Emotional Intelligence: The Oxygen Mask of Leadership

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

Introduction

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

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

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

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

Emotional Intelligence and Leadership

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

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

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

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

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

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

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

Review of Emotional Competence Inventory (ECI)

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

Self-Awareness

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

1) *Emotional Awareness*
   Recognizing one's emotions and their effects

2) *Accurate Self-Assessment*
   Knowing one's strengths and limits

3) *Self-Confidence*
A strong sense of one's self-worth and capabilities

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

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

Self-Management

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

1) *Emotional Self-Control*
Keeping disruptive emotions and impulses in check

2) *Transparency*
Maintaining integrity, acting congruently with one's values

3) *Adaptability*
Flexibility in handling change

4) *Achievement*
Striving to improve or meeting a standard of excellence

5) *Initiative*
Readiness to act on opportunities

6) *Optimism*
Persistence in pursuing goals despite obstacles and setbacks

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

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

Social-Awareness

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

1) *Empathy*
   Sensing others' feelings and perspectives, and taking an active interest in their concerns

2) *Organizational Awareness*
   Reading a group's emotional currents and power relationships

3) *Service Orientation*
   Anticipating, recognizing, and meeting customers' needs

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

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

Relationship-Management

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

1) *Developing Others*
   Sensing others' development needs and bolstering their abilities

2) *Inspirational Leadership*
   Inspiring and guiding individuals and groups

3) *Change Catalyst*
   Initiating or managing change

4) *Influence*
   Wielding effective tactics for persuasion

5) *Conflict Management*
   Negotiating and resolving disagreements, and

6) *Teamwork & Collaboration*
   Working with others toward shared goals. Creating group synergy in pursuing collective goals

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

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

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

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

Conclusion

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

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

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Leader Defined

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Digital

Leaders cannot merely be defined by a dictionary entry
nor by peers, colleagues, family, or professionals.
Leaders define themselves
with their individual and unique characteristics.
Each individual is made of different qualities;
these qualities become their strengths,
and these strengths make them leaders.
Each leader is different;
they cannot be defined.

[2] lead·er

ˈlēdər/

noun: leader; plural noun: leaders

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

Leader Defined[1]

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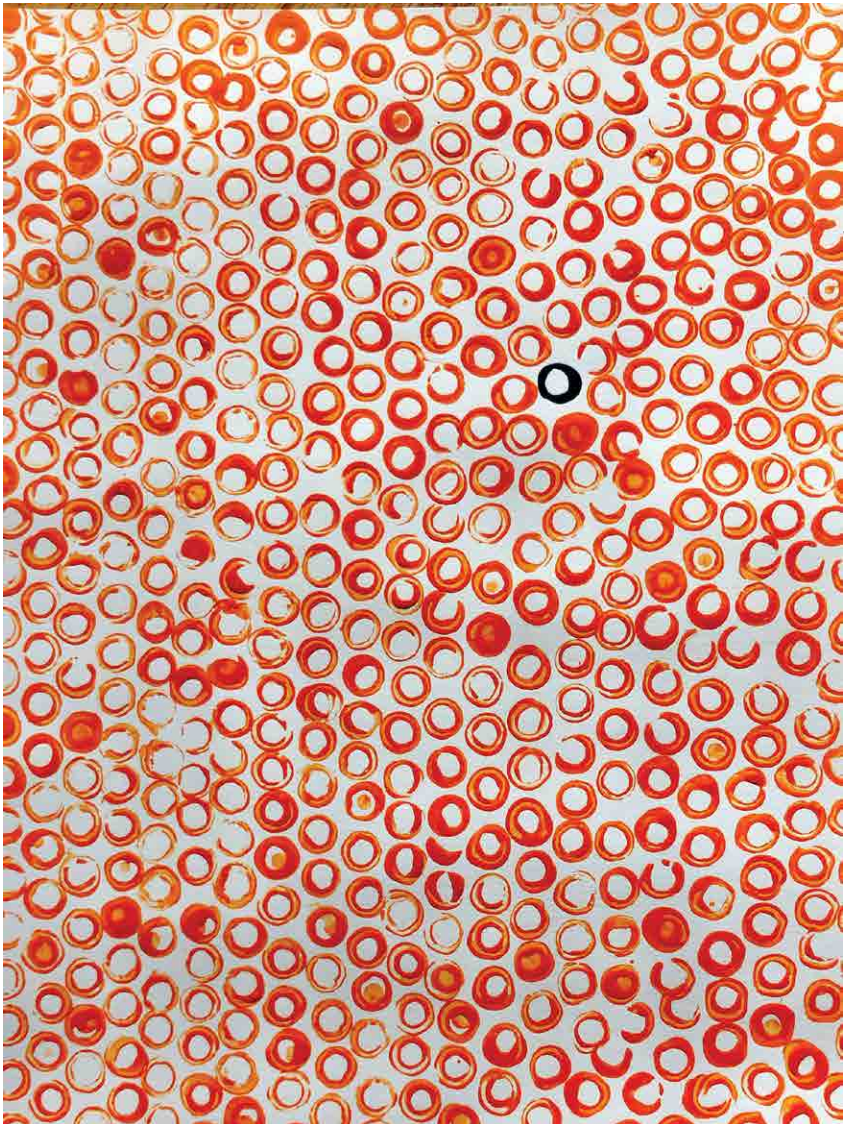
[1] The text used in the art is adapted with permission from:
Miller, Jo. 2017. "Not a People Leader? Here Are Two Other Types to Consider." *Be Leaderly*. January 12. https://beleaderly.com/not-a-people-leader-here-are-two-other-types-to-consider/

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



Standing Out
Olivia Nelson
Canvas Painting

Utah Valley University's Presidential Internship: Its History, Purpose, and Potential Success

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

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

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

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

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

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

Mission, Model, & Purpose

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

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

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

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

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

Pilot Study

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

> RQ1: To what degree do past interns report the presence of one-on-one mentorship during their tenure as interns?
>
> RQ2: To what degree do past interns report their participation in high impact projects?
>
> RQ3: In what ways did the Presidential Internship teach them to be better leaders?
>
> RQ4: What were successes and challenges the past interns experienced during their tenure as interns?
>
> RQ5: Do Presidential Interns go on to participate in other high-impact projects or careers?

Methods

Participants

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

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

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

Measure

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

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

Analysis

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

Results

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What were any challenges that you experienced as an intern?

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

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

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

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

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

Discussion

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusion

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

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Contracts of Leadership

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

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

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

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

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

The Road Less Traveled
Ryan S. Brown
Oil on Linen

The Necessity of Hispanic Leadership

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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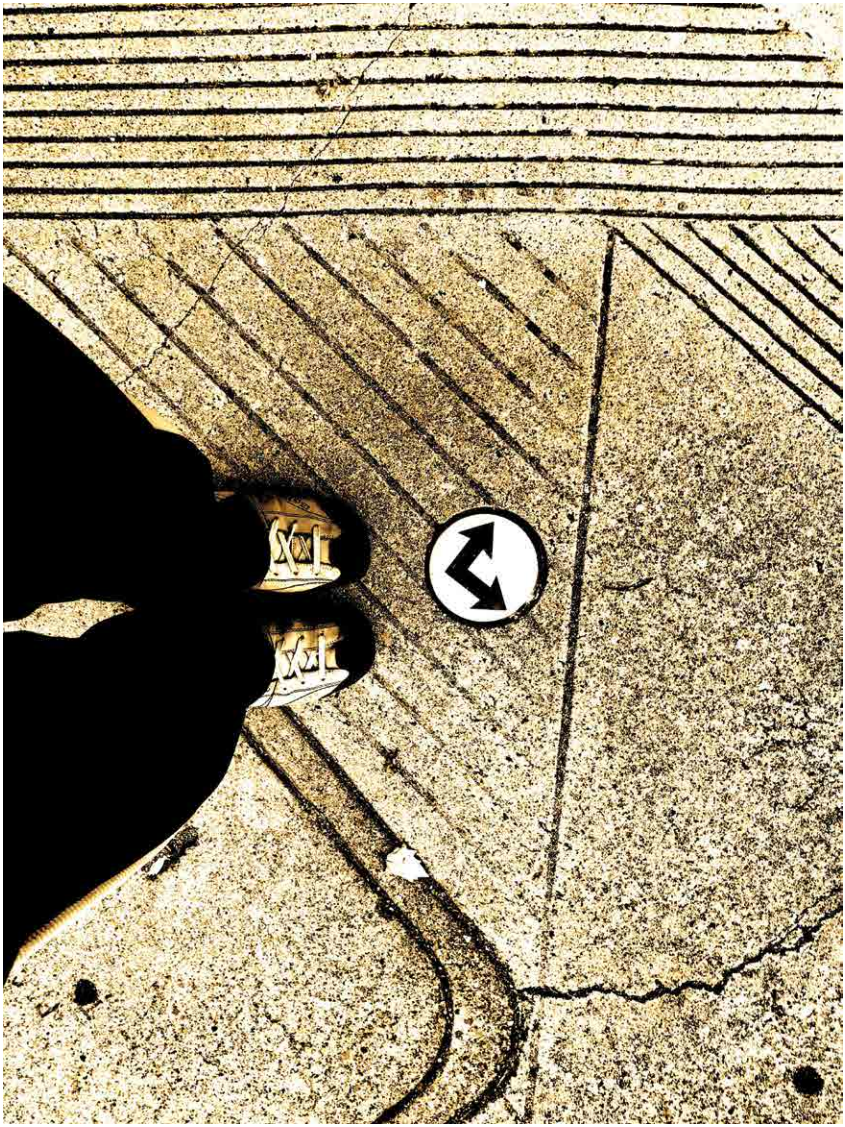

Leadership Means Making Decisions

Pat Debenham, M.A.

Photography

Motivating Factors of Formal Student Leaders at Utah Valley University

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

Introduction

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

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

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

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

Literature Review

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

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

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

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

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

Methods

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

Research Design

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

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

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

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

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

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

Sampling

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

Surveying Process

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

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

Data Analysis

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

Results and Implications

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

Demographics of Participants

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

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

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

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

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

Motivation to Become (MTB)

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

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

Table 3

Becoming Motivators by Top 5, 3, & 1

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

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

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

Motivation to Perform (MTP)

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

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

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

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

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

Comparison of Becoming and Performing

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

Table 5

Performing Motivators by Top 5, 3, & 1

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

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

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

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

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

Influence of Leadership Courses

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

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

Table 6

Student Ratings of 5 Combined Courses

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

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

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

Discussion

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

Quantitative Findings

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

> **Finding 1**. The top three motivators for FSL to MTB are scholarship, personal development, and the opportunity to make a difference at UVU.
>
> **Finding 2**. When UVU FSL are striving to perform in their leadership responsibilities personal development, and love of leading become more influential motivators than scholarship.
>
> **Finding 3**. Learning to love leading and valuing making a difference increase as motivating influences when students accept and perform in their leadership responsibilities at UVU.
>
> **Finding 4**. Resume building as a motivator is less effective once a position or title has been obtained.

Qualitative Findings

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

> **Finding 1**. Many people mentioned the word "love" as being what motivated them to perform in their role, not so much a love for leading, but rather a love for the people with whom they work and for performing the services they offer the school.
>
> **Finding 2**. Many FSL mentioned they wanted to be involved and engaged in their college experience. They wanted to have a place or a home on campus where they felt comfortable
>
> **Finding 3**. Many participants mentioned that they value connection to their university, classmates, a team, and the community.
>
> **Finding 4**. An overwhelming majority of FSL responded that they thought the purpose of the required leadership course was to learn to be a better or more effective leader. Other common responses include: make connections with or build unity between other student leaders, meet university requirements, receive credit for their leadership positions, and to be trained.

Limitations

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

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

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

Conclusion

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

Future Research

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

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

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Appendix: Survey Questions and Response Options

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

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

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

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

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

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

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

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

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

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

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

- Scholarship/ Financial assistance
- Love of leading

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

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

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

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

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

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

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

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

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

Halley 1910

Mike Jensen, M.Ed.
Acrylic and Molding Paste on Canvas

Just as a comet can light up the sky,
leadership is often like a light source.
It provides focus to clear a path,
helps you move forward,
and can be shared to light the way
for others to follow.

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