

MOTIVATING FACTORS OF FORMAL STUDENT LEADERS AT UTAH VALLEY UNIVERSITY

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

INTRODUCTION

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

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

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

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

LITERATURE REVIEW

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

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

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

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

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

METHODS

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

RESEARCH DESIGN

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

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

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

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

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

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

SAMPLING

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

SURVEYING PROCESS

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

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

DATA ANALYSIS

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

RESULTS AND IMPLICATIONS

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

DEMOGRAPHICS OF PARTICIPANTS

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

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

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

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

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

MOTIVATION TO BECOME (MTB)

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

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

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

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

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

MOTIVATION TO PERFORM (MTP)

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

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

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

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

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

COMPARISON OF BECOMING AND PERFORMING

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

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

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

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

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

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

INFLUENCE OF LEADERSHIP COURSES

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

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

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

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

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

DISCUSSION

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

QUANTITATIVE FINDINGS

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

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

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

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

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

QUALITATIVE FINDINGS

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

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

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

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

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

LIMITATIONS

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

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

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

CONCLUSION

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

FUTURE RESEARCH

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

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

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APPENDIX: SURVEY QUESTIONS AND RESPONSE OPTIONS

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

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

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

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

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

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

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

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

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

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

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

- Scholarship/ Financial assistance
- Love of leading

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

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

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

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

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

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

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

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

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