

Engineering Emotion:

Students tell Stories about the Costs of Being Innovative

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Abstract— When prompted to imagine the story of today's top engineering graduate, one might imagine a successful leader and innovator in this 'research to practice' full paper. Changes in the emotional responses of today's college students pose an intriguing question: can generational differences in emotion suggest a shift in entrepreneurial mind-set and leadership choices post-engineering education? This paper uses modified original protocol developed by Horner (1972) on gendered generalizations of professional success and Engle's (2003) updated approach for considering responses about occupational choice. The researchers also included an emotion scale (PANAS, 1988, 2007) to conduct an examination of 83 college students' responses to a "storytelling cue" prompt about a time when a new engineering graduate stepped away from their CEO role within their founded company. Measures in two parts are reported. Stories written by the participants are coded for the presence or absence of specific motives, e.g. achievement, power, innovation. Factors of mood are coded as negative affect and positive affect. This study had two between-subject's factors (gender of participant – female, male – and gender of engineer in the cue prompt – female, male) which yielded four conditions: females-female prompt, males-male prompt, females-male prompt, and males-female prompt. Six univariate ANOVAS, each two by two, crossed two independent variables (gender of the participant and cue prompt gender) to produce four experimental conditions. Results revealed negative affect vs. positive affect responses to the cue. The females in the story received more negative responses by men, and the men coded more negative overall. Data from the preliminary experiment offers stunning stories by college students with compelling motivational and emotional characterizations. Some implications of gender on the costs of being innovative in engineering are discussed.

Keywords— *Motivational characteristics, Projective prompts, Leader, Innovation, Entrepreneurial intent, Emotion, Gender*

I. OVERVIEW OF THE ROLE OF EMOTION IN ENGINEERING

Increasingly, engineering student entrepreneurial ventures begin as emotional connections, artistic experiences, and high expectations for delivering on research teams [1, 2, 3]. Similarly, the co-authors began a conversation based on their observation of the shifting emotions and motivational needs behind engineering students' job choices and entrepreneurial successes. The diverse background of the team proved invaluable to working together and creating a unique and thoughtful approach throughout their research.

Why do emotional and motivational characterizations of engineering students matter? Whether it is a feeling of comfort or discomfort, our students show us that emotion is a tangible ingredient in their work. Modern students discuss emotion regularly. Some question whether or not they are happy. Thus, it is important for them as creators and innovators to understand how they feel/respond as they go about science and engineering work; it is also important they understand the emotion that becomes embedded with the work product itself. For faculty and engineering educators, these emotional questions pose a challenge with regards to expectations students have for quality teaching and learning. Surfacing what motivates students to study engineering and natural sciences has always been one of the fundamental concerns in STEM. The authors believe that the emotional and motivational make-up of today's engineering students are the cornerstones for engineering student retention and success. Understanding how college students characterize a new graduate's entrepreneurial action [34] is crucial for expanding a definition of innovation.

We regularly hear students talking with purpose. They explicitly ask for guidance and reflect on their feelings attached to an idea in order to ensure clear communication about a question in their research, about a team conflict, about entrepreneurial dreams, or even to get closer to other people. Their requests embody a shift in an entrepreneurial mindset, revealing how students ultimately move forward with what they want to change in themselves and in the world. The importance of this shift is underlined by the fact that the next 10 years will bring more than a billion new young people to the global work force and their working lives are estimated to be even more entrepreneurial than previous generations [4].

Regardless of whether or not our students make innovation their primary goal, this paper introduces discussion to preserve a path of well-being and fairness for men and women entering the workforce [5]. The emotions of the modern engineering student have received limited research attention. There are many explanations of individual excellence and entrepreneurial mindset [6,7,8] and multiple studies about engineering students [9,10,11] with an emphasis on a high need for achievement [12] and potential for break-through innovation [13]. While research links entrepreneurial status to personality theory [14], few studies focus on the impact of emotion on innovative success. This paper aims to begin filling that gap with a preliminary experiment inspired by Radcliffe President Mattina Horner's historic study on the role of gender on success within the male dominated world of medicine [15]. In her research she asked: *After first term finals, Anne (John) finds herself (himself) at the top of her (his) medical school class.* Results indicated that women anticipated negative consequences for a woman's success with theoretical implications for achievement motivation. Her study has been validated and applied in various experiments regarding career development and occupational choice [16] with commonalities and differences in the original finding that women had a fear of success. Further studies found relational gender differences in the ways men and women tell stories about the motivation of entrepreneurial leaders [17, 18].

There is widespread agreement that the modern college student is not like the college student of yesterday, as modern studies have shown students feel overwhelmed. A premise for this particular experiment is the documented increase in unhappiness in students regardless of gender [19] and lack of ease in the current transition from college to life after college [20, 21]. Yet not much attention has been given to the emotional state of the engineering student who is striving for excellence and innovation while starting a company. We have developed an evolving approach with two measures for an exploratory analysis of feelings (the role of emotion) - and needs (the role of motivation) on an engineer's job choice.

The first instrument is a picture test prompt, based on the projective and diagnostic Thematic Apperception Test (TAT) [22] and the Horner protocol [15] updated by others [16] and featured as a measure in leadership research [17, 28]. The projective prompt methodology used for the storytelling cue scenario is based on the 1943 TAT. While the TAT was originally designed by Murray to clinically categorize unconscious images with a picture test [23, 25], Atkinson [12]

successfully utilized it to measure achievement motives. The TAT has been demonstrated as a fruitful method for capturing underlying motives [24]. In addition, it has more recently been acclaimed for validly testing compatibility, productivity and leadership in the workplace [26, 28].

The "storytelling cue" prompt offers interpretations of actions, styles, narrative expressions, and symbols that provide useful projective data. Analysis is on events in the story and forces emanating from the central character and the setting. The images and themes in the participants' responses may be a tool in uncovering sensitive interpersonal perceptions not typically found in other qualitative or quantitative research tools. Controversy exists concerning whether the measure reflects how individuals perceive themselves, how they perceive others, how they actually behave, norms, gender-stereotypes, or some combination of these possibilities, yet researchers agree that the TAT is capable of capturing images not likely to be expressed with other techniques [22].

The second measure, used to supplement the story findings, is a short version of the PANAS mood scale that reports positive affect (PA) and negative affect (NA) [27]. High PA is a state of high energy and pleasurable engagement whereas low PA is characterized by sadness and lethargy. In contrast, NA is a general dimension of distress and un-pleasurable engagement and reflects the extent to which a person feels enthusiastic, active, and alert. NA refers to a variety of aversive mood states like anger, disgust, fear, and nervousness (low NA is a state of calm and serenity) [27]. One of the major tasks of the current study is to uncover the emotional state that the subjects ascribe to a founder deciding to step away from their position and take an entry-level engineering job. The emotion scale measure provides a way for participants to review a number of words that describe different feelings and emotions [27] and indicate to what extent the person in their story, Jessica or Peter, feels pleasurable or un-pleasurable engagement at three points in time (moment, post-graduation, and years earlier).

Two questions provide the preliminary focus for both this study and the larger research plan to develop a theory about the impact of emotion in engineering students on innovation: 1) *How do the researchers introduce the concepts of motivational and emotional make-up of engineering students?* 2) *What are ways to develop a research method to study the conception of emotion in an engineering student mind-set and experience of innovation in leadership?*

II. METHOD

In this preliminary experiment, we gathered the stories and emotion scale reports of 83 students to examine discoveries in the emotional and motivational make-up ascribed to an engineer/leader/founder. This examination presents two dimensions as measures for an experimental exploration of emotion and motivation: participants respond to a projective prompt with a story, and they respond to a short version emotion scale. The experiment included two independent variables (gender cue prompt and gender of participant) and studied effects of these variables on both story-oriented dependent

variables and mood scale reports with regards to the characterization of the engineer/leader/founder.

The approach draws heavily from theory in applied social-cognitive psychology and psychoanalytic and leadership theory. This paper also uses engineering design principles to consider implications for a new definition of leadership enveloped in the phenomena of innovation.

A. Theoretical Rationale

Although there exists widespread belief in the engineering education community that emotional responses of modern students can have an enduring psychological impact, little is known about the characterization of specific motives for innovation endeavors and individuals' reactions to them. Do many types of motivators lead to the same characterizations for innovation endeavors? If so, what are the specific motivators and emotional states that college students ascribe to innovation? What are the different kinds of emotions or motivators ascribed to men and women achieving innovation success and do they vary in degree and/or in kind?

B. Content for Data Analysis

The study had two between-subjects factors (gender of participant: female, male and gender of engineer in the cue prompt: female, male) which yielded four conditions: females-female prompt, males-male prompt, females-male prompt, and males-female prompt. Six univariate ANOVAS, each a two by two, crossed two independent variables (gender of the participant and cue prompt gender) to produce four experimental conditions. Measures in two parts were reported: stories written by the participants coded for presence or absence of specific motives and factors of mood on a scale of low to high negative affect and positive affect.

Stories Written to The Storytelling Cue: The first measure is a projective prompt as a "storytelling cue." Participants wrote a story in response to either Jessica or Peter. The co-authors have modified the original protocol [15, 16] to include the following prompt: *Jessica/Peter (Janna/Petteri) graduated at the top of her/his engineering class from university and founded a start-up. Six months later, the company was valued at millions of dollars. She/he decided to step down from her position as CEO and take an entry level engineering job in a large company.*

Table 1 defines concepts. One co-author had extensive psychology training, including the projective picture test techniques [22, 23, 28] to measure motivation. A clinical psychologist, blind to the assertions of the study, was consulted before and after the analysis about coding. After reviewing stories three times, the co-authors coded stories for presence or absence of themes in six categories. While coders rated the number of times the concepts appeared in the stories, this analysis reports presence or absence of the concepts. Story-oriented data results were computed. Analysis was

conducted with 2x2 Factor ANOVA to test the presence or absences of the six concepts to compare the four conditions.

Emotion Scale for Positive or Negative Affect: The second measure was the short version PANAS measure of emotion as Positive Affect (PA) and Negative Affect (NA). With this measure, the researchers asked the participants to record their responses on a five point Likert scale, indicating how the person in their story "feels" at the three designated points in time. The instrument measures the two factors of PA and NA that emerged as distinctive dimensions which can be represented as orthogonal dimensions in factor analytic studies of affect [27]. The mood scale responses of PA and NA evaluate the extent to which participants characterized the person with positive feelings or negative feelings. The scores for each word associated with PA and NA in the scale [27] from each participant at each designated time (Moment, Post-grad, Years Earlier) were summed to create representative PA and NA numbers from 0 to 50. These sums were then compared using SPSS to perform univariate ANOVAs. Six different ANOVAS were performed. For all six conditions, a Cronbach reliability analysis was computed. Scales were reliable for the study sample, as all alpha coefficients in the Cronbach analysis were above 0.75.

C. Concepts for Story Coding

Each concept below can be represented by words and phrases in story themes and images. Story data was coded as defined in Table 1. (The final analysis excluded *Power* and *Danger* due to an incredibly small subset in story themes.)

Achievement Motivation refers to an individual's high need and capacity to strive for personal achievements [11] diligent work efforts, setting goals and objectives for success, and creating and making things [24, 29].

Power Motivation represents a person's need for influence and control with Story images and themes of position and power. There is a focus on who is "subordinate" or "in charge" of work and team. The person sees the world of work as win vs. lose (sometimes through financial success) [26, 32].

Innovation and Innovative Behaviors includes phrases for innovation, self-efficacy [30] and innovation self-efficacy [31] as a conception of self that express intrigue, interest, and excitement for observing and experimenting with new approaches. There is a natural overlap between achievement motivation and innovation since individuals with a high need to achieve also demonstrate a visionary sense and gain a sense of self-worth from excelling as well as doing something new. Dissimilar to achievement motivation, however, innovators have a creative competence [29] and a comfort with ambiguity [2]. Individuals with a high need for achievement typically don't have high tolerance for uncertainty.

Affiliation Motivation tracks the extent to which a participant is personally capable of understanding the emotional make-up of other people and indicates ease of stepping into the feeling state of another (12). Presence of affiliation themes are indicated with mention of family, friends, fiancées, etc.

Negative Consequences refers to the presence of themes and images of stressful, worrisome, or bad outcomes for the engineer/leader/founder or anticipating bad outcomes. Danger or Maladaptive Responses are evident in words and word phrases that express a sense of disregard for boundaries and what is functional (hurting others/objects and violence).

TABLE 1. DEFINITION OF FORCES IN STORIES

Definitions of Forces as Motivation in the Story-Oriented Analysis
<p>Achievement refers to a range of images and themes in the Stories that are characterized on a continuum of need to achieve as self-driven interactions: “striving for excellence,” rigorous “goals” “making,” “work never done” to externally driven interactions [Atkinson, 1958; McClelland, 1964; 1987].</p> <p>Innovation linked to Story images and themes that express a conception of ability and/or intrigue, interest, excitement for <i>questioning, observing, experimenting, networking, and developing</i> work with real and tangible applications for engineering innovativeness [Bandura, 1977, 1986; Schar, 2017; Stefik & Stefik, 2004; Ferguson & Ohland, 2012; 2014].</p> <p>Affiliation refers to Story themes as need for “family or friendship” and whether or not someone likes or doesn’t like another individual, romance, attention to the make-up of others at work and treating others accordingly [McClelland, 2004; Cialdini, 1998]. It also tracks the extent to which an individual is capable of understanding and caring about others, sharing, sometimes giving, and donating money.</p> <p>Negative Consequences represents Story images and themes that indicate a range of behaviors that are characterized by bad outcomes/negative consequences to a job action, overall dissatisfaction, change, choice or decision, anticipation of negative consequences or denial of the success [Horner, 1970; Engle, 2004; Karanian, 1995].</p>

D. Participants

Eighty-three students from three universities were participants in the study. The current analysis includes the stories of seventy-seven of those participants and the affect scale reports of seventy-two of the participants after discarding four incomplete story responses, two participants with non-binary responses (self-identified as “other” rather than male or female), and eleven incomplete PANAS scale reports. Participants were students studying at a Northern European university, a private West Coast university in the United States, and a private East Coast university in the United States. Students ranged in age from 18-29. The mean age was 21.2.

E. Procedure

Four different individuals administered the study in three different university classroom group settings. Participants received one prompt (two pages stapled) for either the Jessica (J) or the Peter (P) scenario. (The European group received the prompt as Jaana/Petteri.) Since the pages looked identical, participants were unaware of any differences in each “cue” scenario. Students did not receive credit or compensation. Instructions were written at the top of the page with one gender cue example:

“We are interested in your response to the scenario. Thank-you in advance for following the directions below on page one

and page two. This won’t take more than ten-fifteen minutes of your time.” “Imagine that you can tell a story about Jessica. Write this down. Include a beginning, middle, and end.”
Jessica graduated at the top of her engineering class from university and founded a start-up. Six months later, the company was valued at millions of dollars. She decided to step down from her position as CEO and take an entry level engineering job in a large company.

The second page included the following directions:

“The below scale consists of a number of words that describe different feelings and emotions. Indicate to what extent the person in your story feels a particular way at three points in time (moment, post-graduation, years earlier). Use the following scale to record your answers. Read each word and then mark the appropriate number (1, 2, 3, 4, or 5) in the space next to that word.”

III. RESULTS

A. Gender of Cue Matters for Presence of Motives in the Stories

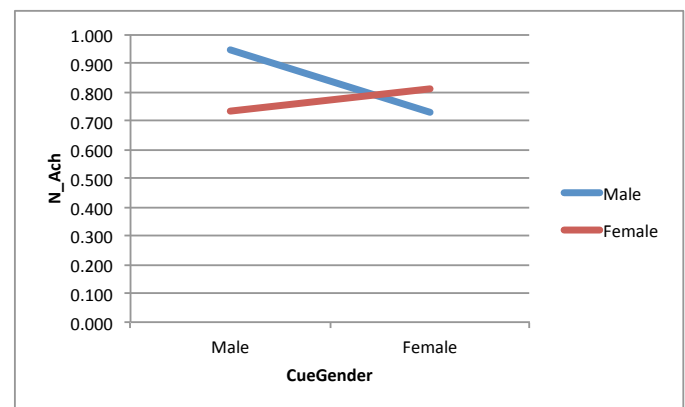


Figure 1 Achievement and Cue Gender Specificity x Gender of Participant = 0.035 ($p < 0.05$). Males wrote stories significantly higher in Achievement to the male cue of P than to the female cue of J. Female wrote stories higher in Achievement for the Female cue of J than to the Male cue of P.

Achievement Gender of the cue matters for Achievement (N Ach, Figure 1). Male participants wrote stories significantly higher in N Ach when writing to the Male cue of Peter than to the female cue of Jessica. Female participants did just the opposite: they wrote stories higher in N Ach when writing to the Female cue of J than to the male cue of P. A female wrote: “Jessica was a genius in class; She only chose perfection...” while males wrote: “He chose his love of engineering,” “Peter was the one who understood the problems before everyone.” Story quotes of motives are depicted in Table 2.

Affiliation Gender of participant matters for stories containing affiliation motives (N Aff). Females wrote more stories with N Aff to both the female and male cues: Jessica or Peter. Males wrote less stories with N Aff to both the female and male cues as Jessica or Peter. Two-by-two ANOVA

results for between subjects effects as Subject Gender x Cue Gender were significant = 0.037 ($p < 0.05$).

Themes and images in the stories included more affiliation references by female participants overall and more affiliation references to Jessica by both genders (Table 2): “I was her friend,” “Jessica began to feel that those who used to be her friends were now only co-workers,” “Her father was sick and she needed to stay home and take care of him so she had to step down from the CEO position,” Males wrote few stories about Peter with N Aff themes: “He was able to have fun with friends and take time for relaxation.” A cluster of stories by both male and female participants attributed affiliation images – caring, sharing with others, or giving back to gain life meaning – to the reason Jessica or Peter decided to step away from the CEO position: “She decided the money didn’t matter and gave it to charity, stepping down and taking an entry level job in a big company.” Some blended N AFF with Innovation, “Peter cared more about designing a prosthetic limb for people that couldn’t afford it than making the money. When he made millions of dollars he gave most of it to a foundation.”

Innovation No significant interactive differences appeared for innovation in stories for participant gender and cue gender. Computed results for between subjects did not show significant variability. Both male and female respondents told stories with themes of innovation for both the female and male cue: “I always knew Jessica was a unique one of a kind individual,” “Peter experimented on the new bike design for the company,” “Jessica co-created the product...” Themes in stories included innovation being connected to the choice to step away from the CEO position for both the male and the female in the story: “He liked creating something new and that was no longer the case as CEO,” “Became an entry level engineer because he was able to grow his dream again in the large company,” “Loved tinkering,” “Challenged to invent something.” One male participant wrote about Jessica, “She stepped down... not knowing she would be promoted again for her novel approach to a leadership position in the large company.”

TABLE 2. MOTIVES IN STORIES TO CUE GENDER

INDEPENDENT ELEMENT	STORY THEMES about J or P
Achievement (N Ach)	“Jessica always strived for excellence,” “I knew she was a genius,” “Peter was always great at math and science” “He had been a hard worker with goals since H.S.” “She was a quiet genius in class.”
Innovation/ Innovation Self Efficacy (Inn)	“Jessica co-created the product,” “She was no typical girl,” “Peter designed a one of a kind bike,” “The more he realized what CEO meant he could no longer express his creativity.”
Affiliation Motivation (N Aff)	“J missed her friends,” “She had no social life,” “I was her friend,” “Jessica had no time to be with friends,” “Peter had a fiancée,” “Now Peter had time for his wife,” “Jessica took care of her sick Dad.”

Negative Consequences	“Jessica had to step down because she knew she was getting fired,” “She ruined the product,” “He knew he would end up hurting his company’s creation,” “He just left and didn’t tell anyone why,” “The stress was too much.”
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B. Negative Consequences by Gender for Jessica or Peter

Findings indicate that there may be significance with the negative consequences written in the stories about Jessica or Peter that warrants further study (Figure 2).

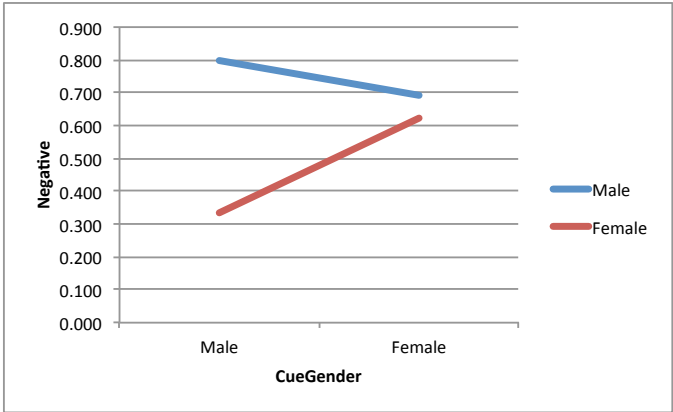


Figure 2 Negative Consequences Across Conditions of Cue and Participant

Overall males were more negative than women. Males are harder (write stories with more negative consequences) on their own gender. Men are also harder on women than women are on themselves (as a gender). Men are harder on women: the frequency of times that men told negative stories about the female in the cue prompt (J) was high. Likewise, men are harder on themselves than women are on the male in the cue prompt (P) (Figure 2).

Of the four conditions in Table 3, only the men telling stories about the female cue suggested it wasn’t Jessica’s choice to step away from the CEO position: “She was going to be fired.” Males referred to both P and J as unable to cope with the job. One male’s story features the plot point of tension for J: “Jessica’s overbearing parents pushed her towards being an all-work-and-no-play kind of girl. The start-up was the final straw that gave her a panic attack. She sold the company to the first buyer at much lower than valued. She moved to Colorado with her boyfriend who she’s not that into and works a low stress entry level job. She spends most of her time backpacking in the mountains by herself.” The Females also told stories of J’s stress. In contrast to males, females were the only ones who told stories with negative consequences (for Jessica) that specified bias or harassment: “Jessica originally enjoyed being CEO of her start-up in Silicon Valley. However, after dealing with a crazy work schedule-being CEO meant she was always working (took her cell everywhere and constantly responding to emails even on vacation) and putting up with the sexual harassment that was common in the male-dominated culture, she just wasn’t happy. Jessica moved to a different state and got an entry level job. Now she only has to work at work - no more constantly on call. She now had more personal time and enjoyed her life now that she spent less time at work. Jessica’s friends were supportive when they saw how much happier she was.”

TABLE 3. NEGATIVE CONSEQUENCES IN STORIES

Negative Consequences Sentences from Stories for Each Condition	
Male to Male Cue	"He is offered a sell-out if and only if he resigns," "He was doing less and less what he loved, was unhappy," "His company flourished but he did not and couldn't handle the stress of being CEO," "He couldn't take it anymore," "He knew if he stayed he would ruin the company's creation," "...stuff toppled onto Peter and he went into a coma-2 weeks later he had no recollection of his engineering background or wealth, so he applied for a crappy position, left, and was never heard from again," "He was unsatisfied with all that neither money or computer code could fill," "The stress was too much and the people annoyed him," "He contemplated suicide but figured a way out," "Then as an entry level engineer he got fired due to budget cuts," "Despite his initial success, the tedious process began to wear on Peter, and he decided to move to a new endeavor where he could be part of an engineering team again."
Male to Female Cue	"Jessica started stealing from the company and not paying the employees," "She found the people tough to work with and couldn't take it anymore," "Jessica was overwhelmed with her situation, wasn't ready for the responsibility and left," "One day Jessica was working on a large project and she realized she had no idea what she was doing, her education didn't prepare her," "She was burned out and the doctors told her if she didn't slow down it would destroy her," "The stress was too much for her," "It wasn't her, she was only successful because of her team," "She was in no position to run a company," "She just quit," "She dropped a bucket of precious materials and they all broke, so they fired her," "She felt like she was at the worst point of her life, her best friend Sue and co-founder no longer had the same values, so she walked away," "She quit because she knew she was getting fired."
Female to Female Cue	"She realized what she once realized as true happiness had changed, many thought she was crazy, but she had to leave because it was the only way to restart," "She wanted a simpler task, being a CEO was more of tough task than a passion," "She didn't like getting all the attention, so she stayed quiet and left," "She was tired of putting up with the harassment that was common in the male dominated culture," "The bias got to her," "Those who were friends were now just co-workers ignoring her," "She ran into issues and sexual tensions that distracted her from her work."
Female to Male Cue	"He had to leave because he didn't have the communication skills," "As an entry level engineer, he could observe their CEO to see what he was doing wrong," "Peter didn't like the stress and the amount of worry," "He didn't feel bad in the beginning, but then he realized that there was nothing more he could do and had to leave," "He found himself feeling something was missing in his life, and felt disconnected from (friends) life."

C. Gender Differences in Positive Affect or Negative Affect

Similar to the finding of negative consequences in stories, male participant negative responses appear significant in emotion results. Findings indicate that males are harder on females than on males when reporting negative affect for the time period (Moment Figure 3). Over the Moment time period, PA (J mean - 35.08; P mean - 34.55) was higher than NA (J mean - 20.46; P mean - 18.85; $p < 0.001$; Figure 3). Over the Post-grad time period, PA (J mean - 37.95; P mean - 36.55) was also higher than NA (J mean - 18.85; P mean - 19.15; $p < 0.001$; Figure 3).

	J - PA - Moment	J - PA - Post-grad	J - NA - Moment	J - NA - Post-grad
Valid	39	39	39	39
Mean	35.08	37.95	20.46	18.85
Std. Deviation	7.537	7.363	9.934	5.779

	P - PA - Moment	P - PA - Post-grad	P - NA - Moment	P - NA - Post-grad
Valid	33	33	33	33
Mean	34.55	36.55	18.85	19.15
Std. Deviation	8.471	7.914	7.467	8.036

Figure 3: Number of valid data, mean sums, and standard deviations for PA and NA scores for all participants over both subjects (P/J) and two, time periods (Moment/Post-grad)

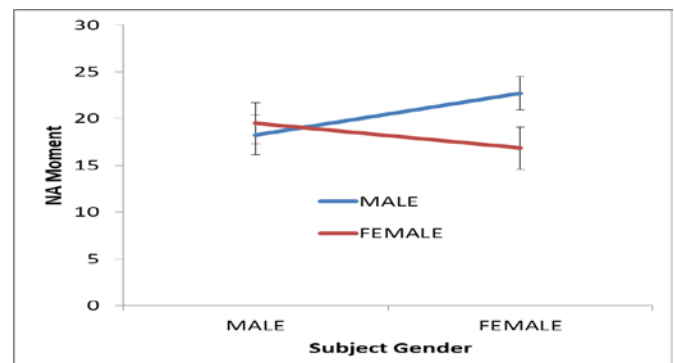


Figure 4: NA in the Moment time period vs. Subject Gender for both participant genders with standard error bars. Male participants scored higher on NA in the Moment than female participants when writing about female subjects ($p < 0.05$) whereas there was no significant difference in NA when writing about the male subjects.

Male participants ascribe more negative affect to female participants (Figure 4) whereas there was no significant difference in NA when females wrote about the female cue (Figure 5). The female participants obtain higher NA for years earlier scores than males when writing to the Male cue ($p < 0.10$, indicating 10% confidence interval) whereas there is no significance between the scores when writing to the Female cue.

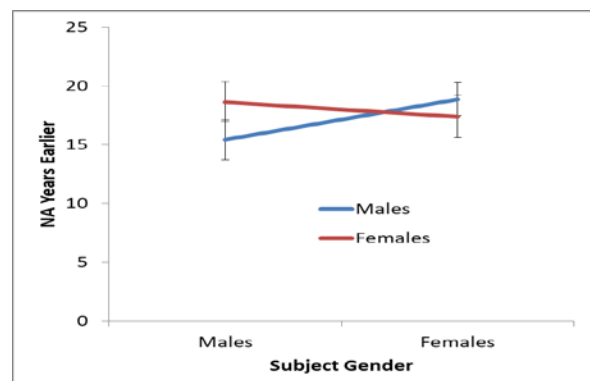


Figure 5: NA in the Years Earlier time period vs. Subject Gender for both participant genders with standard error bars. Female participants may have scored higher on NA in the Years Earlier than male participants when writing about male subjects ($p < 0.10$) whereas there was no significant difference in NA when writing to the female subjects.

IV. DISCUSSION FROM STORIES AND FEELINGS SCALE

Motives and emotions matter in any discussion about an engineering graduate on the path to innovation and leader success. Mention of innovation requires reference to research on self-efficacy [30, 33], innovation self-efficacy [31], entrepreneurial intention [34] and entrepreneurial behavior [35]. Uncovering students' perception of another will infuse their definition of engineering innovativeness and potentially offer a strategy for assessing and adding new elements in the curriculum [43]. As much of our research consists of qualitative data, we hold stories, and insights from the projections in participant analysis central in our discussion.

College students tell stories about the engineer who decided to step down as CEO with vivid action shots of emotion and stunning motivational characterizations. The story of the leader is brimming with both the need for achievement, including images about the challenge to make/do great engineering work and themes of innovation, and with a desire to do it over and over again. The tension is that obstacles emerge along the way in the stories when there is a collision between needs – like need for achievement with need for affiliation or need for achievement with innovation – and they struggle to find a system for repeatable success. Men and women tell stories with unforgettable images of unhappiness: friendship lost, confusion and distraction, and overwhelming stress. Memorable phrases include outliers as innovators “outsider like all of us,” “donating her millions to charity,” “happier being ordinary, not extraordinary, doing entry level work.” Surprisingly, negative consequences were found in many stories about an engineer's choice to step away from the CEO position. Details for stories highlighting the motives and feeling reports suggest more detailed insights and application.

Gender matters for achievement motivation as a conception of an engineer/founder/CEO. The finding that each gender had higher expectations for themselves and lower expectations for the other gender's success in work as a CEO deviates from findings that women fear success [15] yet aligns with research on motivation and gender where a belief in one's own ability plays a viable role [36]. Explicit discussion of this finding might be useful for Instructors engaging students in classroom discussion during technical and elective classes. Research shows negative stereotypes threaten gender or race identification with academic work [45]. Do students see confirming evidence inside and outside of the classroom?

Men and Women and Innovation responses to the story cue didn't show gender variability yet included themes of the loss of what they loved most about achieving as the reason they stepped away from their CEO position (“accomplishing” and “doing engineering”). Characterizations indicated engineering innovativeness, “liked the challenge of inventing something” and building “a prosthetic limb” or working on “renewable energy,” were constrained by the logistics as CEO and erased “hands-on” work. “He realized what being CEO meant he

could no longer express his creativity.” Instructors planning course goals might continue to consider the value of adding new course competencies for technology innovators [46] like ‘communicate effectively about career dreams’ and ‘develop abilities to analyze and enjoy emotional experience’.

Men and Women Tell Stories of Stress for CEO's emotional characterizations in stories and in the mood scale report with starkly contrasting emotions like “loved designing,” “...the hands-on engineering” with negative emotions, “stressed, and overwhelmed,” “...it wasn't worth it anymore,” by both genders in both gender cue conditions. Perhaps what it means to be a top engineer/founder/CEO is derived no longer from strong technology and novel approaches but rather from men and women weighing the emotional benefits and costs of being innovative. Happy and meaningful “entry level work” may outweigh the frustration, stress, and exhaustion, lack of time for friends, and disappointment associated with lucrative founder success. Stories of the stress and low positive affect reports implied negativity associated with innovation and innovative behaviors, especially by men for themselves and men about women. Is it more ‘costly’ for one gender to be innovative? The authors practice a design method approach in their classes, storytelling as rapid prototyping, to coordinate iterative development and shared vision. This practice has potential for innovation scholarship with concrete story application; the ability to represent novel concepts to all involved is critical to developing a common understanding especially when information is changing or ambiguous [44].

Men are more negative about themselves and others. They reported more negative emotional affect (scared, afraid, nervous) than positive emotional affect (enthusiastic, active, determined) about Founders/CEOs overall when writing about men than women did when writing about women. Research indicates males tend to show a negative stance and express one emotion (such as anger) to indicate a myriad of other emotions (sadness or confusion) [37].

A capacity to show vulnerability is part of what it means to be a successful innovator as an entrepreneurial leader/CEO [3, 17, 48]. In engineering, vulnerability is a dangerous word. In natural sciences, which value precision highly, ambiguity is regarded as dangerous or unprofessional. In engineering education vulnerability refers to the ability to openly reflect inwards and communicate outwards emotions and flaws that affect ones thinking. CEOs who show vulnerability create compassionate workplaces. Could negative stories and affect responses imply that men are not comfortable showing their vulnerabilities? Men may be suggesting it is a bad move to step down from the position of CEO. Do men and women see it as an equally bad move for women to give up the power/wealth earned from being innovative? Women's stories about women were the only stories with themes of bias, sexual harassment, or sexual tension. Gender status beliefs may reveal more negative affect responses to the female who decided to step down since gender status beliefs are a specific component of gender stereotypes. They are beliefs that men

are more socially valued and diffusely more competent than women at things that “count” [38, 39]. With regard to practical strategies- use of routine check-ins might facilitate the Educator’s process during project driven classes. Explicit discussion about gender composition impact on team development and learning overall is valuable and can lead to increased team and individual success both in the classroom and in the workforce.

Work-life Innovation - Integration An unsurprising insight from stories about Jessica or Peter stepping down may indicate college students today believe money doesn’t equate to happiness. Finding meaning appears to be part of a work-life innovation- integration goal. Story and emotion scale results correlate with Pew Center Research indicating that, for the first time in history, the younger generation is less happy than the older generation [40]. Pew research also finds that unhappiness may be more pronounced for men. One possible implication is that the costs of being innovative are high. CEO responsibilities eclipsed making and iterating in many stories. The stressful downsides of dealing with business operations or loss of friendships were beyond expectations. Caring and sharing with others was a more meaningful goal. Given the opportunity, study participants would invent and experiment for free, indicating a resilient willingness to start again. The financial success of the founded company allowed them to “donate their millions to charity” and step away from their company to do what they love: engineering. One male’s story is filled with images of an innovative, well-adjusted, Peter not seduced by millions and tired of business logistics:

“Peter grew up in an average size town on the east coast of the USA. Peter’s parents loved Peter and his brother and established a structured but nurturing home in which to grow up. Peter always loved tinkering and solving problems, so he naturally went to university to study engineering. His novel approach to his thesis work developed into a successful start-up. Peter and his wife celebrated their first wedding anniversary with an offer from a competitor to buy out their business for millions of dollars. After several more weeks of dealing with administrative difficulties involved with scaling a new business, they sold the business. Peter now enjoys more free time with his wife, more financial security, and less work tension.”

V. IMPLICATION, LIMITATION AND FUTURE RESEARCH

This paper is a preliminary examination designed to introduce the emotional state of engineering students. The stories and affect data coincide with research on understanding that emotion within engineering identity formation is for a global, interdisciplinary profession, and important for evaluating the preparedness of engineering students for global work [47]. Multiple findings need to be examined further. Five concluding issues need to be addressed in next research steps:

1) The authors knew that the concept of “make-up” was complex and difficult to operationalize. Though careful attention was on design of the measures and survey instrument, there are some limitations. Focus on the gender variable is a limitation. Gender is a salient variable in engineering education research, certainly future research must include other under-represented groups. Work might be extended to look at, for example, how the responses of

practicing engineers differ from other non-engineering students. At the same time, results suggest it is necessary to narrow down the study for analysis. Analysis of presence or absence of motives is a limitation in the current study. Therefore, we recommend combining the motives for analysis into a few narrow categories. Future study would place two or three motives in one scale (Achievement, Innovation, Negative Consequences; Affiliation, Innovation, Negative Consequences) because story-oriented data in our findings comingled need for achievement with negative consequences or need for affiliation and need for achievement with negative consequences. Research on personality theory linked to entrepreneurial success affirms the use of narrow categories [14] for predicting innovative behaviors.

2) Emotion reporting with the PANAS scales can be modified to ‘in the moment’ and ‘years earlier’ with further analysis of low positive affect by both genders and with detail on specific affect results: pleasurable or un-pleasurable engagement linked to achievement motivation as part of successful leadership patterns [41].

3) Another limitation was with the sample size. Future studies should populate the cells of F/F; F/M; M/M, M/F with enough subjects to create a statistically robust normal distribution, and representation of diverse student majors.

4) Some participants didn’t understand the instructions or refused to complete the administered survey. Attention to and modification of methodology is necessary to minimize misunderstandings.

5) Future studies should add a non-gender specific “person” storytelling cue. This approach, while reducing the demand characteristic of the study, would change the value in the ‘projective storytelling cue prompt’ measure. Also, important to include other under-represented groups in the prompt.

We began with the goal to develop a research method in order to study the state of the engineering student striving for excellence and innovation while starting a company. In our experiment, men and women in engineering reflect on others’ entrepreneurial successes with implications for what happiness [42], innovation in engineering, and success as a leader in the workplace mean to modern students.

If engineering students act on conceptions of their individual emotional and motivational needs when forming aspirations for a career focus, characterizations of self will also impact the leader/founder relevant choices that men and women make. We seek to begin a conversation for understanding emotional and motivational characterizations of emerging leadership in innovation, specifically for women and men on diverse engineering or design teams. For engineering education research, this paper provides a perspective to answer the “why” question for learning that happens inside and outside the classroom in areas such as curriculum design, disciplinary, transdisciplinary intrapersonal working life skills, innovative learning methods, different settings of industry, and society-university collaboration. It also provides guidance for engineering education practitioners when they are developing their practice.

VI. REFERENCES

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