"U" Matter Leadership Development Model: Developing "U" for Purpose Fulfillment— Effective Leadership From the Inside Out

Dr. Lakeisha Walker, LCMHC, CTRP
Bridge of Hope Life Transformational Services, LLC
Roundtable: Professional Coaching

Abstract

There is an unspoken expectation for individuals who are in leadership roles to display positive actions and to magically obtain the skillsets to create a high-performance culture. This article explores the utilization of the "U" Matter Leadership Development Model to take a deep look at the leader's inner being, which directly impacts their leadership actions. Based on consulting reviews with staff members and leaders, a few of those unspoken expectations are effective communication, building healthy relationships, establishing trust, and being consistent. As a Licensed Clinical Mental Health Counselor, it is easy to understand how low self-concept, irrational thinking, past traumatic experiences, unhealthy patterns, and a lack of emotional intelligence reduce a leader's ability to lead well. This is an evidence-based, self-regulatory, universal model that aims to separate the leader ("U") from leadership behaviors and demonstrate the effectiveness of the leadership's actions once the leader transforms thought processes, increases healthy living standards, creates emotional stability, and aligns their daily actions with their leadership purpose.

Leadership is influence, leadership is lifestyle, leadership is purpose fulfilled, leadership is character, leadership is transformative actions, and leadership is positive authority unleashed, which can be developed once the leader rebuilds from the inside out. The behaviors of a leader shape culture and have a profound influence over the actions of those on their team. To attest to the influence of the leader's behavior, Schwantes (2021) stated,

> The fastest way to plug the employee turnover drain is to hire and promote those who have leadership competencies. The reality is that most narcissistic bosses

with psychopathic tendencies also possess those qualities, much to the detriment of their teams." (see "It's the manager," para. 2)

The latter sentence displays what it looks like to separate the leader from leadership behaviors; the "also possess those qualities" piece references the leader and the "most narcissistic bosses with psychopathic tendencies" piece references the leadership behaviors.

Just as a house's longevity depends greatly upon its foundation, leadership behavior depends greatly upon the foundation of the leader. The "U" Matter Leadership Development Model is a four-tiered model that assesses three innate parts of the leader ("U") before advancing to Tier 4, which is a display of a rebuilt leader with an increased ability to demonstrate effective leadership behaviors. When the leader is made whole, it is evident by transformed behaviors. The tiers to assist with this transformation and rebuilt foundation follow:

1. How Do "U" See "U"?—Increasing Self-Esteem to Prevent Self-Destruction™
2. The Emotional "U"—Let's Talk About "U"™
3. Caring for "U"—Becoming a Healthier "U"™
4. Ideally "U"—Developing the Leader Within "U"™

Tier 1: How Do "U" See "U"?—Increasing Self-Esteem to Prevent Self-Destruction™

What lies at the root cause of everything a person does is how the individual sees himself or herself. There is ongoing research about self-esteem and how it impacts overall well-being. Self-esteem is a perception. A person's perception is shaped by experiences and/or concepts that were taught either intentionally or by observation. This perception then turns into an assessment or evaluation of their abilities. If that perception is negative, it will lead to a negative self-evaluation. If that perception is positive, it will lead to a positive self-evaluation. "Self-esteem is how a person thinks and feels about their own qualities and characteristics" (Olivine, 2023, para. 1).

As simple as it sounds, there is a resonating need to unpack components that society has rolled into one concept. The way that a person views himself or herself is three-dimensional, consisting of (a) self-esteem, the way we see ourselves through the eyes of others; (b) self-concept, the way we see ourselves through our own eyes; and (c) self-worth, the value we place on ourselves based on that esteem or that concept. Although the theory of self-esteem and its components sound simple, it is necessary to identify the various factors that impact our assessment of ourselves.

Appendix A contains the adult survey titled "U" Matter Self-Esteem Adult Survey: How Do "U" See "U" that I created to identify the factors described above and to

compare any increase or decrease in self-esteem since the youth/adolescent years of respondents to the survey. This survey assesses the impact that family dynamics, peer influences, past experiences/personal encounters, and other factors that are not listed have on self-esteem. This survey captures details as to how self-esteem impacts effective leadership.

When adults have negative factors from their past that have not been resolved, it will have a negative impact on their leadership ability. Low self-esteem and low self-concept often present themselves in behaviors such as the following: being viewed as mean by others; having a decreased social capacity; having difficulty with delegating tasks; and/or being distant, irritable, anxious, easily triggered, and insecure. Based on this, can you identify some areas of needed personal growth?

This first tier often requires immense work. Therefore, clients are often provided with an additional session along with extra heart work (homework) as we begin the rebuilding process. A leader who depends more on self-esteem versus self-concept depends on others to affirm them, which could be dangerous because the leader could lead unfairly by favoring one person over a more suitable person. "Low self-esteem, low self-worth, and low self-concept will keep you in unhealthy situations longer than you need to be there" is an adage that I often teach, and it has been instrumental in assisting individuals with increasing their overall value and worth.

A coaching client reported that she struggled with charging/scaling the services that she provides at their actual worth because she has a low view of who she is as an individual. She has low self-esteem and low self-concept and has therefore attached low self-worth to herself. She discussed being sexually violated at an early age and feeling a disconnect with her mother (see Appendix A, 1A, and 1C), as she lived with her maternal grandparents. Key and clear insight on how settling as an individual negatively impacts leadership actions was taught with this coaching client by utilizing a statement that I often convey, "Never settle for less than what you deserve because when you do you will get less than what you settled for."

In another example, a high school administrator indicated that she was bullied as a child (see Appendix A, 1B), and her parents separated when she was a teenager; as a result, the family suffered financially (see Appendix A, 1A and 1D). She often bullies staff members in the workplace and is not open to ideas as reported by staff members who are unaware of her past experiences. The administrator also struggles with establishing teams and with being fair with employees. As a result, the school has one of the highest staff turnover rates in the district. "It's surprisingly common that high-level leaders fail to create environments where constructive input is encouraged, embraced, and applied. A lack of healthy self-regard is frequently at the root of such situations" (Cohen, 2023, para. 3).

In a final example, a male supervisor reported that his biological father was absent during his childhood and that he experienced harsh treatment from his stepfather (see Appendix A, 1A and 1C). He reported that his mother was afraid of his stepfather. He said that such factors have a direct impact on how he chooses to rear his children. He feels as if he does not know who he is and that he does not believe in himself. He attributes that low belief and worth to his childhood.

"If a child's primary caregiver is the purveyor of their trauma, the child could battle with self-esteem problems by adulthood as a result of inadequate relationship and attachment formation" (Crummy & Downey, 2022 p. 2). Each client identified a correlation between self-esteem and effective leadership. One of my clients stated,

> I have some work to do on myself. I didn't know that so many past experiences impacted the way that I see myself. However, I now understand that I treat people based on how I see myself. I cannot lead well until I improve some of these factors. Thanks for allowing me to complete this survey.

Because this is a universal model, I also created a self-esteem survey for youth and adolescents titled "U" Matter Self-Esteem Youth and Adolescent Survey: How Do "U" See "U"? (see Appendix B). Most recently, I taught the "U" Matter Leadership Development Model to some students in a 6-week group. Some of their discussions around self-esteem included bullying, living in a home with providers with low income, name-calling by teachers, family members, and peers, academic deficiencies, frequent relocating, unhealthy relationships with parents and siblings, and a lack of praise from parents and families. The group was comprised of ten students, seven of them rated their self-esteem between 1-3, and all ten students reported that their first encounter with low self-esteem was between the second and third grades. Their ability to effectively lead in the future depends on what happens to them now; more importantly. it depends on how they are taught to deal with what happens to them now.

Tier 2: The Emotional "U"—Let's Talk About "U"™

We can continue with the rebuilding process as the foundation has been reset and the foundational cracks have been filled with appropriate materials. Emotional stability is easier to obtain once an individual learns how to settle irrational thoughts. A major principle to remember is that *thoughts and emotions impact actions*. This tier aims to assist leaders with learning how to manage thoughts and emotions while deepening their understanding of how such factors impact actions. The prominent element of this model is to teach leaders how to make purpose-driven decisions versus emotion-driven decisions. Anxiety and depression are often coupled with the esteem or the concept of an individual; each emotional space has an associated thought process. This tier assists

leaders with factors such as identifying triggers, true emotions, and positive coping skills. Because identifying emotions has been frowned upon and defined as being weak, leaders often try to cover up their emotions or avoid admitting how something makes them feel.

Understanding emotional intelligence aids in teaching leaders how to start with the first quadrant of self-awareness and end with the fourth and final quadrant of relationship management. Leaders are responsible for managing systems and leading people. Figure 1 briefly describes what occurs in each of the four areas of emotional intelligence. Leaders must become self-aware before they can self-manage because it hinders social awareness and stunts relationship management, which are critical to the potential and growth of the leader. For example, if a leader does not know their story and how it affects them along with their beliefs and behavior patterns (Self-Awareness Column, Figure 1), they will not place a great need on learning proper techniques to manage things that have not first been identified as points of concern (Self-Management Column, Figure 1). Until the first two areas are improved, the leader will struggle with having a positive view of others (Social Awareness Column, Figure 1) and will approach matters with aggression versus assertiveness (Relationship Management Column, Figure 1). A leader who lacks self-awareness is more inclined to react versus respond to matters and will be driven by the negative energy of fight, flight, or freeze as instructed by the amygdala. Leaders are expected to be pros at relationship management while being "amateurs at self-awareness.

When leaders have not appropriately learned how to identify their emotions and the underlying emotional tone, it is easy to be triggered by current situations, which could lead to displacement. Displacement is a defense mechanism in which an individual transfers their negative emotions to another individual, object, or even pet. Denney and Williams (2010) asserted,

> Some bosses are insulting and abusive towards their subordinates because they lack empathy. They have no sensitivity to other people's feelings. Other bosses use anger as a defense mechanism. They bluster and rage and insult their subordinates to hide their insecurities. As long as they can keep subordinates off balance, no one will uncover the secret of their own lack of competence and confidence (p. 87).

Lord (2011) accurately depicted how thoughts and emotions impact actions: "Anger stems from irrational beliefs about others, and anxiety stems from irrational beliefs about yourself" (p. 56). I have been successful through the "U" Matter Leadership Development Model at assisting leaders with identifying the real emotion, especially when anger is the said emotion. A leader could present as feeling anger, but the true emotion could be feeling let down, frustrated, humiliated, betrayed, disrespected,

violated, and/or even provoked. The management of any emotion begins with the proper identification of the emotion. There are several types of anxiety-based disorders, but the common denominator of them all is that anxiety sits in the thought process. The same is true about depression disorders, but the common denominator of them is that depression sits in the emotional space. Any emotional experience can be validated, and any emotional experience can be managed. I always say, "Negative emotions lead to negative decision-making; learn positive ways to manage your emotions to prevent negative emotion-driven decisions."

Figure 1: Four Areas of Emotional Intelligence

Four Areas Of Emotional Intelligence

Self Awareness	Self Management	Social Awareness	Relationship Management
*Know your story & how it affects you *Make peace with your past *Know your beliefs, your emotions & your behavior patterns *Know your relationship patterns	*Learn skills for breathing & relaxation *Complete your basic emotional healing work *Learn skills for soothing & motivating yourself *Maintain healthy eating & exercise	*Understand nonverbal social signals *Develop a positive view of others *Understand basic human emotional needs *Understand "games" & personal integrity	*Develop skills for reflective listening & empathy *Learn skills for healthy assertiveness *Learn conflict resolution skills *Develop skills for support & affirmation of others

Note. (Google, n.d.)

Tier 3: Caring for "U" — Becoming a Healthier "U"™

Are you seeing the snowball effect of the first tiers of this model yet? If not, as I progress through the third tier, it is expected that you will have a better understanding of how every facet of "U" matters in terms of effective leadership. The importance of healthy thoughts was discussed, and it was intentionally included before this tier because healthy living is an outcome of healthy thinking. Any healthy action can be established when healthy thinking is driving the action.

Regarding physical health, this tier first views the importance of eating habits, health conditions, and exercise. The foods that a person consumes will either energize or

exhaust them, influencing cognition and decision-making. "If you're seeking an edge to achieve maximum performance, intelligent food choices are key" (Mayberry, 2015, see "Food Affects Your Brain"). Part of longevity is healthy eating and proper exercise. These resoundingly affect a person because they drastically change health conditions. No two days mirror each other in the life of a leader; therefore, it becomes easy to live a life focused more on processes and duties than on oneself. This tier demands discipline in the life of the leader, especially when food can become an escape.

> Being properly fueled allows you to get the most out of your day and stay present through long meetings and stressful situations. Presentations in the boardroom, high-stress negotiations, and client interactions require fierce concentration and brain power. Food helps fuel electrical impulses for learning, memory, and other cognitive tasks. (Mayberry, 2015, para. 2)

According to the Centers for Disease Control and Prevention (2023), some benefits of eating healthy, though not an exhaustive list, include a lowered risk of heart disease, type 2 diabetes, and certain cancers; additionally, eating healthy strengthens bones and supports muscles. University of Minnesota (2023) presented research that supports the notion of the value of healthy eating: "The food we eat gives our bodies the 'information' and materials they need to function properly. If we don't get the right information, our metabolic processes suffer and our health declines" (para. 1). Williamson (2022) attested to the importance of healthy eating: "For every 100 grams of fruits or vegetables consumed, the risk for depression falls by up to 5%" (para. 5).

Second, this tier views the importance of proper rest. There is a vast difference between sleep and rest. Sleep occurs every night, but rest occurs when the brain and the body take a break. A teacher who was a client of mine would wake up and feel pressured and rushed at 6:00 am. In assisting him to establish a healthier habit, I challenged him to establish a wake-up time and a get-up time. For example, if his desired get-up time is 6:00 am, he was challenged to wake up at 5:30 am or 5:45 am. The brain needs time to align with the body. On Day 1 of implementing this practice, he reported a noticeable difference: he was not as anxious, he was less irritable, he had increased focus on his lesson plans, and he was friendlier with staff members. He continues this practice daily of having a wake-up time and a get-up time.

The Center for Creative Leadership (2023) shared, "Sleep deprivation can lead to poor memory and diminished focus and slower responses, making it difficult to make important decisions in uncertain and complex work environments" (see The Impact Sleep Has on Productivity and Leadership, para. 2). This same report shared details of a survey of 384 leaders; one out of four leaders indicated trouble with sleeping due to work-related issues. Various research has suggested about 7 or 8 hours of sleep per night. However, Hoomans (2014) conveyed that the actual normal amount of sleeping

hours for many Americans is an average of 6 hours or less. He stated, "This trend threatens to undermine our health, as well as our talents, skills, and abilities, as it very subtly erodes this critical source of renewal." (see "The Need for Rest" para. 1)

Third, this tier views the importance of healthy actions such as spending habits, establishing and maintaining boundaries, making good friendship/relationship choices, and implementing self-care. With discipline and intentionality, leaders can live and lead a healthy life with healthy actions. Leaders are more apt to make holistically healthy decisions when self-love is the emotional undertone that is driving their actions. Despite the benefits of adopting a healthy lifestyle, some leaders struggle with becoming a healthier version of themselves, while others accept the challenge and make necessary changes based on their desire to live. Healthy actions are the byproduct of healthy thinking and transformed behaviors. The Center for Creative Leadership (2023) introduced the following four pillars of good health and effective leadership that summarize the content within this tier:

- Eat a nutrient-rich, health-promoting diet. What you eat fuels your brain.
- Get adequate, quality sleep. Being tired at work compromises your decision-making.
- Engage in regular physical activity. Understand the connection between exercise and leadership.
- Avoid turning pressure into stress. Avoid rumination—the number 1 reason you are stressed.

Tier 4: Ideally "U"—Developing the Leader Within "U" ™

A quick recap of the previous tiers includes a foundation rebuild, emotional identification and management, and healthy actions that segue into the final and fourth tier and open the door for the leader to exhibit effective leadership. A leader leads at their greatest capacity when their leadership is from a place of purpose and destiny. I often convey, "Leadership is not about perfection, however, individuals should be perfected in certain areas before accepting leadership roles." All eyes are on leaders and their leadership behaviors as coaches, culture shapers, executive officers, team builders, and examples, which speaks to the immanent need for integrity and character to be a part of the leader's innate qualities versus learned behaviors.

For instance, I was participating in a kickboxing class one evening. There were a few new participants that night. Though I was experienced with the moves, I was a little tired that night and was not putting forth my best effort. Then, I heard one of the new participants say to me, "Don't stop. I'm watching you. I'm doing what you are doing." Leaders are always leading. They should always perform well whether they are aware that someone is watching or not.

Along with these leadership roles are leadership core skills such as those in Table 1 as highlighted by Lanik (2018, p. 14).

Table 1: Leadership Skills (Lanik, 2018)

Getting things done	Focusing on people
Planning & Execution Skills	Persuasion & Influence
Manage Priorities, Plan and Organize Work, Delegate Well, Create Urgency	Influence Others, Overcome Individual Resistance, Negotiate Well
Solving Problems & Making Decisions	Growing People & Teams
Analyze Information, Think Through Solutions, Make Good Decisions, Focus on Customers	Empower Others, Mentor and Coach, Build Team Spirit
Leading Change	Interpersonal Skills
Sell the Vision, Innovate, Manage Risk	Build Relationships, Show Caring, Listen Actively, Communicate Clearly, Speak with Charisma

Leaders can increase their leadership capacity by developing skills and identifying their value system. Effective leadership requires skills such as integrity, authenticity, foresight, trustworthiness, and honesty, which will equip the leader to get things done and focus on people. The question of how often arises when communicating with leaders about leadership development and skill identification. This tier teaches leaders about the skills being manifested through transformed behavior versus displaying additional knowledge of leadership as a trait. "Like playing the piano, leadership is more about skills than knowledge. The only way to become a better leader is to improve your leadership skills through deliberate, sustained practice—something traditional leadership training rarely provides" (Lanik, 2018, p. 19).

When a leader executes at their highest level, they understand the difference between leadership and management. Engstrom (1976) taught the following leadership distinctions:

- Leadership is a quality.
- Leadership provides vision.
- Leadership deals with concepts.
- Leadership exercises faith.
- Leadership seeks for effectiveness.
- Leadership is an influence for good among potential resources.
- Leadership provides direction.

- Leadership thrives on finding opportunity. (p. 23)

A leader leads in the same manner in all spheres of influence because at the seat of leadership actions are the heart and the perception of the leader. What does it look like to display effective leadership actions in a leader's day-to-day functioning? Leaders should strive to lead well in the smallest of tasks daily as if every day and every action is being rated such as on the annual evaluation. Every day is evaluation day in terms of effective leadership; a rebuilt leader is an asset in the seven mountains of culture.

Femrite (2011) discussed the seven mountains of influence that shape worldview; it is important to give attention to this because what shapes a person's worldview influences their actions. These seven mountains of influence are arts and entertainment, business, education, family, government, media, and religion. A leader leads with the same concept of leadership in all spheres of influence. Consistent, integral, purposeful, and agile leadership are crucial elements that will positively shape one's worldview and achieve the goal of invading culture with strategic thinking and actions that will change the world.

Concluding Factors

The "U" Matter Leadership Development Model: Developing "U" For Purpose Fulfillment provides solutions for many leadership dilemmas. Lord (2011) stated, "The destiny of every human being is decided by what goes on inside his skull when confronted with what goes on outside his skull" (p. 67). Leadership actions are not excluded from this realization. Too often, leaders and executives alike accept shaped or learned behaviors that release minimal output whereas the rebuilt leader releases maximum output and genuine acts. This model examines areas of the leader ("U") that need sharpening; once sharpened, leaders are fortified for effective leadership. Utilized as a coaching model, this model assists leaders with learning and applying new skills, increasing self-awareness, establishing healthy relationships, leading change, closing gaps between competencies and expected outcomes, increasing retention, and creating vision.

Some remarks from coaching clients upon completion of this model are as follows:

- This coaching group has been a lifesaver for me. I am a better person in general and my husband can tell a difference in our home as well. He releases me from cooking duties and reminds me to attend my group. As a supervisor, I learned how to manage personal emotions and work-related stress and that has changed how I interact with staff members.
- Everyone needs "U" Matter! My self-esteem was low because of family and childhood issues but now my family tells me that it's too much of me! I'm a

supervisor on my job and I communicate needs and areas of change without fear. I'm ready for part 2!

- As a school leader, I am in constant contact with students who are feeling the aftermath of various traumatic situations; I would almost relive certain situations but after learning about how trauma impacts the brain, I can apply strategies to assist the students without interjecting my pain reminders.
- I am a leader within my career; while being employed with mainly men I struggle with using my voice. I have identified some additional leadership skills as a result of completing this model and now I am an effective and confident leader.

Finally, each facet of an individual's life is discussed in the "U" Matter Leadership Development Model, and as individuals, these leaders learn strategies to assist with repairing their sense of self-concept which is foundational in decision-making since an individual cannot act beyond what he or she thinks. When the way "U" C "U" changes it assists with the emotional management of "U" which has a direct impact on becoming a healthier version of "U" who is built on a secure foundation; this secure foundation equips "U" to be ideally "U" and effective in leadership roles. "U" Matter as an individual and "U" Matter as a leader!

About the Author

Dr. Lakeisha Walker is a sought-after empowerment speaker, leadership coach, consultant, and professional development facilitator. She is also an Ordained Evangelist, a Licensed Clinician Mental Health Counselor, and a Certified Trauma Practitioner who earned a Doctor of Strategic Leadership with a concentration in Leadership Coaching. She founded Bridge of Hope Life Transformational Services and "U" Matter Leadership Institute and enjoys creating content to assist leaders with understanding how the individual ("U") shapes LEADERship efforts coupled with increasing insight into holistic wellness. She is passionate about people development and purpose fulfillment as being manifested via mindset shifts, personal wellness, transformed behavior, and improved lifestyle choices. Lead Leader and remember as I often say to lead change, "It's Never Too Late For A New Beginning."

Correspondence concerning this article should be addressed to: Dr. Lakeisha Walker, 114-B West Street South, Ahoskie, NC 27910. Email: drk@bridgeofhopelts.net.

References

Center for Creative Leadership. (2023). 8 leadership practices to optimize your sleep and productivity. https://www.ccl.org/articles/leading-effectively-articles/8-practices-for-more-rest-to-lead-effectively/

Centers for Disease Control and Prevention. (2023). Benefits of eating healthy. https://www.cdc.gov/nutrition/resources-publications/benefits-of-healthy-eating.html

Cohen, J. (2023). Cultivating effective leadership through self-esteem and constructive feedback. https://www.forbes.com/sites/forbescoachescouncil/2023/09/07/cultivating-effective-leadership-through-self-esteem-and-constructive-feedback/?sh=1a67711e313d

Crummy, A., & Downey, C. (2022). The impact of childhood trauma on children's wellbeing and adult behavior. European Journal of Trauma and Dissociation, 6(1), 1-8.

Denney, J., & Williams, P. (2010). *Leading with integrity: The 28 essential leadership strategies of Solomon.* Shiloh Run Press.

Engstrom, T. (1976). *How to develop management and human relations skills: The making of a Christian leader*. Zondervan Publishing House.

Femrite, T. (2011). *Invading the seven mountains with intercession: How to reclaim society through prayer*. Creation House.

Google. (n.d.). [Four areas of Emotional Intelligence]. Retrieved November 3, 2023, from https://www.bing.com/images/search?q=emotional+intelligence+four+components&form=HDRSC3&first=1

Hoomans, J. (2014). Lessons in leadership: Rest or fail? https://go.roberts.edu/leadingedge/lessons-in-leadership-rest-or-fail

Lanik, M. (2018). *The leader habit: Master the skills you need to lead in just minutes a day*. AMACOM.

Lord, S. (2011). *The brain mechanic*. Health Communications, Inc.

Mayberry, M. (2015, October 23). Your food choices ultimately influence your workplace success. https://www.entrepreneur.com/living/your-food-choices-ultimately-influence-your-workplace/252011

Olivine, A. (2023). What is self-esteem? Your sense of worth or value. https://www.verywellhealth.com/what-is-self-esteem-5205044

Schwantes, M. (2021). Why do people leave their jobs, exactly? The entire reason can be summed up in a few sentences. https://www.inc.com/marcel-schwantes/quitting-job-bad-boss-manager.html

University of Minnesota. (2023). How does food impact health? https://www.takingcharge.csh.umn.edu/how-does-food-impact-health

Williamson, L. (2022, March 30). How to boost your mood through food. https://www.heart.org/en/news/2022/03/30/how-to-boost-your-mood-through-food

Appendix A

"U" Matter Self-Esteem Adult Survey: How Do "U" See "U"?

1. On a scale of 1 – 10, how would you rate your self-esteem when you were a youth and/or adolescent? 1 is I felt horrible about myself while 10 is I felt great about myself.

2. What factors had a direct impact on your self-esteem during your youth and adolescence?
   A. ___Family Dynamics
   B. ___Peer Influences
   C. ___Past Experiences/Personal Encounters
   D. ___Other (Explain)

3. On a scale of 1 – 10, how would you rate your self-esteem as an adult? 1 is I feel horrible about myself while 10 is I feel great about myself.

4. As an adult, which of the factors notated in Question 2 impact your self-esteem? If none or additional factors apply, please check other and explain your answer below.
   A. ___Family Dynamics
   B. ___Peer Influences
   C. ___Past Experiences/Personal Encounters
   D. ___Other (Explain)
5. Do you see any correlation between self-esteem and effective leadership? Please explain your answer below.

6. What is your age and gender?

   ___ 22-25 years of age ____ Male ____ Female

   ___ 26-34 years of age ____ Male ____ Female

   ___ 35-44 years of age ____ Male ____ Female

   ___45-54 years of age ____ Male ____ Female

   ___55-64 years of age ____ Male ____ Female

   ___65 and older   ____ Male ____ Female

7. What is your race?

    ____ Black, African-American

    ____ Hispanic, Latino

    ____ White (Non-Hispanic/ Latino)

    ____ Declined

    ____ Other

Appendix B

"U" Matter Self-Esteem Youth and Adolescent Survey: How Do "U" See "U"?

1. On a scale of 1 – 10; how would you rate your self-esteem? 1 is I feel horrible about myself while 10 is I feel great about myself.

2. What factors have impacted the way "**U**" See "**U**"?
   A. ___Family Dynamics
   B. ___Peer Influences
   C. ___Past Experiences/Personal Encounters
   D. ___Other (Explain)

3. If you have ever experienced low self-esteem, how old were you at your first encounter?

4. What can be implemented in a school setting that would help students to increase their self-esteem? What can parents/guardians do to assist their children who have low self-esteem? What role does the faith-based organization play in assisting with increasing your self-esteem? What can a person do to improve their self-esteem?

5. In what ways have positive and/or negative self-esteem impacted your life?

6. What is your age and gender?

   ___ Under 12 years of age ____ Male ____ Female

   ___ 12-17 years of age ____ Male ____ Female

   ___ 18-21 years of age ____ Male ____ Female

7. What is your race?

   ____ Black, African-American
   ____ Hispanic, Latino
   ____ White (non-Hispanic/ Latino)
   ____ Biracial
   ____ Other
   ____ Declined