coaching positions.

Many athletes begin playing sports at an early age and learn healthy and important socio-emotional skills being on a team and interacting with their coaches and teammates. However, the younger they are, the more vulnerable and likely they are to experience abuse. In their article, Owton and Sparkes (2017) discuss the process of grooming and sexual abuse through the story of Bella (a pseudonym). The authors describe the grooming stages to be “targeting a potential victim; building trust and friendship; developing isolation and control—building loyalty; and initiation of sexual abuse and securing secrecy” (Owton & Sparkes, 2017, p. 733). Bella’s story began at age 13 when she started participating in a sports group. Bella had a tough life at home and sought the approval of her coach, making her vulnerable. Bella’s coach started giving her special attention by involving her more in his personal life, like having sleepovers with his girlfriend, training her privately, and having Bella work for him on his side business. He then started asking her to give him massages and if he could give them in return. Bella was sexually abused by her coach for years before she fully realized the nature of this abuse and was able to break away from him (Owton & Sparkes, 2017, p. 735-741).

Grooming is a dangerous tactic. It starts slowly by first building a relationship of trust when the athletes are young and do not know it is wrong and should not be happening (Owton & Sparkes, 2017). Bella’s story is not the only story involving a coach as a silent predator.

In 2018, 156 athletes stood in front of Dr. Larry Nassar, doctor for the U.S. Olympic gymnastics team and other organizations, to testify against him for the many incidents of sexual abuse toward them (Way, 2023, p. 577). Amy Way (2023) investigated the organization that allowed Dr. Nassar to go unpunished for his heinous crimes. In her report, she discussed how the organization created an environment of cruel optimism, where “anything goes” was tolerated if the gymnasts wanted to reach their goal of becoming Olympic athletes.

In Nassar’s case he used his position of power as the team doctor to foster their trust by “[making] the girls think they were special enough to make it to the Olympics” (Way, 2023, p. 587). It was not just a small number of girls who Nassar made to believe their dreams could be reached. Dr. Nassar used this manipulation tactic to abuse these young athletes to the point where it was normal and expected during their physical exams and became a regular conversation topic among the athletes. “Athletes’ communication with one another optimistically reframed trauma as a joke, an indicator of membership, that helped gymnasts to persist in the quest for their dream” (Way, 2023, p. 592). Way also explained in her paper that because coaches were already physically and psychologically abusing them, sexual abuse seemed like another part of the nature of being an elite gymnast (2023, p. 588). When gymnasts tried to report their concerns, they were humiliated by their coaches in front of their team which deterred them and anyone else from reporting. Way said it “traumatized girls and shattered their expectations about what was normal or acceptable behavior” (2023, p. 590). These female athletes were taught by their leaders and trusted advisors to accept the unacceptable in order to have the career and success they desired.

In addition to abuse, coaches may exhibit unconscious bias in thoughts and behaviors towards their female athletes that stem from common stereotypes (Gosai et al., 2022, p. 222). Even though Title IX was passed and has functioned in areas like athletics since 1972, discrepancies can be found in the way coaches in women’s athletics lead their teams. In a recent multistudy published by Gosai, Jowett, and Rhind (2022), researchers sought to understand if coaching behaviors and practices differed between male and female athletes. They found that coaches for female athletes had

biases rooted in stereotypical beliefs that affected their leadership style and coaching strategies. Some of the strategies imposed as a result of these stereotypes included extra time in practice to socialize, less focus on performance and skill development, and more encouragement than constructive feedback (Gosai et al., 2022, p. 228)—none of which were ever specifically warranted by any of the athletes.

These deficiencies in coaching leadership align with stereotypes placed on women and present female athletes as less capable, less competent, and having a fragility that must be cared for delicately (Gosai et al., 2022, pp. 223, 228). Upholding these stereotypes is detrimental to a woman's individual growth and development and restricts her attainment of athletic capabilities. When asked about this difference in coaching behavior, male coaches expressed that they were afraid of hurting their female athletes' feelings. Both male and female coaches justified their differing coaching practices with the idea that if they did not, they would continue to harm the athletes' already lacking confidence (Gosai et al., 2022, p. 228).

To glean first-hand insight into what currently happens on college campuses in athletics, I interviewed the Athletics Director of a small, university in the Midwest (Personal communication, March 11, 2024). She requested to remain anonymous for the publication of this paper. This female administrator has held many positions within the college athletics world. Before her current position, she worked for the NCAA as a lawyer, as the Director of Compliance at a midsize university, and developed a training called "Bringing in the Bystander" for training students to recognize and prevent sexual abuse. I focused much of the interview on her experiences being involved in the world of athletics and her opinions on what changes should be made to better protect female athletes.

What I found most interesting from the interview and literature is that female athletes often feel they must "take more on" and are asked to tolerate things that should not be tolerated. Way's (2023) findings show that gymnasts have learned that "reaching their dream[s] would require extreme discomfort" (p. 590) and that abuse was a necessary part of their experience. In less extreme and more common cases, the interviewee said that there is this sense that women should feel privileged to be where they are; therefore, they must work extra hard to stay there.

This ideology stems from a societal problem that women have dealt with since before the women's rights movement causing them to continually advocate for their rights.

When asked if having more female coaches is the solution to these issues, the woman athletic director I interviewed described the precarious relationship that a female coach has with her female athletes. She said that she has seen when women become head coaches, they feel they must coach and lead like men do. If the athletes are treated the same way by a female coach as they would a male coach, the athletes can often feel a sense of betrayal and become distrusting of their leader since their expectations were not met (Personal communication, March 11, 2024). The higher expectation that female athletes hold for their female coaches historically draws them together, which is an especially important aspect that can be used for both the athlete and the coaches' benefit (Gosai et al., 2022).

To address this power dynamic issue in relationships and overall bias, the article from Gosai et al. (2022) claims the solution is simple. They suggest coaches should focus on coaching their athletes' individuality and take into consideration the needs they might have in their academic and athletic development (p. 229). My interviewee claimed when hiring new coaches one of the biggest things she looks for is that the coach shows they care for their athletes on a personal and academic level. This applies to both male and female athletes. Coaches are leaders, who must be willing to build relationships and get to know their athletes as supporters. Getting to know the athletes can also diminish the presence of stereotypes that many female athletes come face to face with.

Instead of placing females in head coaching positions, the solution to mitigating abuse in women's athletics is much larger. My interviewee has a broader idea that women need to be represented everywhere in universities. Not only are more female coaches needed, but also more female administrators sharing their thoughts and opinions within the system. This would call for a whole systemic change, but as has been shown, what is happening right now no longer works (Personal communication, March 11, 2024). In a research paper published by Kayla Stajkovic and Alexander Stajkovic in 2024, they found that when there is more inclusion and diversity in leadership, the health of organizations,

communities, and even economies significantly improve (p. 713). With more women, including women of color, in leadership, entire systems of organizations could improve overall morale and enforce policies that could better protect athletes and improve toxic environments.

In formulating this response, the person I interviewed relied on her experience of going to an all-women's college for her undergraduate studies. She felt that because the student body was all women, she was more comfortable pursuing leadership positions and sharing her opinions than if it were male dominated. Not all schools or workplaces can be all-women because there is immense value in having both male and female leaders. However, the need for women in leadership positions right now is critical. Johns Hopkins University published an article with five ways to create an environment that is conducive to supporting women becoming leaders: provide access to developmental and growth opportunities, enforce anti-discrimination policies at all levels, offer more flexibility, close the pay gap, and offer mentorship with other women (Lee, 2023). The need for women in leadership, especially within athletic organizations, is vitally important as having a lower distribution of women "increase[s] the likelihood of sexual misconduct [and]...harassment" (Way, 2023, p. 580). According to these observations, the percentage of female athletes being abused by their leaders, the majority of whom are male, would depreciate as the distribution equalized.

When female athletes feel they are being mistreated or harassed in any way, it is important for them to speak up. During the interview, we discussed the importance of not letting abuse go on without saying anything. Having representation within leadership can help those who are unsure if something needs to be reported. Amy Novotney (2023) compiled the results of multiple research studies that discuss what women can offer when placed in these leadership capacities. Among her findings are that female leaders tend to be more compassionate, treat those they serve more fairly, and demonstrate transformational leadership styles that elevate all individuals to a common value (Novotney, 2023). These characteristics create an environment of trust and loyalty that, if placed in women's athletics, would allow athletes and concerned staff to report without fear of retaliation. My interviewee's experience in multiple realms of athletics supports the need for athletes to speak up.

When I asked my interviewee what athletes should do if they are being abused or harassed in any manner, she said the first thing they should do is document what happened and speak to a trusted individual as soon as possible. If an athlete realizes it was just a miscommunication, they should then go to their coach directly (Personal communication, March 11, 2024). In my research, every article concluded with a plea for victims to speak up and share their stories. When Bella shared her story with researchers, she expressed her gratitude for the opportunity to tell her story and encouraged others to speak up about abuse in sports (Owton & Sparkes, 2017). In Way's article, she states "Testimony serves as a powerful epistemology for understanding sexual violence..." (2023, p. 583). Overall, continued advocacy, more women in administrative leadership roles, and athletes empowered by safe and trusting environments, are necessary for protecting future and current female athletes from abuse.

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SLEEPLESS SCRIBBLES
SAVANNA HENDRICKSON
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Copic Alcohol Markers and Multiliners

Great leaders know how to balance responsibility and passion. Just like this student who is dedicated to both her studies and her creative pursuits, leaders harness their talents to inspire innovation and to achieve their goals.

BOOK REVIEW

Kim Scott. *Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity*. St. Martin's Press, 2017. 246 pp. ISBN: 978-1-250-10350-5. \$26.99 (USD).

THESIS OF *RADICAL CANDOR*

An international human resources and leadership development consultancy, Development Dimensions International (DDI), surveyed more than 1,000 managers who are senior leaders and individual contributors. Their research findings suggest that more than half of employees (57%) are quitting their jobs, not due to company issues like compensation, benefits, or policies, but rather because of their managers (DDI, 2019). This finding resonates with many employee experiences across many fields. This is why Kim Scott wrote a book on how to be an effective boss without losing one's humanity. In the book, Scott's premise is for one to be a great boss, one must be "Radically Candid." This means caring personally and challenging directly. Throughout the book, Scott drives the purpose of Radical Candor through many intriguing experiences and stories (including her experience at colossal companies like Apple and Google). She explains its benefits and provides applicable skills and ideas to help anyone in a management position become a better boss. Specifically, the first part of the book explains this "new management philosophy" (Scott, 2017, p. 1) of Radical Candor, and the second part shares strategies on how to start applying Radical Candor.

SUMMARY OF *RADICAL CANDOR*

Scott argues that there are two dimensions required for a boss to give good guidance: caring personally and challenging directly. These dimensions allow a matrix with four quadrants to be formed; this is referred to as the "Radical Candor Framework" (Figure 1). Quadrant one (Q1) is titled "Ruinous Empathy." This is where an individual cares personally but does not challenge directly. To explain this quadrant of ruinous empathy, Scott shares an anecdote about a guy who needs to amputate his dog's tail. Instead of amputating the tail all at once, he cuts off an inch every day to spare the dog pain and suffering (p. 32). This extreme example showcases

what ruinous empathy is. At times, individuals care about others too much to tell them hard truths that would actually benefit them or are critical for them to learn in the long run. Scott highlights that, “Ruinous empathy is responsible for the vast majority of management mistakes...[she’s] seen in...[her] career” (p. 32). The problem with this style of leadership is that as a leader, no one on your team is being pushed or challenged to do their best work. Employees’ true potential goes untouched. High-quality work goes unattained. At worst, employees who deserve to be fired are kept on and drag down the rest of the team.

Quadrant four (Q4) is the opposite of Q1, where one is too direct without caring personally. Q4 is titled “Obnoxious Aggression.” It is in this quadrant that bosses “belittle employees, embarrass them publicly, or freeze them out” (p. 25). In a surprising argument, Scott suggests that if one cannot embrace Radical Candor, being obnoxiously aggressive is the next best alternative. This is because, despite its abrasive nature, such feedback still contributes to improving work and providing guidance. Scott mentions that “Most people *prefer* the challenging ‘jerk’ to the boss whose ‘niceness’ gets in the way of candor” (p. 25). However, Scott clearly articulates that a boss who shows no basic human decency is unfit for anyone to report to, and she contends that if Radical Candor were more commonplace there would be “less reason to tolerate Obnoxious Aggression” (p. 25).

Quadrant three (Q3) is where a boss does not care personally and does not challenge directly. Q3 is titled “Manipulative Insincerity” and epitomizes a leader who prioritizes their own interests over those of their employees. This boss is overly concerned with being liked, resulting in a reluctance to confront employees directly. Hardly any change happens in Q3. Scott gives the example that a manipulative insincere boss gives guidance that “rarely reflects what the speaker actually thinks; rather, it’s an attempt to push the other person’s emotional buttons in return for some personal gain” (p. 30). This type of leadership style does not build trust; it harbors backstabbing, false humility, and silent contempt. This type of leadership style is selfish, manipulative, and insincere.

Quadrant two (Q2) is where caring personally and challenging directly converge in “Radical Candor.” Providing Radically Candid advice is not mean; it is clear, and it can significantly impact the lives of those who receive

its guidance. A boss rooted in Q2 delivers Radically Candid praise and criticism. They invest time in coming to understanding their workers along with their families, hobbies, and career goals. Furthermore, they understand their employees' motivations and support them whether they want to climb the corporate ladder or are content strengthening the team without leaving their positions (p. 44). Because of their deep care, these leaders are well equipped to "drive results collaboratively" (p. 75). Applying Radical Candor can lead to reduced boredom and burnout among employees while simultaneously enhancing team results and accelerating task completion. Striving for Radical Candor needs to become the standard for those in leadership positions.

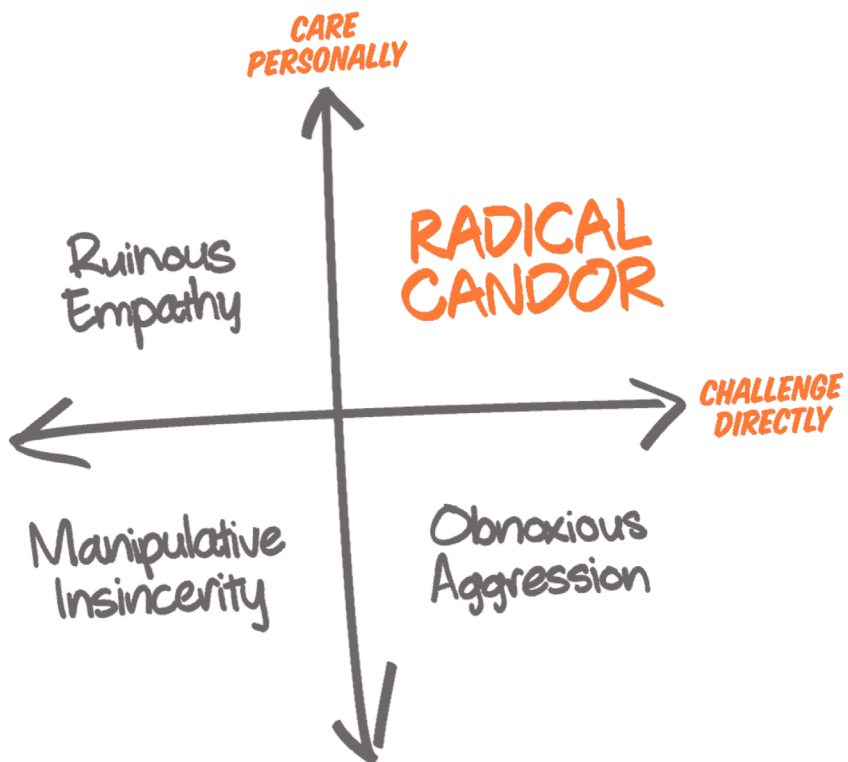
PERSONAL ASSESSMENT OF RADICAL CANDOR

Personally, I found reading and reviewing *Radical Candor* to be a rewarding experience. As someone aspiring to make a positive impact in the world, I firmly believe that embracing the principles of *Radical Candor* is essential for effective leadership. While the book primarily focuses on examples from the business world, its insights are applicable across various domains. Despite the limited scope of examples outside of business, Scott equips readers with the necessary tools to confidently implement Radical Candor in any professional setting. Since reading the book earlier this year—2024, I have had numerous opportunities to practice Radical Candor in my own work environment and to introduce its concepts to my boss. Reflecting on past experiences, I recognize instances where Radical Candor could have been more effective than Ruinous Empathy. Despite still refining my approach and learning to navigate Radical Candor, I am undoubtedly a better person for embracing Scott's framework.

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Figure 1: *Radical Candor Framework*





ROBOT

EMELINE HARTY

UTAH VALLEY UNIVERSITY

Collage

For my work, the medium of collage is paramount. Using items from a variety of sources, I capture the multilayered, multivariate forms of humanity that are all contained within one individual. We absorb and retain remnants of our environments, snapshots bleeding through into our everyday existence. Just as seemingly useless scraps of paper can compose an art piece, so too can seemingly useless scraps of experience make us into the leaders we are meant to be.

CONTRIBUTING AUTHORS AND ARTISTS

JOE ARTS received his BFA from the University of North Texas, in Denton, TX. He has participated in group shows and artist's residencies throughout the country. He now resides in central Wisconsin.

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ABBIE FISHER is a social equity researcher and senior at Utah Valley University completing her undergraduate in psychology. She currently works as a Strategy and Design Fellow for the Center for Social Impact and is the Presidential Intern to UVU President, Astrid Tuminez. As a student and professional, Abbie is passionate about creating positive social change through connecting interdisciplinary research with systems design and policy development. In the future, she hopes to work with private and public sector organizations to develop policies that prioritize social/environmental equity and sustainability.

MICHAEL A. GOODMAN, PH.D. is an assistant professor of practice in educational leadership and policy at The University of Texas at Austin. His research examines college student governance and involvement.

NATHAN GRAY is a graduate student at Utah Valley University pursuing a Masters in Higher Educational Leadership. He hopes to pave the way for improvements in the quality of teaching and learning in Higher Education. Nathan knows the profound influence that radically candid leaders, especially bosses, can have on individuals. He hopes to inspire others to be these types of leaders throughout his review of Kim Scott's masterpiece, *Radical Candor: Be a Kick-Ass Boss Without Losing Your Humanity*.

EMELINE HARTY is a multimedia artist. She loves the sciences as well as the art world. She uses art as a way to express how she experiences the world.

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RACHEL YEATES has been an exemplary example of leadership in her school and community. She is currently working towards a bachelor's in psychology at Utah Valley University and expects to graduate in 2026.

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

For the latest on submission criteria, consult the following:

Email the editors at JOSL@uvu.edu

uvu.edu/slss/jsl/

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