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STUDENT LEADERSHIP AND SUCCESS STUDIES

UTAH VALLEY UNIVERSITY

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DEDICATORY LETTER

We dedicate this issue of *The Journal of Student Leadership* to the founding leaders of Utah Valley University. UVU was established in 1941 as Central Utah Vocational School. Over the next several years, the institution changed names 5 times, finally becoming a university in 2008. For over 75 years, the school has responded to the needs of the region, educating students and creating leaders. We praise the efforts of those who began and continue this great legacy.

The pictures on the cover remind us of those early years

Driver Education, 1966.

Aerial View Central Utah Vocational School: BYU is in the background, 1960.

Auto Body, 1950.

Faculty: Gary Lloyd, handing a paper to Helen Ashton, 1966.

Foundry: Students making a "pour" at the Backman Foundry, 1941.

Three women at an event table, 1967.

Auto Mechanics, 1960.

Electricity: William White and a student standing at a switchboard, 1960.

Apprentice Training, 1950.

Interior Design Students, 1966.

Commercial Art students, 1967.

School Administrators: Retiring President Wilson W. Sorensen on the left and the new President J. Marvin Higbee on the right, 1982.

A business typing class at Utah Trade Technical Institute, 1966.

Aircraft Mechanics Class, 1943.

Sources:

History of UVU - uvu.edu/visitors/history

George Sutherland Archives - uvu.edu/library/archives

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CONTENTS

ARTICLES AND ESSAYS

LETTERS FROM THE EDITORS	VIII
--------------------------------	------

FEATURED ARTICLE

“THE ART OF THE POSSIBLE”: EXPLORING THE LEADERSHIP QUALITIES OF RALPH W. TYLER	1
Kevin S. Zayed, Ph.D.	

BUT I’M AN INTROVERT: EXTROVERTS AND INTROVERTS CAN BE EFFECTIVE LEADERS.....	15
Brooke Swapp	

ELEGANCE IN LEADERSHIP	21
Tyler D. Gehrig	

BECOMING A BETTER LEADER THROUGH SELF-DISCOVERY*	29
Aziza Hussein	

MY JOURNEY TO THE MOON: A STUDENT’S GUIDE FOR PRE-PROFESSIONAL STUDENTS AT UVU*	43
Karaleen Anderson	

THE IMPORTANCE OF DETERMINED LEADERS IN A CHANGING WORLD.....	53
Jordan Cimenski	

LIVING AND LEARNING: AUTHENTIC LEADERSHIP*	59
Mckell Wall	

*Reflective Essay

ARTWORK AND POETRY

ROBERT THE BRUCE- WARRIOR KING	12
Nick Lawyer	
BY EXAMPLE	14
Michael Shawn Worthington	
POSSIBILITIES	26
Amanda Carr	
DROWNING CONFLICT: HATRED IS NEVER PRODUCTIVE.....	28
Brenon Jensen	
NO TWO LEADERS ARE ALIKE	37
Mike Jensen, M.Ed.	
LOOP, SWOOP, AND PULL.....	38
J. Ernest McCormick	
PERSEVERANCE	40
Megan C. Bennett	
LEADERSHIP IS THE READINESS TO STAND OUT IN A CROWD	42
Pat Debenham, M.A.	
UNBOUND	64
Amanda Carr	
CONTRIBUTING AUTHORS AND ARTISTS	66
JOURNAL DESCRIPTION AND CALL FOR PAPERS	72

LETTER FROM THE STUDENT EDITORS

TO OUR FELLOW READERS,

The development of leadership throughout history has propelled us into modern times, giving us a rich collection of examples, both beneficial and detrimental. As leadership has transformed over time it has become more diverse, encasing distinctive viewpoints, characteristics, qualities, and individuals.

This issue of *The Journal of Student Leadership* reaches further into the depths of leadership diversity, both socially and academically. By integrating reflections, academic work, and artwork we aim to encompass various perspectives to gain a broader understanding of “leadership.”

Our hope is to show that leadership has diverse and distinct facets, occurring in innumerable aspects of society. Diversity in leadership is central to the growth of world leadership—because humanity is multifaceted we believe it is beneficial, for this issue, to include leaders from various backgrounds. While this issue only brushes the surface of diversity in leadership, we hope to continue to engrain it in future issues.

Through the consistent efforts of the staff we are proud to contribute to the leadership conversation through Volume 2 Issue 1 of *The Journal of Student Leadership*. Perusing its contents will encourage leadership diversity in individuals and society.

TYLER D. GEHRIG

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LETTER FROM THE SENIOR EDITORS

DEAR READER:

We present to you our third issue of *The Journal of Student Leadership* (JSL). As you will note by the letter from our student editors, there has been a distinctive commitment to embracing diversity and leadership as we have selected and edited the work for this issue. We are also pleased to include a featured article from Dr. Kevin Zayed. Unlike most other journals, the JSL uniquely highlights the work of both student and faculty level work, each submission type undergoing a rigorous scholarly double-blind peer-review. Our hope is that scholars and students will read each other's work.

We especially thank our lead student editors, Tyler Gehrig and Kylee Nielsen, our production manager, Arianna Trujillo, and our design technical editor, Kenni Littlefield, for the many hours they dedicated to the creation of this issue. We are grateful to our Editorial Staff (including additional contributors), our scholarly faculty-level Editorial Board, and the anonymous faculty and student reviewers who provided timely support and feedback. We particularly thank Chris Goslin and Beth Reid from Utah Valley University's Department of Student Leadership and Success Studies as well as Dean Forrest Williams and the University College Dean's Office. Their continued support of the journal has significantly benefited students, faculty, staff, authors, and artists alike.

All students, faculty, staff, and professionals in local and global communities are invited to submit their work to the journal.

BENJAMIN A. JOHNSON, PH.D.

SENIOR EDITOR

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FACULTY ADVISOR

FEATURED ARTICLE

“THE ART OF THE POSSIBLE”: EXPLORING THE LEADERSHIP QUALITIES OF RALPH W. TYLER

KEVIN S. ZAYED, PH.D.

DENISON UNIVERSITY

This article explores the leadership qualities of education researcher and professor Ralph W. Tyler (1902-1994). It argues that Tyler’s theoretical understanding and practical approach to administration, leadership, and mentoring—something he frequently referred to as “the art of the possible”—is instructive for business executives, academics, and others interested in leadership. The article examines key moments in Tyler’s childhood and schooling that served to guide his later thought and actions, considers what, precisely, Tyler meant by “the art of the possible,” and offers glimpses into his leadership style by analyzing the perspectives of those who had a first-hand look at Tyler in action.

In his early eighties, a former professor of education at the University of Chicago named Ralph W. Tyler (1902-1994) sat down with Malca Chall, of the University of California-Berkeley, for a series of interviews that would document Tyler’s decades of work in educational assessment and curriculum reform. In one of their many interviews, Chall sought to redirect a conversation related to the labelling of scholars by beginning to say, “You have a body of literature that you’re leaving in the library; does it—” Tyler quickly interrupted her, saying, “I hope it will be the ideas

rather than me that they get interested in.”¹ Three decades after these words appeared in print, it may be safe to say that Tyler got his wish.

Ralph W. Tyler is a relatively obscure figure outside of the fields of curriculum theory and assessment. However, the projects he either spearheaded or was intimately involved with are easily recognizable to scholars and practitioners working across the various sectors of the American school system. As Director of Evaluation for the well-known Eight-Year Study of 1935-1942, he directly assisted over thirty separate high schools (and a few city-wide school systems) in reforming their general education offerings and helped to create a series of tests that were commonly used by high school teachers during that period and beyond.² From 1938 to 1947, Tyler served as director for a similar project, the Cooperative Study in General Education, that assisted nearly two dozen colleges in reforming their general education programs.³

In 1949, Tyler expanded one of his course syllabi into the book *Basic Principles of Curriculum and Instruction*. This book caught on quickly and soon became an educational classic that was assigned in the vast majority of teacher training curricula for the next few generations. Many teachers of the mid-to-late twentieth century were steeped in the broader points of the so-called Tyler Rationale, as related to behavioral objectives. Though there have been numerous criticisms of the book, it was still selling about four to six thousand copies a year as of 2003 and continues

1 Ralph W. Tyler, “Education: Curriculum Development and Evaluation,” an oral history conducted 1985-1987 by Malca Chall, Regional Oral History Office, The Bancroft Library (Berkeley: University of California Berkeley, 1987), 388.

2 “The Story of the Eight-Year Study,” *School Review* 50 (1942): 328; Vinal H. Tibbets to K.W. Vaughn, 10 September 1945, Box 4, F: Eight-Year Study Test – Copyrights, 1936, 1939, 1945, Progressive Education Association Papers, Record Series Number 10/6/20, Archives Research Center, University of Illinois at Urbana-Champaign, Champaign, IL. The Eight-Year Study is mentioned by nearly every work on the history of American secondary education in the United States. A few major treatments of the Eight-Year Study include: Eugene Lyle Baum, “History of the Commission on Relation of School and College of the Progressive Education Association, 1930-1942” (PhD diss., Washington University, 1969); Craig Kridel and Robert V. Bullough Jr., *Stories of the Eight-Year Study: Reexamining Secondary Education in America* (Albany: State University of New York Press, 2007).

3 Kevin S. Zayed, “Cooperation Without Consensus: National Discussions and Local Implementation in General Education Reform, 1930-1960” (PhD diss., University of Illinois at Urbana-Champaign, 2016), chapter 3.

to remain a staple of many teacher training curriculums.⁴ In addition to this work, Tyler helped found the Center for Advanced Study in Behavioral Sciences and served as the first president of the National Academy of Education. He was also instrumental in the creation of the ongoing National Assessment of Education Project (NAEP).⁵ Throughout his career, Tyler served as an advisor on education to seven American presidents.⁶

Tyler was certainly a prolific and consequential scholar whose ideas received extensive attention from scholars and practitioners during and after his lifetime. However, it may be beneficial to push back on Tyler's desire that people take a greater interest in his ideas rather than himself. Indeed, the relationship between Tyler as a person and his ideas becomes an even more pressing issue once one considers the following reflection by one of Tyler's students: "Tyler's ideas, or at least the ideas we seem to identify closely with him, were conceived with a lot of people, who themselves were not only part of their creation but published on them too."⁷ This statement hints at yet another of Tyler's legacies: a long line of colleagues, students, and others who were either influenced or mentored by Tyler. His protégés include such luminaries as Bruno Bettelheim, Lee Cronbach, and Benjamin Bloom.⁸

4 On the Tyler Rationale, see Richard David Levy, "A Study of Ralph W. Tyler's Statement, Development, and Later Modifications of His Rationale as Set Forth in His *Basic Principles of Curriculum and Instruction* (EdD, Dissertation, Temple University, 1972); William G. Wraga, "Understanding the Tyler Rationale: Basic Principles of Curriculum and Instruction in Historical Context," *Espacio, Tiempo y Educacion* 4 (2017): 227-252. On critiques of the Tyler Rationale, see Gerald Ponder and Dixie D. Massey, "Nothing So Uncommon: Ralph W. Tyler and His Defining Perspective" in *Critical Times in Curriculum Thought: People, Politics, and Perspectives* ed. Marcella L. Kysilka (Charlotte, NC: Information Age Publishing, 2011), esp. 63-64. On contemporary sales figures, see Morris Finder, *Educating America: How Ralph W. Tyler Taught America to Teach* (Westport, CT: Praeger, 2004), 169.

5 James A. Hazlett, "A History of the National Assessment of Educational Progress, 1963-1973: A Look at Some Conflicting Ideas and Issues in Contemporary American Education" (EdD diss., University of Kansas, 1974).

6 David J. Parks, "Lest We Forget Our Past: A Leader in Curriculum Development—Ralph Winifred Tyler," *The Educational Forum* 75 (2011): 85.

7 J. Thomas Hastings, "Tyler's Behavioral Objectives: Background Sources, Early Use, and Some Stream-Odds" in *Improving Inquiry in Social Science: A Volume in Honor of Lee J. Cronbach* eds. Richard E. Snow and David E. Wiley (Hillsdale, NJ: Lawrence Erlbaum Associates, 1991), 315.

8 David R. Krathwohl, "Lessons Learned from Ralph W. Tyler" in *Teachers and Mentors: Profiles of Distinguished Twentieth-Century Professors of Education* eds. Craig Kridel, Robert V. Bullough, Jr., and Paul Shaker (New York: Garland, 1996), 29-44.

This statement also raises a question: If Ralph Tyler accomplished all that he did while working alongside and mentoring colleagues, what leadership and mentoring qualities did he possess? This article explores that question. It argues that an underappreciated legacy of Tyler was both his theoretical understanding and his practical approach to administration, leadership, and mentoring—something he frequently referred to as “the art of the possible.”⁹ Key moments in Tyler’s childhood will be explored, as well as the schooling that served to inspire and guide his later thought and actions. The meaning of, “the art of the possible,” will be addressed, followed by an analysis of his leadership style as explained by those who had a first-hand look at Tyler in action.

This article supplements the few biographies and reflections on Ralph W. Tyler, which may appeal to scholars seeking to understand curriculum theory, educational progressivism, and early approaches to standardized testing and assessment. Its greater contribution, however, lies in its relatively novel approach to the study of academic leadership that makes it particularly germane to business professionals, academics, and leaders in a multitude of fields and roles. Rather than focusing on a political leader, business executive, or college president, the article looks at leadership through the lens of a rank-and-file professor who navigated the web of power relations between policymakers, philanthropists, practitioners, and college administrators.¹⁰

This approach is a departure not only from much of the diverse literature devoted to the topic of leadership, but also from the relatively small portion of that work, which focuses directly on individuals working in

⁹ Tyler himself often used the term “administration” to refer to many activities that scholars now associate with the term “leadership.” Although there are subtle yet significant differences between the two terms, I argue that Tyler’s views on administration are relevant and salient to present-day discussions on leadership. Tyler notes the phrase “the art of the possible” and its influence on him in Kevin Ryan, John Johnston, and Katherine Newman, “An Interview with Ralph Tyler,” *Phi Delta Kappan* 58 (1977): 547. Although Tyler attributed this quote to Lord Acton, Elizabeth Knowles notes that it is frequently misattributed and should instead be credited to Otto von Bismarck. See Elizabeth Knowles, ed., *What They Didn’t Say: A Book of Misquotations* (New York: Oxford University Press, 2006), 88.

¹⁰ Tyler did, however, hold some leadership positions. Most notably, he served as Dean of the Social Sciences Division at the University of Chicago from 1948 to 1953.

institutions of higher education.¹¹ Indeed, much of the scholarship on higher education leadership has consisted of biographies or more theoretical studies of "positional" leaders (e.g., college presidents).¹² Nevertheless, recent decades have seen scholars expand their understanding of leadership and what constitutes a leader.¹³ Taken as a whole, these scholars have reached a conclusion that has been well-stated by theorist Robert Birnbaum: "Organizational leadership is important," he argues, "but it is a mistake to believe that all leadership must come from 'leaders.'"¹⁴ By focusing on Ralph W. Tyler, this article supplements the burgeoning literature on non-positional leaders with the texture that can be provided by a historical case study.

THE ORIGINS OF "THE ART OF THE POSSIBLE": RALPH W. TYLER'S CHILDHOOD, FORMAL SCHOOLING, AND MENTEE EXPERIENCES

In one of the more systematic studies of leadership in higher education, scholar Arthur Padilla analyzed six university presidents and provided an outline for how leaders might be understood in a holistic manner. Specifically, Padilla found the following four traits to be most revealing: "The evolutionary roots of authority in humans...Early childhood experiences of future leaders...Formal education in domains and the impact of mentors...[and] Adult characteristics of leaders, including gifts in the realms of communication and interpersonal understanding."¹⁵ Padilla's outline is particularly useful in understanding the emergence of Tyler as a leader and the development of "the art of the possible."

11 Much of this literature is analyzed in Adrianna J. Kezar, Rozana Carducci, and Melissa Contreras-McGavin, *Rethinking the "L" Word in Higher Education: The Revolution in Research on Leadership* (San Francisco: Jossey-Bass, 2006).

12 Examples include Michael D. Cohen and James G. March, *Leadership and Ambiguity: The American College President Second Edition* (Cambridge: Harvard Business School Press, 1986); Mary Ann Dzuback, *Robert M. Hutchins: Portrait of an Educator* (Chicago: University of Chicago Press, 1991); William A. Link, *William Friday: Power, Purpose, and American Higher Education* second edition (Chapel Hill: University of North Carolina Press, 2013).

13 Adriana Kezar and Rozana Carducci, "Cultivating Revolutionary Educational Leaders: Translating Emerging Theories into Action," *Journal of Research on Leadership Education* 2 (2007): 1-46; "Special Issue on Grassroots Leadership," *Journal of Change Management* 9 (2009): 305-357.

14 Robert Birnbaum, *How Colleges Work: The Cybernetics of Academic Organization and Leadership* (San Francisco: Jossey-Bass, 1988), 206.

15 Arthur Padilla, *Portraits in Leadership: Six Extraordinary University Presidents* (Westport, CT: Praeger, 2005), 50.

Useful, too, is Padilla's emphasis on childhood as a particularly critical time for future leaders: "There are important dimensions of adult leadership and creativity" he argues, "that have their roots in the patterns of the childhood experiences that shaped them."¹⁶ Padilla also notes the importance of how future leaders interact with their parents: "Research highlights the importance of the establishment in early life of a strong and secure bond of attachment between infant and caretaker: a developing sense of trust between child and caretaker, or its absence, colors the way individuals react to authority in later life."¹⁷

Hence, to understand Tyler and "the art of the possible," one must understand his relationship with his parents and what early lessons he took regarding authority. Tyler was born into a nuclear family as one of four sons. His parents were religious, with his father leaving a lucrative career in medicine for the ministry.¹⁸ Indeed, Tyler notes this religious upbringing and his father's profession—particularly the fact that his father referred to himself as "a teacher of the moral and spiritual life"—as major factors in his decision to become a teacher.¹⁹ Teaching, of course, was a major arena in which Tyler practiced "the art of the possible." In 1993, at the age of ninety-one, Tyler clearly remembered that he "had always wanted to be a teacher because as a minister my father was in effect a teacher and my mother always was a teacher to me."²⁰ "As I listened to their discussions over the years about the great importance of education and teaching," Tyler recalled of his parents, "I knew I wanted to be a teacher."²¹ Tyler would credit his parents not only for his desire to become a teacher, but also for influencing the type of teacher he would be. He would note that his parents "perceived education as the chief, if not the sole, means by which individuals develop their talents and learn to use them effectively."²²

¹⁶ Ibid, 76.

¹⁷ Ibid, 52.

¹⁸ Anne Meek, "On Setting the Highest Standards: A Conversation with Ralph Tyler," *Educational Leadership* 50 (1993): 83.

¹⁹ Ralph W. Tyler, "Reflections on My Experiences and Observations of Education," in *Reflections: Personal Essays by 33 Distinguished Educators* ed. Derek L. Bursell (Bloomington, IN: Phi Delta Kappan, 1991), 357.

²⁰ Meek, "On Setting," 83.

²¹ Tyler, "Reflections On My Experiences," 357.

²² Ibid, 356.

These discussions were evident in the learning experiences Tyler shared with his parents and brothers. "Always after breakfast," Tyler explained in 1993, "Dad would read us portions of the scripture and say to each of us, 'What does this mean? What can you do about it? What are you planning to do?' And the next day we would report what we had done, so that continually we were asked to apply what we were learning from the Bible and see that we had done something about it."²³ This was not emphasized only at breakfast and alone but rather in family activities that dominated Tyler's childhood. Tyler fondly remembered, "Our family was closely knit. Father, mother, and the four sons did many things together. We also learned much from each other, including some of the content of school learning. We learned to read as we followed the printed pages from the bedtime stories mother read to us. Also, we learned from the school materials of our older brothers, and from our older brothers' efforts to teach us what they were learning in school."²⁴ Tyler would learn two crucial points that would shape his approach to leadership. The first was that authority could be dialectical (or based upon a give-and-take between relative equals) as opposed to hierarchical, and the second was that talents should be developed and applied.

Relatively speaking, Tyler excelled at school despite not initially appreciating its value; in fact, he was able to attend Doane College at the age of fifteen. After graduation and a year of teaching, Tyler began a master's degree program at the University of Nebraska. There, he encountered Herbert Brownell, a former neighbor and family friend. At the time, Brownell was serving as head of the Department of Secondary Education at the university, and he became Tyler's first non-familial mentor. As Tyler recalled, Brownell was "a superb 'hands on' teacher of science...I learned a great deal about education in the four years I worked with Professor Brownell. He was the most effective teacher of science I have ever observed."²⁵ Once Tyler had concluded his studies at Nebraska, he was advised to apply to the University of Chicago in hopes of studying under Charles Hubbard Judd.

²³ Meek, "On Setting," 84.

²⁴ Tyler, "Reflections On My Experiences," 360.

²⁵ George H. Lackey, Jr., and Michael D. Rowls, *Wisdom in Education: The Views of Ralph Tyler* (Columbia: Museum of Education, McKissick Museum, University of South Carolina, 1989), 4.

This began perhaps the most consequential mentoring relationship for Tyler. As he would later write, “My work with Brownell and Judd helped me to establish a basic conception of educational studies, which has guided me throughout my professional career.”²⁶ This statement would also apply to his conception of leadership. This can be seen through Tyler’s discussion of Judd’s teaching in which students “carried on an experiment in generalization of student learning... This was characteristic of all of Judd’s classes. Students conducted experiments to test generalizations or to derive them. Judd reminded us continually that a science of education ...is not derived by speculation or by quoting authorities who have not directly tested their conclusions in practice.”²⁷ Similar to the dialectical nature of Tyler’s Bible study with his family, Judd encouraged his students to not rely on him as an authority.

Consideration of the proper relationship with authority would be evident in Tyler’s later views on leadership. When asked by one interviewer how “one should deal with other people,” Tyler responded: “There are two ways to deal with people—to make them dependent or independent.” Later in the same interview, he would iterate his faith in promoting independence, articulating his belief that “people should be self-directing so that they do not become serfs for one or two leaders.”²⁸ Tyler saw the nurturing of independence and encouragement of self-direction as key components in Judd’s teaching style and was influenced by his methods. Tyler noted that Judd’s students “were not only expected to carry out investigations, but also to submit a written report every week” and would suggest that “I found this procedure so helpful to me that when I taught graduate courses later, I expected the students to submit weekly reports through which I could follow their progress in thinking and in understanding the subjects they were studying.”²⁹ This effectively put Tyler’s notions about independence and self-direction into practice. These conceptions would ultimately be the foundation for Tyler’s theory of the “art of the possible.”

26 Tyler, “Reflections On My Experiences,” 359.

27 Ralph W. Tyler, “Charles Hubbard Judd: As I Came to Know Him,” *Teaching Education* 1 (1987): 19-24, reprinted in *Teachers and Mentors*, 21.

28 Diana Buell Hiatt, “No Limit to the Possibilities: An Interview with Ralph Tyler,” *Phi Delta Kappan* 75 (1994): 787.

29 Tyler, “Charles Hubbard Judd,” 22.

THE "ART OF THE POSSIBLE" IN THEORY AND PRACTICE: RALPH W. TYLER AS A LEADER

What precisely did Tyler mean by "the art of the possible?" He provided a definition in 1981 when asked about his time as an administrator: "I like to help people find ways of using their talents most effectively and that's usually by giving them an opportunity for a time to do what they think is important. Then, from that experience, thus try to clarify what they really feel they can do best in that context...it is the art of the possible—helping make possible what others dream and hope they can do."³⁰ Ultimately, "the art of the possible" involves forging a relationship with someone intimate enough so that the "leader" can find out what it is that the individual they are leading wants to accomplish, how their talents could be turned toward those ends, and how their sense of self-sufficiency and introspection could be fostered during this process.

Being able to engage in this very complex set of tasks requires interpersonal skills and emotional intelligence. Padilla reminds us that "many leaders have great intelligence in the realm of human understanding."³¹ Tyler proved to have such intelligence. A former student of Tyler, David R. Krathwohl, noted that "This natural tendency of Ralph's to reinforce the good in people meant that he was a superb nurturer of talent. Add to this the fact that he was an excellent judge of a person's capability."³² A colleague of Tyler's, Lou Rubin, similarly argued that his "uncanny instinct for high human capacity, together with his altruistic spirit and profound belief in the value of unfettering the best in others, was a formidable force."³³

This would often manifest as Tyler working closely with someone before stepping back and allowing them to take the task on by themselves. "Ralph was a supreme delegator of responsibility," Krathwohl recalled; "As a graduate assistant, I was surprised by how completely he delegated the work to me. But I think this was typical; I, as were others to whom he delegated, was pleased to be trusted enough to be given this much responsibility. It was another aspect of his ability to develop talent by giving it full rein."³⁴

30 Jeri Ridings Nowakowski, "On Educational Evaluation: A Conversation with Ralph Tyler," *Educational Leadership* 40 (1983): 20-21.

31 Padilla, *Portraits in Leadership*, 59.

32 Krathwohl, "Lessons Learned from Ralph W. Tyler," 36.

33 Lou Rubin, "Ralph W. Tyler Remembered," *Educational Leadership* 51 (1994): 84.

34 Krathwohl, "Lessons Learned from Ralph W. Tyler," 37.

Beyond simply delegating responsibility and increasing the autonomy of those he led, Tyler was also able to use what Padilla called “gifts in the realm of communication” to foster robust relationships.³⁵ Krathwohl remembered that in addition to his “unusual ability to organize his extemporaneous speech,” Tyler “had great charm, especially when he smiled, he had a twinkle in his eyes that was irresistible.”³⁶ Two biographers who spent considerable time with Tyler echoed this sentiment, writing, “He is a wise and kindly man. After more than 90 years, he had lost none of his clearness of mind and optimism about life and humanity. The personal warmth and charm of the man has not faded but has grown more subtle, enriched and broadened by decades of energetic and thoughtful living.”³⁷ But how did this “warmth” help Tyler to engage? Often, it manifested in his tone when discussing an issue with someone. Rather than provide an answer or an opinion, Rubin recalled that Tyler “habitually responded to a question with one of his own—cast in such a manner that the inquirer would often suddenly sense the answer.”³⁸ This reflects a critical aspect of “the art of the possible”: allowing others to discover what is inside of them.

CONCLUSION

“Working with others brought meaning to my life,” Tyler once proclaimed.³⁹ While this sentiment has and continues to be common with those who lead, Tyler’s approach to leadership—“the art of the possible”—was not only novel but continues to be instructive. Relying on interpersonal skills and life experience, Tyler was able to form robust relationships with those whom he led, with the purpose of promoting their autonomy and matching their goals with their talents.

Tyler’s childhood and mentee experiences provide compelling evidence that fostering autonomy and allowing children the safety to experiment within a semi-structured environment may likely lead to adults who may embrace a leadership style that is similar to his. Tyler’s experiences as a leader confirm that he certainly fostered autonomy in those he worked

35 Padilla, *Portraits of Leadership*, 50.

36 Krathwohl, “Lessons Learned from Ralph W. Tyler,” 32-33.

37 Lackey, Jr. and Rows, *Wisdom in Education*, 1.

38 Rubin, “Ralph W. Tyler,” 85.

39 Hiatt, “No Limit to the Possibilities,” 789.

with. Upon hearing his definition of "the art of the possible," one interviewer asked whether Tyler saw himself as a "facilitator." He responded in the affirmative. And thus, the art of the possible is not so much a question of leadership as we may traditionally see it, but rather leadership as facilitation. And for Tyler, who preferred that people would be interested in his ideas as opposed to himself, this may be the idea he would prefer present-day leaders to reflect upon.

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ROBERT THE BRUCE- WARRIOR KING

NICK LAWYER

Charcoal, pastel, and ink on tea stained paper.

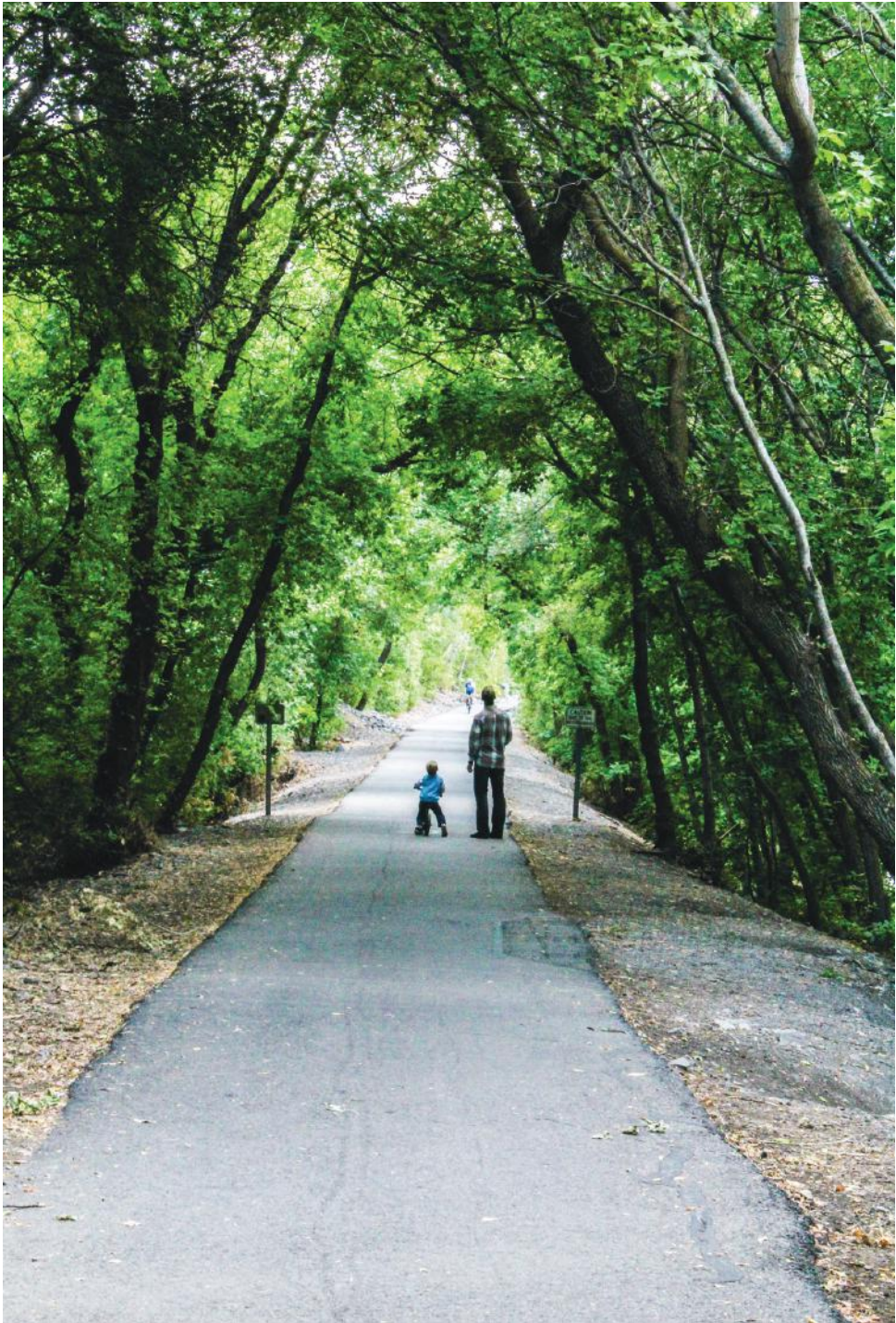
"As long as but a hundred of us remain alive, never will we on any conditions be brought under English rule. It is in truth not for glory, nor riches, nor honours that we are fighting, but for freedom – for that alone, which no honest man gives up but with life itself."

- Extract from the Declaration of Arbroath 1320

This declaration was widely believed to have inspired and served as a model for the United States Declaration of Independence. It presents the first expression of the idea of contractual monarchy, perhaps even the earliest notion of popular sovereignty.



ROBERT THE BRUCE- WARRIOR KING
NICK LAWYER



BY EXAMPLE

MICHAEL SHAWN WORTHINGTON

Photography

BUT I'M AN INTROVERT: EXTROVERTS AND INTROVERTS CAN BE EFFECTIVE LEADERS

BROOKE SWAPP
UTAH VALLEY UNIVERSITY

This essay examines the assumption that only extroverts can be effective leaders. It shows leadership is a process and not necessarily a trait you are born with.

INTRODUCTION

When encountering traditional conversations about leadership, most people tend to focus on the obvious attributes of a leader: outgoing, bubbly, friendly, and extroverted. Specifically, in the classroom setting these are the only attributes a leader is given. Students who do not identify as extroverted may leave the setting feeling disheartened about not having the qualities that a typical leader has. Likewise, introverted and extroverted are usually placed as opposing one another, leaving leadership as a trait only extroverts can possess. Roger Segelken, author of “Leadership Initiative Teaches Principles through Practice,” observes that “most leadership traits, perspectives, and skills require effort and experience to develop, that all kinds of leaders can contribute, that charisma alone is rarely sufficient” (Segelken, p. 3). In the political realm, Barbara Kellerman, author of “Introversion in the Oval Office” argues that even Nixon and Carter “destroy the common conception” that a high-ranking politician has to be an extrovert (Kellerman, 1983, p. 383). Since introverts hold positions of authority in society, it is a problem that institutionalized education promotes the idea that leadership is directly correlated with being an extrovert. I contend that introverts have qualities that are just as valuable to leadership positions as extroverts and have the potential to be successful leaders throughout their college experience.

DEFINITIONS

The terms introvert and extrovert originate from Carl Jung's work, *Psychological Types*, where he presents the idea that there are mainly two behaviors that people exhibit: extroversion and introversion (Jung, 1976). These meanings were originally used to describe a spectrum of attributes that a person could have. The terms weren't necessarily used to describe how they should act or interact with other people around them; the terms were used to help people self-reflect and help them understand more about themselves as individuals. The words were not connected to specific attributes preventing individuals from acquiring certain positions in society. Carl Jung's original intent was for the terms to be thought of as a continuum, every person having both an extrovert and an introvert side to them. Jung originally defined introversion as an individual's focus on the inner workings of themselves. Extroversion was originally defined as an individual's focus on the outside world around them.

Extroversion and introversion have evolved into "introvert" and "extrovert." When the word "introvert" is used, there are usually images of a person who is shy, not outspoken, who likes to spend time alone. On the other hand, the word "extrovert" seems to excite an idea of a person who is outgoing, outspoken, and extremely social. These words set up a binary that only allows people to fit into one of two categories, introvert or extrovert. This thinking is problematic because people have to identify with one group or the other. I propose going back to the original meanings of the words extrovert or introvert by thinking of the words as guideposts for how a person may create their energy, instead of as a label that is set in stone, denying a person from exploring different aspects of oneself.

PROBLEMS THAT ARISE FROM ONLY EXTROVERTS BEING LEADERS

If only extroverts are encouraged to have leadership positions, many people lose the opportunity to build leadership skills. When leadership is only "allowed" for certain people there becomes a disconnect between leaders and followers. If a leader cannot connect with a follower, such as a student or trainee, there will be no trust between the two which is essential for a strong relationship (Stein, 2014). Leaving people out of leadership opportunities because of an attribute that has little to do with a person's ability to lead can result in a loss of valuable leaders in a school

setting. Introverted leaders have the ability to connect and build meaningful relationships with people who are also introverts. Adam Grant, Francesco Gino, and David Hoffman in “The Hidden Advantages of Quiet Bosses” point out that “In a dynamic, unpredictable environment, introverts are often more effective leaders” (Grant, Gino, & Hoffman, 2010, p. 2). When presented with different settings that are not ideal, introverts are able to adapt and lead. While extroverts have the capability to lead, they may not always be the ideal candidates for a specific leadership situation.

Introverts have the capability to be effective leaders in various school settings. Take a classroom situation for example; if a student is having a hard time participating in class, a leader who has had that same experience or problem will be more effective in helping that student than a leader who has never had an issue with participating in class. Diversity in leadership is crucial because not every student or trainee is going to have the same problem. Having both introverts and extroverts in leadership positions throughout a college program allows that program to positively impact more students than if the college program only had extroverts in leadership positions (Stein, 2014). More diversity in leadership can make specific programs more valuable because they will be effective in reaching a greater number of students or trainees.

The classroom setting is not the only place where diverse leadership is important. The whole college experience includes both introverts and extroverts. As colleges continue to discover the effects of leadership, many programs have become interested in what makes a good leader. Otis Caldwell and Beth Willman, authors of “Characteristics of School Leaders,” conducted a detailed survey that included different leadership positions across various age groups, genders, and clubs. Caldwell and Willman (1926) were interested in the same question that colleges ask today: What makes a good leader? Their results were enlightening and also interesting. They found that while extroversion was a factor in some leadership positions, it was not the overarching main characteristic found in student leaders. Caldwell and Willman found that, “Scholarship was high for all leaders; the athletic leaders among the boys were the lowest of the group of leaders in scholarship, but even they were at the average of their classes” (pp. 12-13). This study shows that being an extrovert was

not the main reason these students were in their respected leadership positions. The best correlation found from this survey was related to the student's scholarship, not if they identified with being an extrovert (Caldwell & Willman, 1926).

PERSONAL EXPERIENCE

In high school, student government nominations were usually considered a popularity contest. Teachers encouraged outgoing and extroverted students to run for student government because it was a great "leadership experience." If leadership equaled being loud and outgoing, there was no room for a person like me who enjoyed spending evenings at home in peace and quiet. This view seemed to be widely accepted in most public school classes; the outgoing and extroverted person was considered a "great leader." My university experience showed that people were usually divided into groups of introverts or extroverts. Both introverts and extroverts had different strengths and weaknesses, and leadership was usually lumped with the extroverts. Yet, as I learned in my first semester of college, several professors in my course schedule were introverts. This knowledge shocked me, and I soon learned that being an introvert doesn't automatically disqualify a person from being a successful and effective leader. If introverts held leadership positions, is it necessary for a person to be an extrovert to be a good leader?

PROPOSED SOLUTION

Schools and teachers could encourage introverts and extroverts to run for leadership positions in school. If students were taught from a young age that extroverts and introverts both have valuable skills that can lead to effective leadership, the myth that only extroverts being good leaders would be dispelled. Creating a black and white binary between extroverts and introverts gives students the idea that once you are labeled as one or the other, you can only have the attributes of that specific label. As the words "introvert" and "extrovert" continue to get used in the academic field, it is important to understand that a person may have attributes of both. Understanding that these words are guideposts instead of labels can help students understand that while their specific skill set is different from another student's, they are still valuable. Adam McHugh, author of "Can Introverts Lead?" contends

that “When we explicitly or implicitly communicate that only a few people for whom the stars miraculously align can lead with power and effectiveness, we discourage those who do not fit our cultural ideals but have great potential to lead thus doing harm” (McHugh, 2009, p. 23). A student should never feel disheartened with their ability to lead because of their personality. As shown from authors previously mentioned, personality is not the only factor that matters in leadership. Leadership is a process rather than a set of skills a person is born with. Students should be given opportunities to build their leadership skills and explore the possibility of creating themselves as leaders.

CONCLUSION

I would like to conclude by returning to my first question. If introverts held leadership positions, is it necessary for a person to be an extrovert to be a good leader? The answer is a resounding "no". College students learn that their skill sets, whether they are introverted or extroverted, have the ability to change and grow over time. With practice and help from others, a person can develop the proper skills to be an effective leader. As introverts are included in the dialogue of leadership, different people will see a change for the better in their local school and work environments. Diversity in leadership creates an opportunity for a program to have a positive impact on more individuals. While teachers and leaders in the public-school system encourage all students to seek leadership, this will help students feel empowered with developing their skill set for leadership. Leadership can be approached and taught in a way that allows individuals to understand that it is a process and isn't something that is inherently connected to being an extrovert or introvert. As leadership starts to become a matter of how a person can become a leader, instead of whether or not this person was born an introvert or an extrovert, positive changes of empowerment will be found around campuses and society.

Brooke Swapp is graduating this May with a Bachelor of Arts in English with an emphasis in literary studies at Utah Valley University. She has served as a UVU Mentor the past two years for the Department of Student Leadership and Success Studies. Her essay was driven by a passion for being an introvert and also a student leader. She believes the most important material she learned at UVU came from her mentoring and leadership classes.

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ELEGANCE IN LEADERSHIP

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“Elegance in Leadership” aims to identify elegance in the Western Hemisphere, the United States specifically, in an attempt to sift out shortcomings in leadership opportunities by using text from a letter written by Vincent van Gogh. Specifically, this article will address controversial topics such as the legislative system, income disparities, and second-wave feminism stances. Over the preceding decades, American society has been labeled as overtly opulent, and although it used to be socially acceptable for the upper-class to showcase their success as part of the American Dream, this is no longer the case. “Elegance in Leadership’s” goal is to highlight key areas where there is inherent elegance and why it is no longer treated as acceptable.

Vincent van Gogh wrote a series of letters throughout his life, and one, in particular, stood out to me—letter 325 (Van Gogh, n.d.). When expressing thoughts about van Gogh it would be simpler to discuss family, art, or how depression impacts one’s inner psyche. However, the most significant feature to me was not the sketchings of a world-class artist or the overall content of the letter, but an idea within letter 325. While discussing etching, van Gogh writes, “very fine pens, like very elegant people, are sometimes very impractical” (Van Gogh, n.d.). This idea resonated with me because it can be related to several controversial topics in the United States: the legislative branch as a whole, income inequality, and arguments offered by feminists in contention to the patriarchal system ingrained in the United States. Moreover, taking an opportunity to learn from this, as it relates to a leader’s perspective,

would be eminently useful considering its striking relevance to modern society in the Western Hemisphere. Some might argue that it would be stretching to suggest that van Gogh would consent to the alteration of “elegant” to extend to the topics listed, but if van Gogh is as generous with viewers’ interpretation as he was with his artwork, I believe it would be completely permissible.

Multiple factions within the United States perceive the legislative branch as very elegant and impractical. This isn’t a particularly polarized issue. To better define elegance, I would claim that any disassociation with the “working man” would be cause for referring to someone as elegant. The common definitions of elegance, per Dictionary.com (n.d.), illustrate the digression from the average which is useful when discussing the United States:

1. Tastefully fine or luxurious in dress, style, design, etc.
2. Gracefully refined and dignified, as in tastes, habits, or literary style.

These definitional distinctions epitomize the views many Americans have towards Congress. Accordingly, Gallup research showed “79% of Americans” view Congress as out of touch (Dugan, 2015). Conservatives maintain that most issues should be handled intrastate and typically look at federal representatives as overreaching. Conservatives also see politicians as too politically correct—an idea furthered by President Donald Trump. To elaborate on how powerful this understanding of U.S. politics is, one of President Trump’s main running points during the 2016 election cycle was that he was not like the other politicians which, although obvious, was evidently the right route to take. Liberals typically view congress as very impractical because of its bureaucratic nature and how long it takes to get laws passed. There have been countless complaints from both sides that those who construct laws “just don’t get it.” This could be fair to say when the current president of the United States is a billionaire and the majority of United States senators and representatives are within the upper-class (Drutman, 2016).

As this relates to income inequality, one can make the argument that some of the highest compensated executives in the United States are not

worth their pay. They make significant contributions to their company and society, but when the three wealthiest people, Bill Gates, Warren Buffet, and Jeff Bezos, in the United States are worth more than the bottom 50% of proletarian Americans, it might be time to call the system very impractical (Kirsch, 2017).

In conjunction with this claim, colleges and universities perfectly illustrate the idea van Gogh offered in letter 325—some schools, and the students educated there, might be overvalued. For example, there have been studies done on prestigious schools versus the worst schools in the United States in the field of economics where publication is of the utmost importance (AsapSCIENCE, 2015). Generally, the worst schools for economics in the United States are able to teach students to the point where the 99th percentile are published more often than the top 85th percentile of Harvard students. Moreover, students in the 95th percentile at the worst schools are publishing more than the students at Harvard, Yale, and Stanford in their respective top 65th percentiles. Perhaps, it is time to move away from the commonly accepted idea that elite universities are the exclusive dwellings of the most impactful students in the U.S.

Lastly, I believe the second-wave feminist argument of establishing equality among sexes goes to the core of van Gogh's views of the pen. In essence, he is implying two things: Pens can do the same as other pens in some situations, and at times what looks most appealing is useless in reality. This relates to the feminist argument in that women do the same work as men and are, at times, undercompensated and undervalued for their contributions. The perfect exemplification of this being true is the former London School of Economic's (LSE) compensation for their female employees (Havergal, 2016). LSE conducted research within their university and found that women with equivalent tenure and experience were making significantly less than their equivalent, male counterparts. In this instance, I am not arguing that the very fine pens, i.e. men, are useless, but I am attempting to promote the idea that there should not be a distinction between male and female workers. Moreover, perhaps in America's culture, and other cultures having an innate affinity for patriarchal systems, an understanding of the transition of power is inherently flawed. Maybe patriarchy, in reality, is very impractical.

To conclude, van Gogh's ideas, as they relate to the argument of elegance within leadership in Western society, should not be undervalued and are profound in nature. Additionally, when looking at individuals, it is important to not overvalue their educational past but identify key characteristics and perform an analysis to see their true value. When van Gogh's ideas are applied to politics, income, education, and equality, they are too good to be discarded and should be treated as such. Using this knowledge, a leader can utilize divergence from elegance to gain the support of constituents, workers, and promote beneficial change in the equitable treatment of individuals.

Tyler D. Gehrig is currently a senior at Utah Valley University and will be graduating with a degree in aviation administration. Tyler has been involved in many clubs and organizations on campus: *The Journal of Student Leadership*, the Political Action Committee, and UVU Student Association. After graduation, Tyler has a job lined up for a management position with Southwest Airlines and has aspirations to earn an MBA.

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POSSIBILITIES

AMANDA CARR

Oil Painting

We have the ability to make bold decisions, to stand out. We have the ability to problem solve and create something new. So whether the jar is part full, or part empty, it doesn't really matter. It's what you choose to do with it that counts.



POSSIBILITIES

AMANDA CARR



DROWNING CONFLICT: HATRED IS NEVER PRODUCTIVE

BRENON JENSEN

Digital

BECOMING A BETTER LEADER THROUGH SELF-DISCOVERY

AZIZA HUSSEIN

UNIVERSITY OF UTAH

INTRODUCTION

As a refugee I was on a journey of self-discovery, and I emerged as a leader in the refugee community in the Salt Lake City area. I will address different experiences and talk about how they have shaped me into a leader. I will begin by defining the term refugee. I have come to know the shocking truth that the majority of Americans do not understand what it means to be a refugee. I've learned that misconceptions are common and believe it is essential to start with this shared understanding. Next, I will talk about my personal experiences as a refugee and the different challenges that I have encountered. I have used these challenges as stepping stones to learn more about myself and discover my passions. I will then discuss how this road of self-discovery has led to my extreme passion for helping refugees in my community. Finally, I will conclude by exploring how leadership is a process through which I am continually improving.

WHAT IS A REFUGEE?

The average American has many misconceptions about refugees. An immigrant is often mistaken for a refugee, and there is an essential difference between a refugee and an immigrant. A refugee is someone who was driven from their home or country, often due to war; whereas an immigrant is someone who leaves their country usually for better opportunities such as education or to escape poverty. The main difference between a refugee and an immigrant is the ability to choose; refugees do not have the option to choose.

MY PERSONAL EXPERIENCE AS A REFUGEE

Let's take a closer look at the life of a refugee. My family came to the refugee camp from Somalia in 1993. They were forced out of the houses they built with their bare hands by people who perceived themselves to be better and more powerful than them. My family walked for miles on end looking for somewhere to settle to protect their families. It took them three days to walk to the Dadaab refugee camp in Kenya. They arrived at the camp when my older sister was three months old. Years later, I was born there. Growing up, our everyday worry was whether or not the next bullet would go through our brains or those of our loved ones. After losing so many of our loved ones through homicide, we got the best news in the world: we became eligible to come to the United States. After waiting for 15 years in the refugee camp in Kenya, my family received the opportunity of a lifetime to come to the United States. I was nine years old when we arrived.

CHALLENGES

There were a few challenges that I encountered while adjusting to life in the United States. One of the major barriers was not speaking English. Learning a new language is a challenging thing to do. As a kid back in Kenya, my dream was to be a writer, but I didn't even know how to write my name because girls did not have the same access to education as boys.

My difficulty of communicating in English followed me into the school system. Due to the language barrier, I ended up needing an interpreter. The school was only able to find one interpreter that my sister and I had to share, even though we were in different grades. Whenever the interpreter was gone we were unable to communicate our needs.

My family's first winter in the United States was one of the hardest things that I had ever experienced. One day the interpreter did not show up, and we did not know English at all, not even enough to try to communicate with anyone. We missed the bus that morning, so we had to walk to school. The snow on the ground was about two inches deep, and it was very shiny white. If we had been prepared or even knew about it, then we probably could have enjoyed it to some level, but it was very traumatic for us. We were not prepared for it at all. We did not have any winter garments; we came to the U.S. with just dresses (for girls), shirts and pants (for boys) and sandals.

We walked all the way to school in just dresses and sandals which felt like the longest walk of our lives. We were so cold; every part of our bodies were frozen. When we finally reached the school, as we stepped into the building, the heat hit us. We started to cry because it hurt so badly. The longer we stayed in the building, the worse the pain got. As our bodies were warming up, we would cry even more intensely. I remember feeling so lonely and homesick in those moments. Back at home (in Kenya), while we were not safe at all, at least we understood what was said to us, had people to play with, and were able to communicate what we wanted and needed.

ASPIRATIONS

My first experience with winter in the U.S. shaped my dreams. Not being able to communicate our needs and say that we were cold helped me realize that I would be able to help others avoid the same challenges that I experienced by being an interpreter myself.

Finding interpreters is a difficult but very essential service. I now speak three languages, English being my third. I also speak Somali and Miami. I want to make a real difference in people's lives, as the interpreter from the school has made in my life. Throughout middle school and high school, I took every opportunity I got to interpret, and I loved it.

An experience that taught me the most about being an advocate was during my junior year in high school. In high school, I had a hard time making friends. The people of color that I tried to befriend did not want to be friends with me because they described me as "too white" because I loved to read and spent a lot of time in the library. They told me it was not something that black people did, so I separated myself from them. I used to sit and eat lunch alone. In 11th grade, a new girl came to the school in the middle of the year. She was from Ethiopia. Her name was Fana. Fana and her family were new arrivals to the U.S. She, like myself, did not speak much English. She was very delightful. Interestingly, we met because the school administration was looking for someone who spoke her language, which was Swahili. Funny enough, I don't speak Swahili. The only word that I know in Swahili is how to say hi (Jambo). But, I told them that I could still help her. I knew a way to communicate with her, while they tried to find another interpreter.

I had some classes with Fana which made helping her a little bit easier. We had our struggles trying to understand each other, but for the most part, it went smoothly. We did a lot of things together. During lunch, we would go on the track when there was nobody there. We would walk around and run for a little bit and then walk again. The days we felt like eating lunch, we would get our lunches from the cafeteria, go outside, and sit under the shade of a tree. We would eat lunch, and when finished, we would sit down and stare into space every once in a while, look at each other, and just laugh, and only we knew what was funny. On the last day of school, classes got out at noon. My dad would not pick me up until 4 pm. There were some of the kids from school that were going to the mall near the school. I wanted to go with them, and Fana agreed to go with me. We left the mall around 3 pm. We didn't know which way school was and were lost for a while. We started looking for things we saw while coming to the mall and we finally made it back to the school. It was 3:30 pm.

We decided to rest under "our" tree shade. We used our backpacks as pillows and gazed at the sky. Around 3:50 pm, Fana said that she had to go home. We hugged each other, and she went. When she had gone just a short distance, she turned around and said, "I love you," in English and ran before I had a chance to reply. Fana became my best friend that year. I went into the situation trying to help her, but it turned out that she helped me more than I helped her.

One week after graduating high school, I was employed as an interpreter at Linguistica International. I worked there for three years helping bridge the language barrier gap between healthcare providers and patients who spoke Somali or Miami. I provided services in hospital settings as well as over the phone. It is a lot harder to find interpreters in healthcare settings because there is the need to learn the medical terminology, not just in English, but also in the language in which one is providing the interpreting services. It can be quite challenging. Nevertheless, I loved the work that I was doing and found a lot of satisfaction in it. I was able to make a difference in people's lives, making it easier for them to communicate with their healthcare providers. This experience has helped me expand my English skills as well as my Somali and Miami speaking skills.

EXPLORING OTHER PASSIONS

I earned my medical terminology certificate in high school and had developed so much love for the work I was doing. I decided to follow my passion and become a CNA (Certified Nursing Assistant). I received my CNA certificate in high school, and I became a residential trainer for the Work Activity Center, helping elders with disabilities with everyday activities such as personal hygiene, taking medications, and grocery shopping. There were a lot of challenges that came with the job, as the clients that I was caring for were at least 25 years older than me. It was challenging for them to trust me. I went above and beyond to do everything in my power to make them comfortable with me and to prove to them that I was an honest person and only wanted to help them. The workers were the only people that the clients saw in their lives except for big holidays such as Christmas and Thanksgiving. I felt so honored to be in these individuals' lives because they were so wise, funny, and unique. They taught me so much about appreciating the things I have in life and not taking things for granted. I loved every single one of them, and deciding to move on to other things in my life was one of the hardest choices I have had to make. I miss them every day and carry with me the lessons that each one of them have taught me about life so I can make myself a better person.

LEARNING ABOUT MYSELF

About two years ago, I was diagnosed with bipolar disorder. When I discovered that I had bipolar disorder, it was the biggest challenge I have ever encountered in life. I was not able to turn to my family for support, because they did not know what bipolar disorder was or how they could be of any help to me. I also lost my friends because they treated me like I had the flu and said to me, "I am sorry. I hope that you get better." Those comments cut through my heart like a sword. I was not only learning how to adjust my whole life into this new "normal," but at the same time was grieving the loss of my friends' and my family's support.

Although bipolar disorder has come with many different challenges, it has more importantly had a positive impact on my life. It took a lot of grit for me to face this challenge and stay focused on my life goals. It has helped me challenge my perception of "normal." Having bipolar disorder has challenged me to practice gratitude. I realized that for me,

being grateful when things were going "right" came naturally, but with bipolar disorder many times, things were not going according to my liking. I had to make a conscious decision to appreciate the things and the people in my life.

BECOMING MY OWN ADVOCATE

While at the University of Utah, I took a class from a teacher that I felt comfortable talking to. I opened up to her about recently being diagnosed with bipolar disorder and how I was struggling to adjust to it. I told her how I have lost friends because of my diagnosis and did not have my family's support due to their lack of understanding. She helped me understand that it is okay to seek out additional support; in a sense, having a second family, which would provide me with the strength that I needed. She guided me to some student groups on campus that I could look into, such as Black Student Union (BSU) and Muslim Student Association (MSA).

I checked them all out, but none of them seemed to click for me. A few women and I discovered through the Women Resource Center on campus that we could create our own student group. There were six of us who felt out of place so we developed the Women of Tomorrow (WOT). It is a group dedicated to supporting minority women on campus, helping them to discover the unique powers and gifts that they bring into the world. Women of Tomorrow provides a nurturing environment that helps women establish self-worth, self-esteem, and self-love. I felt like I finally found the support for which I have been longing. This group has become my second family, and I get all the support I need to help me through tough times.

MY EMERGENCE AS A LEADER IN THE REFUGEE COMMUNITY

After being diagnosed, I started intensively researching and learning everything I could about bipolar disorder. I have learned that mental health issues are common for refugees. However, there is a stigma that is attached to mental health issues that keep refugees from getting the help they need. Learning this information saddened me. I wanted to learn more about it so that I could be able to help myself as well as others.

In 2016, I began volunteering at Catholic Community Services (CCS) twice a week as an interpreter so I could help refugees seek the mental health care they needed to live their lives to the fullest. During my time there, I realized there was a gap in the services that were being utilized by the refugees. CCS was having a hard time convincing the Somali Bantu to seek the necessary assistance because the Bantu community feared being perceived as crazy by the doctors, their families, and the community as a whole. I realized that the gap was due to trust. Somali Bantu is typically a very private group of individuals, and they feared that their business would be leaked to the community. I discussed my concerns with CCS on how to address the issues while respecting their privacy.

During this process, I became a representative of the Somali Bantu community—and not just as an interpreter to the CCS. I was able to better connect with Somali Bantu community by sharing my personal story and discussing how accepting help, such as medication and therapy, has helped me and, at times, even saved my life. While communication is important, having someone who is a part of the Somali Bantu community provides a greater service in bridging the gap between the Bantu community and healthcare by helping them understand the importance of seeking and accepting help.

My goal has been to learn about and address different mental health issues that refugees encounter. I was able to do that by building relationships and getting to know them as individuals. I understand everyone is different and that the way to help one person may not be the way to help another. I feel that getting to know refugees as individuals has better equipped me to collaborate with them. It has helped me identify resources and solutions, as well as advocate for them with their families.

CONCLUSION

My emergence as a leader has been a process of broadening my understanding of how I can have an impact on people's lives and realizing that there's not just one way to serve the community. The different roles that I've had have taught me important skills that I need to help people. I hope by sharing my story, others are able to see that there is not only one way to help refugees and that no matter what their passion is, their

experiences are important and needed. I want to make a difference on a larger scale. I plan to continue my work with refugees, learn how to best make use of available services for refugees, and help refugees get the specialized help they need.

Aziza Hussein is a senior at the University of Utah studying human development and family studies with a minor in nutrition. She loves writing and volunteering with her free time. Her family came to the United States in 2004 as refugees.



NO TWO LEADERS ARE ALIKE

MIKE JENSEN

Photographs of Assemblage Sculptures

LOOP, SWOOP, AND PULL

J. ERNEST McCORMICK

UNIVERSITY OF JAMESTOWN

*A poem inspired by Robert Greenleaf's contributions
to the study and advancement of servant leadership.*

Tasked with a challenge,
Of leather and lace.
Eyelets and canvas,
Tongues, but no face.

All too familiar, a stumble.
You dig in your heel.
Step back to step one,
Too loose, too tight a feel.

You've been here before,
Today will be different.
Foresight and persuasion,
Aware of your mission.

Hear the voice unheard,
One of knots and turns.
Feel along the journey,
To heal, to make whole.

Slowly, surely, persuade.
One step at a time.
Guided hand-in-hand,
One foot, then the other.

With shared vision intact,
Goals common in full,
Chaos succumbs to clarity,
Just loop, swoop, and pull.

This poem's intent is to use simple language to reflect servant leadership themes in a simple everyday act. Like the simple task that is the focus of this piece, leadership is something that is to be honed through practice. Only after many experiences can one become proficient in each.

J. Ernest McCormick is a student of the University of Jamestown Masters of Arts in Leadership (MAL) program. His professional work focuses on leadership and management in non-profit organizations, with an emphasis on active family lifestyles and community health.

PERSEVERANCE

MEGAN C. BENNETT

Photograph

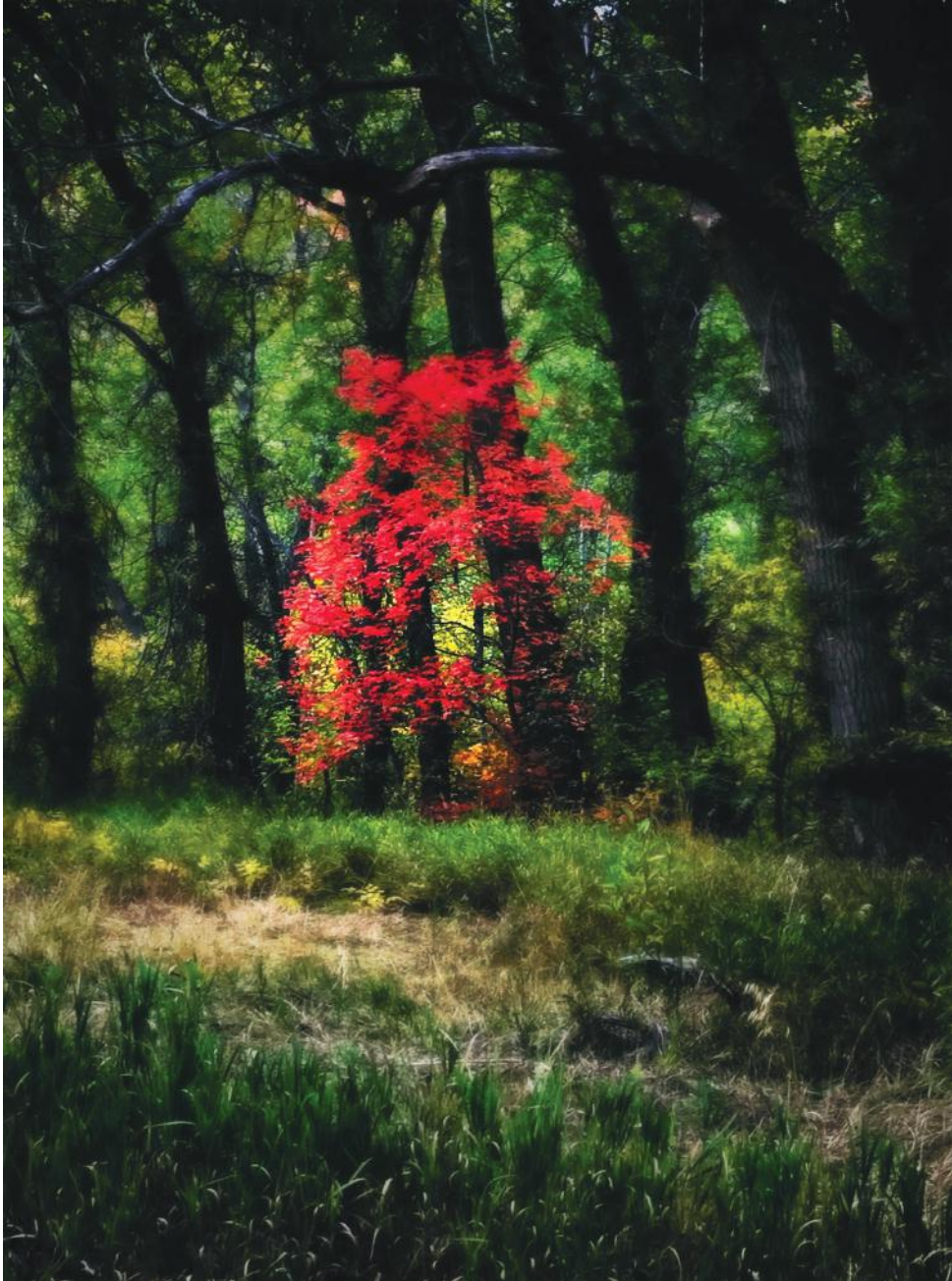
We are not doomed but are destined to experience failure. In times of failure, it may seem as though our previous accomplishments are distant and meaningless. Trials of failure can give our lives an illusion of darkness. By wallowing and giving up, one can accept this illusion and never see success again. As fragile as our ever-changing strength is, we must persevere. It is in moments of perseverance that we find the power to lead ourselves into greatness. As an eclipse in our life starts to pass, a new, bright beam of light will shine through. It is the reward we fight for—to become greater.

“Nations, like stars, are entitled to eclipse. All is well, provided the light returns and the eclipse does not become endless night. Dawn and resurrection are synonymous. The reappearance of the light is the same as the survival of the soul.”

-Victor Hugo, *Les Misérables*



PERSEVERANCE
MEGAN C. BENNETT



“LEADERSHIP IS THE READINESS TO STAND OUT IN A CROWD”¹

PAT DEBENHAM

¹ JOHN C. MAXWELL

MY JOURNEY TO THE MOON: A STUDENT'S GUIDE FOR PRE-PROFESSIONAL STUDENTS AT UVU

KARALEEN ANDERSON

UTAH VALLEY UNIVERSITY

Early on in undergraduate life, pre-professional students must learn how to juggle many responsibilities and commitments. As the expectations of professional schools continue to grow and competition for seats increases, students must find ways to go above and beyond the minimum requirements in order to stand out. Challenging course work, volunteer activities, patient exposure, and research experience must all be crammed into a brief 4-year period. Add in the GRE, MCAT, DAT, or other graduate-level tests, and you have a recipe for the perfect undergraduate stress storm. The purpose of this essay is not to debate the requirements expected of pre-professional students. Instead, it is an in-depth look at how students can move beyond that stress, overcome the difficulties, and step outside the box in order to become not just passive participants, but engaged and effective leaders in their undergraduate experiences. As a large, open enrollment institution, Utah Valley University offers students a unique opportunity to engage in a way that is not always possible at large research Universities. This essay will detail my journey at UVU, from a pre-medical box checker to a student research leader, adjunct instructor, and to my eventual acceptance to the University of Utah Medical School. Because the requirements and expectations placed on the shoulders of pre-professional students can be overwhelming at times, I offer this essay as a map or a guide to the future students of UVU, in a hope that my experiences can help more students dare to dream and become leaders themselves.

INTRODUCTION:

It wasn't until my senior year at UVU that I finally began telling people that I wanted to go to medical school. Up until that point, my own fear of failure had mixed viciously with the never-ending inquiries on when I would have time to have children, what my husband thought of my "lofty goals," and why it mattered if I was going to drop out in order to raise a family anyway. Growing up in a rural town in central Utah, I didn't deny that my goals were, as so many called them, ambitious. In fact, I was more convinced than anyone that they would never become a reality.

In many ways the journey through college can be compared to a rocketship preparing to go to the moon. The students are the rocketship itself, and the moon represents graduate, medical, dental, or other professional schools. Like so many beginnings, the expedition may start off on uneven ground. Just like gravity, feelings of doubt, uncertainty, and failure are incredible forces to overcome. But with the right preparation and the perfect equipment, rockets and students can and do make it to the moon.

It is in a misaligned and unbalanced state where many pre-professional students begin. Ambitious and excited, their trajectory is mapped all the way to the stars and back. But all too soon, as they begin their first attempts to lift off, the failure-to-launch sign begins to flash. The timidity of the freshman year begins. Information overload starts with pre-health conferences, counselors, checklists, and older students handing out well-meaning advice. Eventually, as the year presses on, a few manage the impossible and gently lift off the ground. Now, they are moving on toward the overwhelming weight of the sophomore and junior year. Here, the gravity of their decisions begins to have far reaching and sometimes life altering consequences. Any lack of preparation while on the ground can leave them sputtering and falling aimlessly back toward the earth. Many do indeed fall in these years. As the pressure builds, it becomes too much for some of the more poorly prepared shuttles. Others decide to become airplanes and, instead of falling, simply change their course altogether.

For those who do make it, however, there is the last leg of the journey to worry about. As seniors the weight has lifted somewhat, but they are now hurtling at an alarming pace toward the moon. They begin to notice

thousands of other shuttles flying along with them, some ahead, and some behind, all moving toward that same glowing orb in the sky. Suddenly, they realize their journey has become a race. Anxiously they lean in, gathering speed and confidence, and sometimes, with the right guidance and the perfect angle, they land safely, their wings intact ready to teach the next explorers how to fly.

The guidance for this last leg comes mostly from mentors back on the ground. Like Yoda in Star Wars these are the people with the expertise to alter a student's course and lead them toward their goals. These are people who have been where the students are attempting to go and remember the path that led them there. Once the few students who make it have landed safely and are accepted into their graduate program of choice, they now fully understand the journey. They finally know exactly what it takes, and it is their responsibility to help the students coming up behind them to understand the course.

Pre-professional students should expect a journey full of ups and downs. Failure occurs often and disappointment is guaranteed. This essay will describe each leg of my journey; from my freshman lift off, through the sophomore and junior pressure cooker, and finally to my landing on the moon as a senior. It is my hope that the experiences I had while at UVU will provide some sort of a guide for future students so they might avoid some of the most common mistakes while still daring to become confident, engaged, resilient, and creative students and leaders.

FRESHMAN: LEARN HOW TO LEARN AND ENGAGE

When was the last time you used a map? Not a smartphone or a GPS. I mean an actual folded up, crinkled mess with coffee and ketchups stains smudged around the corners. My guess is that the answer to this question will vary according to your age, from, "I have never used a paper map because I am not old," to, "It has been a long time since I sat struggling to make sense of the spaghetti bowl highways crisscrossing the coffee stained pages of a paper map." Hardcopy maps have indeed become largely irrelevant but they are not extinct. Expert cartography remains an important skill for professional hikers, adventurers, and space explorers around the world.

Most people wonder why they need to see the entire state when step by step directions can be had in real time from a friendly robotic voice. Why understand the entire journey to the moon when knowledge of how to start the engine is all that is required for the test? This is the mindset of the freshman pre-professional student. Or at least, this was my attitude as I began my journey toward medical school. I saw classes as obstacles to overcome. Tests were a mindless dumping of facts, and every professor was an enemy trying to prevent me from reaching my goals. This state of mind may be effective at passing freshman level courses, but it did little to help me on my long journey toward medical school.

A hardcopy map is an ancient tool used today by a select few. It tells you where you have been, where you are, and where you are going. Herein is the importance of the analogy. Like a cartographer or an explorer of space, students need to see their field from every angle. They need to understand the past, be knowledgeable about the present, and be prepared for the future. Pre-professional students should be able to navigate and engage in their chosen fields just as an expert cartographer navigates complicated terrain. They must become whole, well rounded, and intelligent human beings who understand the inherent beauty of knowledge itself. Getting an “A” on a test is important, but even more important is the act of becoming engaged in hands on, experiential learning.

One important part of learning to engage in a field of study more thoroughly is learning how to ask questions. As we ask these questions, we can begin to see the beauty of the things we study, regardless of the discipline. Whether our engagement is in the laboratory, the community, or the classroom, in every discipline, be it science or art, our rocket does not begin to elevate until we become educated and aware enough to ask questions about the things that we do not understand. In biology we isolate, examine, and identify. We experiment and we learn. In literature and the arts, they do the same with a beautifully crafted sentence, a simple pause, a stroke of a brush, or the slow notes of a cello. What often begins as a mundane observation can, if allowed, grow into a valuable and important question that is worth answering. However, insightful observations are rarely made by those not engaged in the act of performing. As Johann Wolfgang von Goethe (1808) noted, “knowing is not enough; we must apply.

Willing is not enough; we must do” (quoted in Arensdorf et al., 2009). Thus, the journey for pre-professional students will not truly begin until they have the opportunity to engage in science, art, and the community around them. Thus, my first advice for pre-professional students is this to engage in your education and the world around you, and you will begin to see and understand its art.

For me, the first opportunity to engage with the university came not in the form of laboratory research, but instead as a student in the Honors Program at UVU. The Honors Program website welcomes its visitors with the following paragraph:

By choosing to join the Honors Program, you have demonstrated a genuine investment in the quality and depth of your undergraduate education. The entire Honors Program staff is here to advise you in your search for excellence.... In a series of small classes with other highly motivated students, you will find true peers willing to be guided by faculty invested in their students’ intellectual potential. You will discover in yourself the ability to grapple with texts and ideas that have fascinated the world’s great thinkers, writers, artists, and scientists, as well as the courage to try out new and challenging ideas, places and experiences. We look forward to sharing the journey with you (McPherson, 2018).

If students have no interest in finding their intellectual potential, if grappling with difficult ideas that challenge them to experience new things is not what they are searching for, then I must ask, what is it that they are looking for? If the answer is simply straight A’s and a certain number on a big exam, then this is may not be the program for you. However, be aware that medical, physician assistant, dental, and other graduate schools are not interested in grades alone. The University of Utah admissions and most other medical and graduate schools participate in what is called a holistic approach of evaluation, meaning they weigh GPA, MCAT/GRE, and other test scores along with extra-curricular undergraduate activities.

Graduate schools want well rounded, well-educated, and informed students. They want future community and national leaders. The honors

program at UVU requires a series of humanities courses, a service learning portion, and a senior thesis/project. There are very few programs that I know of that offer this level of engaged learning. The program, by its very design, invites students to step outside their comfort zone and learn about poetry, art, literature, and leadership. The Honors Program at UVU is an exceptional resource to help students meet, and even exceed, necessary requirements for graduation or future careers.

SOPHOMORE/JUNIOR: STAY THE COURSE AND FIND YOUR YODA

Once freshman year ends, so too does the luxury of time. If freshman year represents preparing for liftoff, then the sophomore and junior years represent liftoff itself and the problem of gravity. Sophomore and junior pre-professional students must find a way to not only excel in their classes, but make time for patient hours, volunteer activities, leadership, and research commitments. They cannot allow themselves to let their grades slip, but they must also continue to engage in their other commitments. It does not take long for a routine like this to become overwhelming, and as the pressure continues to increase, many students will decide to abandon the course. Some will not take off at all and others will make the decision to return to the safety of the earth. They forget about the bigger picture, and thoughts of meaningful engagement become mere background noise muffled by the robotic voice telling them which assignment is due and which test they have to study for later. Rather than branching out and gathering valuable, extra-curricular experience, students begin to fixate on their grades alone. It may sound harsh, but the truth of the matter is that simply surviving and getting by with good grades and a good test score will not be enough. It is a hard lesson to learn, and it is a decision that cannot be undone once it is time for students to apply for graduate, medical, or professional school.

Thus, my advice to sophomore and junior pre-professional students is this: do not allow yourself to be sucked into the idea that just making it through will be good enough. Rocketships that make it to the moon are the ones that are adequately prepared prior to takeoff and are committed to stay the course and continue their journey once the weight of gravity threatens to pull them back. Thus, students must prepare in their freshman year and then continue to engage in their

non-academic commitments if they hope to make it out of these years with their dreams intact.

So the question is, how can students continue to engage when exhaustion has set in. My advice is to find a mentor, someone who can help guide you on your journey. Just like Yoda guiding Luke in his journey to become a Jedi, without great mentors our rocketships cannot ever hope to reach the moon. Not only do mentors help us find more valuable and applicable opportunities and set us on the right path, they also allow us to see and recognize our own potential. In short, they help us learn how to steer our ship, put us on the right course, and then they make us believe that we can make it. My Yoda was Dr. Olga Kopp. She is for me what every young pre-professional student at UVU should strive to find. She is both an inspiration and a motivation. She is an incredible mentor, teacher, and friend. She believes in her students and that belief is very often translated into the students' own belief in themselves. This is the type of mentor pre-professional students must search for and the type of mentor I hope every UVU faculty member will strive to become.

These middle two years are not all doom and gloom. The pressure can spur resiliency, and the struggle can turn students into leaders. If students make a commitment to engage in their education during their freshman year, it can provide them with valuable experiences and other incredible opportunities during their remaining three years. For example, because of the Honors Program, I was introduced to a study abroad program where I spent two months at the University of Cambridge, and I also had a chance to organize a three week trip to serve orphaned children in Sarajevo, Bosnia. Because of the opportunities this program presented, I became much more passionate and engaged in my coursework. It was also due to the Honors thesis requirement that my team and I traveled to Japan, China, Prague, Portugal and Vienna to present our work at international conferences. Thus, because of a simple decision to participate in one program, I was able to not only fulfill, but also excel in my leadership, volunteer, patient, and research requirements.

Students do not have to travel the world to find valuable experiences. All that is needed is the commitment to participate in activities that really

matter to them and a mentor who will help support them when the going gets tough. This way, when the weight of extra-curricular involvement becomes too difficult, students can lean on both their passion and the help of their mentors to keep moving forward, their spaceship fortified and ready to take on the challenge.

Pre-professional students must choose their experiences and their mentors wisely because both can have a lasting impact on the success or failure of the journey toward graduate, medical, or professional school. Finally, try to enjoy this time of pressure and stress. It will eventually dissipate, and if you are prepared, you will make it out the other side ready to land gracefully at your destination.

SENIOR: DO NOT COAST, IT IS A SPRINT TO THE MOON

A student's senior year goes by in a flash. Students are kept busy with pre-professional exams, the last few courses, and wrapping up any remaining extra-curricular activities. My advice for those who manage to make it here would be: do not coast, keep working, keep striving, and in the end, be grateful to those mentors, teachers, and friends who have helped you make it this far. It was not until my senior year that I began my thesis project for the Honors Program. I was a semester late and my time was running out. In an effort to avoid the amount of work necessary, I thought about not finishing the program. I tried to convince myself that it didn't and wouldn't matter to most medical schools anyway. This could not have been further from the truth. During my acceptance phone call with the dean of admissions at the University of Utah School of Medicine, he told me that it was my research experience, my participation in the Honors Program, and my time spent volunteering abroad that had stood out the most to the committee. Ultimately, I was accepted because I engaged in my education during my freshmen year by joining the Honors program, because I had incredible mentors and I chose to stay the course during my sophomore and junior year, and because I refused to coast during my senior year.

Thanks to a chance encounter with some fungi, invested professors, research partners, and mentors I was able to finish my thesis and eventually start my own lab group under Dr. Kopp's supervision that would grow to include fourteen undergraduate students. The important thing to remem-

ber during this stage is that experiences build upon each other, and the end result and the greatest opportunities can be missed if students have resigned themselves to simply gliding into their destination without much thought as to what they need to do to successfully complete their journey.

It is in this last year that students will begin gathering letters of recommendation and filling out applications. Here is where they will have the chance to reflect on the things they have done and the person they have become. If it has been done right, they will fill out these applications proud of what they have done and ready to take on the next step of their education. If they haven't, they will be filled with anxiety and worry because they know that the admissions committee is an apt audience that will indeed notice the unprepared rocket ship and the pins that they let fall.

In summary, my advice for pre-professional students is to engage in your education in a way that brings out passion and excitement for the knowledge you are gaining. Seek out mentors that are invested in your success and that care about your future. Your engagement and their help will lead you to incredible opportunities that you never would have imagined when you first began your journey. Finally, do not give up when you are just about to reach the moon; do not abandon your goal of going to graduate, medical, or professional school. Make sure you are constantly seeking to understand the whole picture, that you are always striving to learn and engage, and stay strong until you reach your goal. Continue to work and become the best person that you can become. Finally, a short note to those who are a little behind. For those students who have yet to understand the beauty of the questions they ask and the experiences that come with engagement but are already in their junior or senior year, my advice to you is to start today. If you already are at this very moment falling back to earth in your battered rocket ship, correct the course, and begin again. It is never too late.

Karaleen Anderson graduated in 2017 with her Bachelors of Science in Biology from Utah Valley University. She is currently teaching labs in the biology department and leading various research projects on campus. She will attend medical school at the University of Utah in the fall of 2018.

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THE IMPORTANCE OF DETERMINED LEADERS IN A CHANGING WORLD

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The modern world changes every second in countless ways. Innumerable leaders have risen to help organize and lead what can be a chaotic world, but only the determined leaders are able to face the relentless obstacles that our changing world throws at us. This essay utilizes content from Utah Valley University Mastermind speakers to discuss the importance of determination in making exceptional leaders, the various hurdles leaders have to jump through to reach their goal, the necessity of determination in leaders, and how to become a more determined person.

The world is moving and changing at extraordinary speeds. How can we possibly keep up with evolving technology, currency, style, education, laws, health, and paradigms? The truth is, we can't, unless we work together. But how do we, a chaotic, confused, mass of people struggling to find a purpose actually do this together? The answer is: with leaders. As humans, we know we need leaders to keep us straight and working together in an organized manner, but none of us can give a solid and universally accepted definition of what a leader is and should be. I will not attempt to give this type of definition in this essay, but I will argue the importance of one trait that is necessary in leadership in particular. This characteristic is determination. Within this essay I will be relying heavily on speakers from lectures at Utah Valley University, including the UVU Mastermind Lecture Series, which focuses on leadership topics and themes. First, I will define determination in the context of the paper. Then I will discuss others' ideas of what makes a good leader and how it ties in with determination. Lastly, I will discuss

how determination can help leaders push through obstacles and how to become a determined leader.

Determination is a word that usually has a very positive connotation. In a sense it can mean that someone is stubborn, but, for the sake of this paper, I am speaking of determination in a different way. It is a lot like passion. It is an intense and driving feeling. It is what pushes us to get things done and do it to the best of our ability. Without determination we either do not start projects or we finish projects poorly. Our determination in what we do is what makes us unique. It showcases to others what we think is important, what we value in life, and what kind of person we are. Determination, for a leader, is what makes them resolved to make a difference. A leader can't make a difference by sticking to things the world is already doing as that would mean they were only keeping the world the same as it is. However, as we have already discussed above, our world is moving too fast for us to actually keep it the same. All that remains the same is the leader and the people whom they are leading, and they are inevitably left behind if the leader is not determined to make a difference.

So what kind of people are leaders? Some think that leaders are born rather than made over time, but most disagree. Dr. Susan R. Madsen, a leadership and ethics professor, author, and researcher of women and international leaders, says in her speech "Leading Ethically During Complex and Challenging Times" that no matter where you are from, who you are, or what you are doing, you can become a leader. What Madsen (2017) is getting at here is that, whether you are a teacher, parent, CEO, or fast-food worker, you can be a leader in small to big ways that work for you. Tom Krieglstein, who has trained over 227,000 leaders, would agree with this sentiment when he says in his speech "Dance Floor Theory" that everyone has potential. The idea that everyone has potential infers you can come from anywhere and have any different type of worldview and, yet, still become a leader in your own way (Krieglestein, 2017). Madsen's and Krieglstein's ideas are what add to the complexity of what makes a person a leader. However, there is a difference between a leader and a *good* leader. Most successful leaders are continuously learning and always trying to improve (Madsen, 2017). These are truly the determined leaders.

Determined leaders are those who want to make a difference, which means that they need to be willing to change and evolve in order to improve themselves as well as the world around them. Darryl Bosshardt, who works in marketing and business development at Redmond Incorporated, describes good leaders as people who engage and share their knowledge to help enrich lives. In his speech, "Making a Contribution That Matters," he also discusses how being open to new ideas, experiences, and being willing to serve are what make leaders great. Bosshardt is essentially saying that leaders ought to be open to different experiences so they can learn and grow from them in order to better help others also learn and grow. Within determined leadership, not only do the leaders themselves stay determined to make a difference by staying open to new ideas, but they also share those experiences to actually make an impact (Bosshardt, 2016).

Making connections can also make a huge difference according to Kyle A. Reyes, an assistant professor and special assistant for inclusion to the president of Utah Valley University. Reyes (2016) states that being authentic, relevant, and creating a connection can allow you to become an empathetic leader. The key words here are "relevant" and "connect" because to stay relevant and, therefore, impactful within the world, you must be determined to keep moving forward and learning from what is changing around you. Making connections with others and with current events is what allows for determined leaders to keep up and make more significant differences. Professional inspirational speaker and memory expert, Bob Kittell, summarizes this concept perfectly in his "Get Motivated" speech when he says, "Leadership is being able to step it up" (Kittle, 2017). Leaders cannot afford to just relax. They must continually step it up.

The world can be a risky place for determined leaders who are willing to make large leaps forward and make big changes, but the world can be even more dangerous for those who are inflexible, uncertain about the future, or fear change. According to Kai Hence, the Assistant Director for Global Education Initiative at Utah Valley University, those who are the most responsive to change are the people who end up being the most successful, not the people who are merely strong and intelligent (Hence, 2016). Intelligence and strength are certainly good qualities to have, but

if you are not willing to change or are afraid of change, then how smart and strong can you really be? This is why being a determined leader is important. You have to be determined to face these fears in order to truly make a difference. It is important to remember that there is never only one option (Madsen, 2017).

There is always another way, choice, or open door to go through in order to better succeed as a person, group, or society, and this is an important paradigm to have as a determined leader. Judy Gaman, a professional speaker on “passion” and author of *Age to Perfection* and *Stay Young*, describes this idea as well in her *Finding and Developing Your Passion* speech. She described how at first it may seem like there are very few choices, but more become available as we expand our experiences. This idea also ties in with Bosshardt’s idea of how we ought to keep ourselves open to new experiences. So, not only will these experiences aid in our growth, but they will also allow us to see more options and choices (Gaman, 2017).

Another obstacle leaders may face, according to Gaman (2017), is that it can be difficult to find ourselves in a world filled with so many different perspectives, outlooks, and labels. However, it is perfectly alright, and in fact, is recommended, to reinvent ourselves and to not let people define us (Gaman, 2017). A determined leader is someone who will fight past these labels in order to continually know and change themselves however they see fit. This will allow them to better lead others in such a fast-paced world.

Kai Hence reminds us how important it is to communicate with others. A determined leader can benefit significantly from being around different people. Not only will the leader learn more about themselves in relation to others, but they will also learn different ways to work and communicate with other people. As Krieglstein (2017) puts it, “Humans need humans.” By working together, with a strong determined leader at the front, we humans can accomplish practically anything.

How can you become a determined person, though? Leaders such as Hence suggest that you may be following someone else’s path that you do not fully believe in, and so you just have to break off onto your

own path to become more passionate about what you are doing. Gaman (2017) states in her speech that talent, education, and opportunity can always lead to more determination in life. Jobs, people, class, losses, and wins all help us discover what we love and want in life as well, because we are constantly changing and learning as we experience new things. Gaman also reminds us that it takes many steps to get to where we want to go rather than one huge leap, so passion and determination may not come all at once (Gaman, 2016). However, according to Kittell (2017), dreaming big, trying to make what you do fun, and being hungry for the next opportunity also helps. We have to chase after our dreams and be with people who challenge us if we want to become more determined people (Kittle, 2017). Bosshardt (2016) also suggests being resourceful and willing to get your hands dirty. Being tenacious and thinking about what makes you feel strong can help you find your passion and determination in life (Bosshardt, 2016). Anyone can follow these suggestions in order to become a more determined leader.

A determined and passionate leader is more likely to be trusted and followed than one who is uncertain and hesitant. Determination is what is going to push a leader through all of the obstacles and barriers listed in the previous paragraphs. Leaders who are determined can keep up with the changing world, be flexible so they can reach their goals, be more willing to search for more options when it seems like they only have one choice, and engage with other people so they know better how to be helpful. If leaders are not determined or passionate in what they do, others may think they don't actually care about what they are doing. This is why determined leaders are so important, especially in a changing world.

Our world may try to push us down and throw us for loops as we struggle to keep up with the various advancements and progressions in society, but determined leaders are the people who can lead us through the chaos and down the right path. Anyone can be a leader, but not everyone can be a great leader. Although there are many things that can create good leaders, determination is what makes the difference when it comes to facing difficult times. Determined leaders will rise up despite what the world has to say. They will conquer obstacles head on, search for new ways to reach their goal, and search for the people who they know can grow alongside them. This is why determined leaders are vital in our developing world.

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LIVING AND LEARNING: AUTHENTIC LEADERSHIP

MCKELL WALL
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Leadership can be observed and perceived in many ways. It can be exemplified and demonstrated in different capacities. However, leadership can always be found and developed within every individual. I have been lucky enough to work with some exemplary leaders throughout my life. This essay demonstrates the value I see in authentic leadership and how it impacted my life.

As an incoming college freshman, I found myself on a journey I was not entirely prepared for. I had come from a small town and was hoping to find my place in a big city, more specifically in a big university. My first week was full of vulnerability and loneliness. I was finding that college was not everything I hoped and dreamed it would be. I had the perfect imagery set before me of what my college experience would be like, who I was going to be, and the relationships I would have, but, my experience was far from this perfect image.

I wandered around campus the first week and had decided that I should at least try to cultivate a relationship with someone else at the university. I was tired of feeling alone and that I didn't have a place at such a large institution. I sat down by an individual and introduced myself, but they stood up and left the hallway. I walked away with less hope to fit in than I had started with a week prior. This event had the potential to crush my college experience. I could have easily dropped out, given up on

finding myself, or decided that I wasn't going to make any meaningful relationships. Honestly, that's probably what I wanted to do, but luckily, none of that happened.

College is an interesting place. It is full of unique individuals; some striving to develop relationships and sustainability within the university, and others striving to get a degree so they can make a few extra grand after college. These are obviously two extreme examples, and I was in between.

The fact is, college was never in my plan, nor was it in anyone's plan for me. I had expectations, a reputation, and plans set out for me, but none of those included college. But I decided for myself I wanted to become more, to gain a broader knowledge, to develop more relationships, and to be a college graduate. As a first-generation student, it wasn't easy, far from easy actually, but I was determined and had plenty of support on my side.

I had many individuals who helped me prepare for this journey of a lifetime. It's difficult to downplay the impact they had on me. Specifically, I was able to work alongside Dean Forrest Williams of UVU's University College. His ability to practice authentic leadership really helped me. As a junior at UVU, I felt unsure of my future—about my path after college. Dean Williams would go out of his way to help me. He always strived to make personal relationships with anyone he encountered. Because of his example, I find authenticity as the most essential leadership quality.

This characteristic is one I have seen demonstrated and have strived to develop and portray in my own life. Some define authentic leaders as "Conscious, Competent, Confident, and Congruent" (Fusco, 2015). They describe them as having various dimensions of managerial effectiveness, as positive in behavior and attitude, and more likely to achieve personal success at a faster rate. They gain more respect and commitment from others because they are authentic. Overall, authentic leaders are portrayed to be more effective and impactful (Copeland, 2016).

My definition of authentic leadership includes simpler qualities and characteristics. Authentic leaders develop concern for others, inspire others to get involved, and create personal relationships. They set an example and impact others in ways that last a lifetime. Because of my

definition, I find authenticity as the most essential leadership quality. Authenticity in leaders can be developed. It is not just an innate trait for a fortunate few. Seeking and achieving authenticity is possible through knowledge, will, and motivation.

According to one scholar, “Authentic leaders venture into an inward journey to digest their experiences, learning from their ascriptive, biographical, and societal life challenges to explore their values and beliefs” (Datta, 2015). Authentic leaders possess many qualities that influence others and exemplify great leadership; two of these qualities include genuineness and self-awareness. Being genuine is essential in gaining trust, building relationships, and accomplishing tasks with those we lead. It is important not only to develop the quality of genuineness, but always strive to be credible and humble in caring for others. It includes being open and directly reflecting the intention of the leader and the reason for acting in a certain way. As a leader has real intent in the positions they hold, it becomes contagious to others involved. Self-awareness is something everyone should strive to improve. When a leader has a strong knowledge of who they are, their purpose in an organization, and how they can better themselves, it makes for exemplary leadership. “Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it’s amazing what they can accomplish” (Walton, as cited in Brandon, 2014). As people recognize the leader who is confident and optimistic, they will follow, look for positive qualities the leader possesses, and emulate the leader’s actions.

These are the types of leaders I have been able to build relationships with during my time at the university. I have become a different and better person because of my experiences and the leadership I have observed in my life. I have found my ability to do more than I could ever imagine alone. I have been strengthened, developed, and tried during this prime time of my life. Because of the exemplary authentic leaders in my life, I was able to become someone better during my time at the university. I found my potential to do more than I have ever planned. I started out lonely and vulnerable, but now I have a desire to help others through college because of my own past struggles. I have been involved with over 10 university organizations. I have found a purpose and felt needed within the big scheme

of college. I am a better person with capability to continually progress. I am forever grateful to those leaders in my life who impacted me. My hope is to be a more genuine, self-aware, and truly authentic leader, always working for the well-being of those whom I serve.

Mckell Wall is a senior at Utah Valley University and will be graduating with a Bachelors of Science in Communication, with a Public Relations emphasis and a minor in marketing. She currently works for the Academic Tutoring department and has had significant experience in student leadership throughout UVU. Upon graduation Mckell seeks to work within the community or within UVU to further provide service to those around her.

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UNBOUND
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Oftentimes we are the only ones holding ourselves back from greatness.
As a leader, you must first choose to let go of whatever is binding you
and only then can you reach out to others and help them do the same.



UNBOUND
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CONTRIBUTING AUTHORS & ARTISTS

Karaleen Anderson graduated in 2017 with her Bachelors of Science in Biology from Utah Valley University. She is currently teaching labs in the biology department and leading various research projects on campus. She will attend medical school at the University of Utah in the fall of 2018.

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Pat Debenham, M.A. taught for 37 years at Brigham Young University in dance. Pat is now pursuing a degree in art at UVU. As an emerging artist his work has been exhibited at the Woodbury Art Museum in Orem and many others. Several of his works have been featured in UVU publications including *Touchstone*, *Warp and Weave*, *Essais*, and the 2016/17 Office of International and Multicultural Studies calendar.

Tyler D. Gehrig is currently a senior at Utah Valley University and will be graduating with a degree in aviation administration. Tyler has been involved in many clubs and organizations on campus: *The Journal of Student Leadership*, the Political Action Committee, and UVU Student Association. After graduation, Tyler has a job lined up for a management position with Southwest Airlines and has aspirations to earn an MBA.

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Mike Jensen, M.Ed. has been employed at UVU for 25 years. He is an associate professor in the Department of Student Leadership and Success Studies. Outside of work, he paints and creates assemblage sculpture. Inspired by the artwork of a good friend, and a commitment to reduce, recycle, and reuse, Mike began creating sculptures from found objects in 2013. He says the objects seem to take on a life of their own, draw other items to them, and determine when the art pieces are complete.

Nick Lawyer is majoring in illustration at Utah Valley University. He is a professional glass artist and one of the lead designers for the *Roots of Knowledge* stained glass exhibit at the Fulton Library. He also plays snare drum for Wasatch and District Pipe Band.

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Brooke Swapp is graduating this May with a Bachelor of Arts in English with an emphasis in literary studies at Utah Valley University. She has served as a UVU Mentor the past two years for the Department of Student Leadership and Success Studies. Her essay was driven by a passion for being an introvert and also a student leader. She believes the most important material she learned at UVU came from her mentoring and leadership classes.

Mckell Wall is a senior at Utah Valley University and will be graduating with a Bachelors of Science in Communication, with a public relations emphasis and a minor in marketing. She currently works for the Academic Tutoring department and has had significant experience in student leadership throughout UVU. Upon graduation Mckell seeks to work within the community or within UVU to further provide service to those around her.

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

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

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

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

What Topics Are Most Interesting?

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