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Anyone Can Lead: A Workshop for Individualized Leadership Discovery

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Anyone Can Lead

A Workshop for Individualized Leadership Discovery

By
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An Honors Thesis Submitted in Partial Fulfillment of the
Requirements for Graduation from the
Western Oregon University Honors Program

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Abstract

The traditional leadership paradigm recognizes a narrow group of people as possessing the capability to be leaders. Specifically, educated white heterosexual males are overrepresented in leadership positions, and characteristics traditionally expected of leaders come more naturally to that demographic. This narrow paradigm is problematic, because it creates barriers to leadership for individuals who do not identify as educated, white, heterosexual, or male. Moreover, it does not acknowledge leadership as diverse and malleable. Individuals who do not identify with the characteristics acknowledged as leaderly by the tradition paradigm, but who have potential to be strong leaders tend not to seek leadership roles. Undergraduate college students who seek to create altruistic change, but lack the identities associated with the traditional leadership paradigm have much to gain from a paradigm shift toward a more inclusive idea of leadership.

This thesis seeks to address this issue and opportunity through developing a leadership workshop focused on instilling the belief that leadership should be fit to the individual, not the other way around. The *Anyone Can Lead* workshop, developed through this project, creates a space for diverse undergraduate students to reconceptualize leadership. The workshop is built on the values of servant leadership and guides participants in discovering the unique version of leadership that will allow them to create positive change.

Introduction

Dear Reader,

Please join me in an experiment. Open a search engine and search “top ten greatest leaders of all time.” Take a moment to look through a couple of lists. What do you see? How many of the leaders are people of color? How many are women? How many share characteristics, personality traits, experiences, or values with you?

Did you find the same thing I did? Are a majority of the leaders white, male, of some rank or office? Would you call them extraverts? The people we tend to recognize as leaders generally share characteristics with one another and with a small portion of the population, but not with the rest of us. I find it problematic that traditional ideas of leadership do not fit every person’s nature. Through this project I seek to dispute the validity of such narrow leadership paradigms and share my ideas on the broader scope of leadership in order to encourage the mindset that anyone can lead.

The traditional leadership paradigm is referenced throughout this thesis and refers to the image of a leader as an assertive, powerful, commanding individual. This paradigm generally recognizes leaders as individuals holding high-ranking roles of authority, such as President of the United States, CEO of a company, or general of an army. Positions recognized as leadership positions under this paradigm are dominated by educated white heterosexual men. Although this paradigm does not represent every individual’s schema for leadership, evidence – such as who we consider to be the greatest leaders of all time – suggests that widely held images of leaders tend toward this narrow paradigm.

Research shows that individuals who do not share traits with leaders recognized by the traditional paradigm face barriers to becoming leaders (Rast, Hogg & Randsley de

Moura, 2018; Sheppard, 2018). This is problematic for several reasons. These individuals do not experience the personal benefits to seeing oneself as a leader, including increased self-confidence, stronger communication skills, and better problem-solving abilities (Gugerty & Teeven, 2015). Individuals facing these barriers might have ideas, abilities, and goals that could positively influence the people, places, and systems around them. Not seeing role models who resemble themselves and not being perceived by themselves and others as capable leaders bars these people from contributing to the world as they could (Rast et al, (2018). Moreover, this situation becomes a cycle; few diverse leaders emerge because they do not see themselves reflected in current leaders, and because they do not emerge as leaders women, minorities, and LGBTQ+ folx continue to lack role models.

Of course, there are well-known leaders who do not fit the traditional paradigm, but they are often considered exceptions. People say they are incredibly talented and special individuals who worked their way to the top against all odds. This may be true of that individual, but then if someone does not identify as an educated white heterosexual male or see themselves as incredibly talented and special, can they be a leader?

Problems caused by the traditional leadership paradigm affect individuals of all ages and stages, but they are particularly pertinent to undergraduate college students. Leadership skills are among the most sought-after qualities employers today look for, and college graduates today have been identified as lacking those crucial skills (Wood, 2018). Moreover, undergraduate students are seeking opportunities to set themselves up for greater success and rapidly learning and developing.

This thesis focuses on addressing barriers to leadership enforced by the traditional leadership paradigm by developing a leadership workshop to be presented to undergraduate college students. The workshop refutes the traditional leadership paradigm by

acknowledging the great diversity of leadership and opening the doors for all individuals to view themselves as capable of leadership. Encouraging diverse students see themselves as leaders and develop leadership skills will help these students succeed in their professional lives after graduation; it will spread the idea that anyone can lead; and it will put diverse individuals in positions to become role models for others who share aspects of their identities.

Literature Review

Defining Leadership

Although certain individuals, roles, and traits are widely recognized as leaderly, a unique image comes to mind for each of us when we hear the word “leader.” Some might see their favorite football player; others might see a historical figure; and still others might see their own grandmother. We all picture something when we think about leaders or leadership, but that “something” can be almost anything. Leadership is easy to recognize, but not so easy to define. Throughout the literature, leadership is defined in countless ways. Northouse (2018) recognizes leadership as a trait, ability, skill, behavior, and relationship, but asserts that it is most of all an influential process. Rast, Hogg, and Randsley de Moura (2018) define leadership as an influential process and recognize that leaders have the power to transform human lives. Hendricks, Cope, and Harris (2009) seek not to define leadership, but acknowledge that their work is based on “the belief that leadership is a function of knowing oneself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize one’s own potential” (p. 1). Other scholarly works about leadership do not define the term at all. A pattern that supports Hard’s (2011) notion that leadership is “hard to define to everyone’s satisfaction but rather people know it when they see it” (p. 1).

Although it may be “elusive and tricky” (Hard, 2011, p. 1), leadership is widely valued and frequently studied. It is, as Rast et al. (2018) put it, “an omnipresent feature of human societies” (p. 8). Because of leadership’s prevalence throughout human society, it may look and act in many ways and any definition may be correct for a given situation. Hendricks et al. (2009) work with a conceptual framework focused on the idea that all individuals may have the capacity to lead and need only

Why Teach Leadership?

Leadership is ubiquitous, but why? Why do we study leadership, teach leadership, encourage others to become leaders, and seek leadership positions ourselves? When developed and practiced, leadership brings personal benefit; and when practiced ethically, it brings communal or societal benefit.

Self-confidence is shown to be a lasting outcome for participants in leadership education and development programs. In a long-term follow up with participants in a leadership conference, Schwartz, Blackmore, and Weiss. (2014) had 86% of respondents report improved confidence. Reflecting on their experience in a leadership training program for undergraduates, Gugerty and Teeven (2015) reported that leadership-focused courses elicited confidence, which helped students find greater success in their personal and professional lives post-graduation. In another study participant-reported outcomes of a leadership program included improved self-confidence and subsequent heightened belief in their own agency (Hendricks et al., 2009). Self-confidence is not the only attribute gained through leadership development. Studies reported improved self-awareness, willingness to address conflict, communication, ability to goal-set, ability to problem-solve, and creativity (Gugerty & Teeven, 2015; Hendricks et al., 2009; Schwartz et al., 2014).

Individuals who are confident enough and willing to address conflict or deviate from the status quo help keep organizations and societies moving and prevent groups from falling into patterns of conformity (Rast et al., 2018). Hard (2011) recognizes a failure for leaders to emerge within the early childhood education and care (ECEC) profession and postulates that the field struggles to advance due to the absence of individuals who are willing to break norms and able to do so in a productive way. Progress depends on innovation and courage

to voice divergent opinions. Leadership development programs breed agents of change -- leaders who are willing and able to keep organizations, societies, and individuals from becoming stagnant (Hard, 2011; Hendricks et al., 2009; Rast et al., 2018).

No matter one's educational or career field, development of leadership confidence and related skill sets is an asset. According to Gugerty and Teeven (2015) leadership's universal relevance makes formal leadership training a benefit, if not a necessity to all undergraduate students. The previously mentioned transferable skills gained through undergraduate leadership development programs help individuals contribute to their work across disciplines. Moreover, leadership programs focus on developing interpersonal qualities, such as integrity, dedication, magnanimity, humility, and openness, which foster achievement in personal as well as professional settings (Hendricks, et al., 2009; Gugerty, 2015). Universal utility of leadership skills and qualities presents a more concrete representation of leadership's presence throughout human existence.

For undergraduate students, developing leadership qualities is especially important, yet often overlooked. Hendricks et al. (2009) observe that undergraduate students are ineffective leaders and suggest that leadership among this group is lacking due to the absence of formal leadership training throughout schooling. Accounts of formal leadership training where it is offered demonstrate great value in implementing leadership-focused coursework. Gugerty and Teeven (2015) report that participating in a formal leadership training program through their undergraduate experience brought them praise for strengths not often recognized in academics and created an opportunity to cultivate important personal and professional skills. Paulson and Betz (2004) found leadership confidence to be a predictor of career decision-making self-efficacy -- the belief in one's ability to successfully make career decisions -- which is related to academic persistence and academic and social integration.

These findings evidence the importance of leadership development for undergraduate students during their education, as they enter the workforce, and in their professional lives.

Failures of Traditional Leadership Paradigm

Despite its ubiquitous benefit, cross-cultural presence, and fluid definition, leadership is often not considered to be attainable for some individuals. Although each person sees a unique picture when “leadership” enters the conversation, certain characteristics are widely and unanimously accepted as leaderly; certain other traits are generally identified as non leaderly. For example, a white male who holds an upper management position in a successful company is widely recognized as a leader (Hard, 2011). Historical or political figures and celebrities are generally recognized as leaders. Although leadership is as diverse as the human population, the widely accepted portraits of leadership do not look like every person. People who identify with certain genders, minority racial and ethnic groups, and personality traits possess characteristics that do not fit the traditional image of leadership.

Women¹ face clear challenges when it comes to leadership, evidenced by the low proportion of women (relative to men) holding leadership roles and the high (relative to men) rate at which they leave these positions after attaining them (Hoyt, Burnette & Innella, 2015; Sheppard, 2018). Rast et al. (2018) observe the fine line women must walk between acting in accordance with societal expectations based on their gender and acting in accordance with expectations of leaders, which are generally more masculine. This difficult

¹ The language in this section is confined by the language used in research articles. As the author of this literature review, I recognize that the language is problematic in that it is not fully inclusive. In an attempt to accurately represent the research, I used the language that appeared in the literature. I apologize for these confines and hope that all readers who are interested in developing as leaders can find themselves and their unique experiences reflected in this piece in some way.

charade is evidenced by followers' lower ratings of leaders whose gender expectations are incongruent with leadership traits, relative to leaders whose gender expectations are congruent with leadership traits, on likeability scales (Rast et al., 2018). Women who hold leadership roles are not the only ones who struggle with gender and leadership. In a study of undergraduate students, Sheppard (2018) found that female students perceived themselves as able leaders at lower rates than did male students and thought themselves less likely to attain leadership roles than did male participants. Women in leadership positions are often seen negatively and pushed out. Women not yet in leadership positions often see themselves as incapable leaders.

Further barriers caused by others' perceptions bar women from leadership roles. Certain traditional leadership characteristics, which are entirely acceptable and even promoted in white males, are often perceived as negative attributes in women and minorities; this double standard causes anxiety over fear of displaying negative stereotypes, which in turn causes a self-fulfilling prophecy as their performance falls short (Sheppard, 2018). This phenomenon of stereotype threat is not the only barrier to minorities seeking leadership roles. Like women, minorities see themselves represented as leaders less often, as leadership roles are dominated by white men (Rast et al., 2018).

Incongruence between expected leader qualities and certain individuals' natures has created barriers for individuals in achieving leadership roles (Sheppard, 2018; Rast et al., 2018). As a result these individuals see fewer examples of leaders who resemble themselves, and are therefore less likely to believe themselves capable of holding such roles (Sheppard, 2018; Hoyt et al., 2012). The incongruence with the common leadership concept and lack of role models in leadership positions creates a double barrier to women and minorities looking to take on leadership positions. These barriers become a cycle; few women and minorities

think themselves capable leaders because they do not see leaders who share their identities, therefore they do not take on leadership roles or become role models for other women and minorities.

Beyond the physical characteristics of white and masculine, leaders are generally expected to portray extroverted characteristics (Hard, 2011; Spark, Stansmore, & O'Connor, 2018). As a result, introverts emerge as leaders at lower rates than do extroverts (Spark et al., 2018). Spark et al (2018) postulates that this is due to introverts' greater “forecasted negative affect” associated with leadership (p. 84). That is, introverts, despite equal or sometimes greater suitability for leadership roles, tend to assume that they will experience uncomfortable or negative feelings by taking on those roles. This is problematic because introverts are more effective in leadership roles on certain types of teams; introverted leaders are more successful at improving task proficiency; and extraversion negatively correlates with characteristics of certain leadership styles (Spark et al., 2018). Spark et al (2018) suggest that introverts might more frequently emerge as leaders if they could more accurately, and less negatively, predict how they will feel going into potential leadership situations. Introverts could be prompted to make more accurate predictions if common leadership paradigms portrayed behaviors that introverts find more agreeable. Similarly, women and minorities could be supported in breaking through leadership barriers if presented with a leadership paradigm congruent with their identities.

Changing the Paradigm

Several leadership frameworks propose leading in ways that are congruent with the demeanors, appearances, and expectations of a wider range of identities and personalities. Individuals who live out these frameworks might not stand out as leaders based on generally-

expected leadership behaviors, characteristics, or positions; but they are, in fact, better-suited to lead in many situations and just as capable as authoritarian or hierarchical leaders. This section will explore several leadership styles or frameworks that align with identities and characteristics that are discounted as leaders under traditional leadership paradigms.

Early leadership research focused on efficiency and compliance, with leaders aiming to create better outcomes in the moment (Stone & Patterson, 2005). Transformational leadership emerged as a leadership framework that focused on moving an organization to something new, rather than simply enhancing the same result. Transformational leaders focus on vision and people, since they seek to create change through articulating a vision and motivating followers to move toward it (Stone & Patterson, 2005). Unlike earlier leadership frameworks, transformational leadership places individual consideration for followers at the forefront of the leader's attention. Transformational leaders recognize that the organization cannot move forward unless everyone shares the vision, is interested in their work, and is included in the process (Eva, Robin, Sendjaya, Van Dierendonck, & Liden, 2019). A transformational leader does not have to hold a position at the top of a hierarchy; they can work to transform the organization from any point in the chain of command.

Authentic leadership is based on the idea that the best leaders develop heightened self-awareness and act in congruence with their own values and beliefs, thus displaying a level of credibility that elicits trust from followers (Fine, 2017). An err with this model is that authenticity is dependent on others' perception of behaviors as authentic (Fine, 2017). Certain individuals, members of the LGBTQ+ community for example, might find it difficult to elicit credibility through authenticity, as their authentic self would likely not match with the behaviors others might expect to be authentic for them (Fine, 2017). It displays desirable features, but authentic leadership cannot stand alone as a leadership

framework. Authenticity alone does not ensure follower trust. Moreover, the leadership style encourages gaining followers' trust but does not dictate how that trust should be used, creating space for power to be used unethically. This leadership style clearly and directly advocates for fitting leadership to the individual, rather than the reverse, but it must be paired with other goals in order to breed successful leaders.

Hard (2011) explores a lack of leadership in the highly feminized field of ECEC, postulating that few ECEC professionals emerge as leaders because general expectations of a "leader" do not align with these professionals' nurturer role. In her discussion, Hard (2011) recognizes distributed leadership and servant leadership as potential frameworks that might align with the ECEC professional's nature. Distributed leadership encourages that individuals work within a team of leaders. This perspective is attractive, because it allows for task delegation, which would let individual leaders take on the leadership roles that they feel best suited for, and because in some situations a single positional leader often does not have the capacity to perform all necessary leadership tasks in an organization (Hard, 2011). Unlike other frameworks, distributed leadership focuses on leadership as a collective process in a group, rather than specific individual characteristics in one person. Other leadership frameworks could be applied to each individual's leadership style within distributed leadership.

Servant leadership is a framework based on the idea that leaders should be servants first. That is, a servant leader's desire to lead comes from a desire to serve. The primary objective of servant leaders is to enhance the well-being of followers, and through that action advance organizations and society along altruistic paths (Eva, Robin, Sendjaya, van Dierendonck & Liden, 2019). Servant leaders are nurturing, work with followers one-on-one, and are entirely other-oriented (not self-interested), making them a stark contrast to the

authoritarian leader at the top of a hierarchy (Hard, 2011). Robert Greenleaf, who coined the term “servant leader” and wrote several works articulating the idea, stated that “servant leadership potential... is latent to some degree in every young person” (Greenleaf, 1977, p. 19).

The list of frameworks here is not an exhaustive collection. The purpose of this section is not to present all possible information, but to demonstrate that frameworks of leadership align with all identities, positions, and personalities. A leader does not have to hold a prestigious title, command the attention of a group, or look any certain way. An individual who aspires to lead the world in new directions does not have to develop extraversion or seek certain employment. Leadership looks, feels, and acts as many different ways as humans themselves do. Anyone has the capacity to lead and the liberty to lead in the unique way that suits them.

Servant Leadership

It is important to clarify that servant leadership is not used in this project as an alternative to the traditional leadership paradigm. Replacing the current rigid structure with a new prescription for what leadership looks like would not be productive. The ideal alternative paradigm is no paradigm at all, but an acknowledgement that leadership takes infinite forms.

Although a paradigm is undesirable, attaching underlying values to leadership could help ensure that leaders emerge with an understanding of the power and responsibility that come with leadership positions. Rast et al. (2018) state that leaders “wield considerable power and often are attributed with transforming our lives through social or organizational change, wars, recessions, recovery, and technological (or other) revolutions, be it for good or evil” (p. 9). Moreover, leaders “tell people how to behave, what attitudes to hold, they provide structure, etc” (Rast et al., 2018, p. 13). Given the paramount trust and responsibility vested in leaders, the most desirable set of values is one guided by a commitment to improved collective well-being. Servant leadership meets this end, and provided the foundation for development of the *Anyone Can Lead* workshop – which is the focus of this thesis.

Defining Servant Leadership

Robert Greenleaf coined the term “servant leader” in 1970 in an essay articulating the simple idea that “the great leader is seen as servant first” (Greenleaf, 1977, p. 21). Traits recognized as manifestations of servant leadership have likely been portrayed by selfless individuals since long before Greenleaf’s time. In fact, a novel written in 1932 sparked Greenleaf’s contemplation of the servant as leader (Greenleaf, 1977). Today organizations

and journals focus on the study and cultivation of servant leadership. Through robust analysis of existing works, Eva et al. (2019) define servant leadership as:

An other-oriented approach to leadership manifested through one-on-one prioritizing of follower individual needs and interests, and the outward reorienting of their concern for self towards concern for other within the organization and the larger community (p. 114).

This definition makes clear how servant leadership creates a cycle of influence. A byproduct of acting as a servant leader is that followers become able and inclined to become servant leaders themselves, thus creating a larger radius of influence for the original servant leader.

It is important, however, to specify that this cycle of influence is not the aim of the true servant leader. The characteristic of servant leadership that distinguishes it from several other leadership frameworks is that the primary goal and focus of the servant leader is the well-being of others. Studies have shown that servant leadership increases follower well-being, improves follower performance and attitude, and fosters greater success in organizations, but these outcomes are not the motivation for the servant leader to lead. As Greenleaf (1977) originally wrote, leadership by a servant leader comes from a desire first to serve.

Widespread interest in servant leadership has produced a long list of characteristics, behaviors, and goals attributed to servant leaders. Robert Greenleaf's original essay on servant leadership (1977), Lawrence Spears' ten characteristics of servant leadership (2005), and four research articles on leadership (Eva et al., 2018; Hard, 2011; Lee et al., 2019; Stone & Patterson, 2005) provided the background for exploration of servant leadership for this project. Table 1 summarizes the servant leader characteristics, behaviors, and goals recognized by these sources.

Table 1

Work	Characteristics, behaviors, goals
Greenleaf (1977)	Listening and understanding, healing and serving, language and imagination, community, acceptance and empathy, awareness and perception, in here not out there, foresight, knowing the unknowable, conceptualizing, persuasion
Spears (2005)	Listening, empathy, healing, awareness, conceptualization, foresight, stewardship, commitment to the growth of people, building community, persuasion
Stone & Patterson (2005)	Agapao love, humility, altruism, trust, vision, empowerment, service
Eva et al. (2018)	Standing back, forgiveness, courage, empowerment, accountability, authenticity, humility, stewardship
Lee et al. (2019)	Behaving ethically, creating value for community, putting others first, helping others grow and succeed, emotional healing, empowering others, conceptual skills, holistic
Hard (2011)	Service to others, holistic approach to work, shared decision making, sense of community

Reconceptualizing Greenleaf and Spears

The works of Greenleaf and Spears contributed to this project because they are foundational to the leadership framework. Greenleaf wrote the first works about the framework and thus laid the foundation for all other exploration of servant leadership to come. Spears developed a simple, concise list of servant leader characteristics that consolidates the works of Greenleaf and others that. Although these works are foundational and informative, they are based in individual observation and thought, without support from research and analysis, and certain ideas in these works crossed into the spiritual or intuitive. There is nothing inherently wrong with sharing ideas based in these realms of thought. However, working with information that had strong footing and concrete evidence felt important to establishing credibility. Tendencies for Greenleaf and Spears' ideas to

contradict one another or clash with values that seemed inherent to servant leadership brought further complication to incorporating their works in this project.

Omitting or reconceptualizing problematic ideas became necessary to the integrity of the project. Ideas that required this consideration were persuasion, foresight, knowing the unknowable, healing, and advocating that others act as servant leaders.

Greenleaf and Spears recognize persuasion as a servant leader characteristic. Both present persuasion as the opposite of coercion in relation to how leaders influence others (Greenleaf, 1977; Spears, 2005). Persuasion is a better method than coercion, but it still implies manipulation, promoting personal interest, and projecting one's will onto others. The goals and methods of persuasion contradict the central goals and methods of servant leadership. Persuasion appears self-interested in comparison to other servant leader goals, all of which focus on serving others and creating more positive situations for all. Greenleaf (1977) asserts that a true servant leader always listens first with the genuine intent to understand and that healing and serving are central goals for a servant leader. An individual who seeks to persuade does not listen with the intent to understand and is focused on bending the will or belief of others. Influence need not come from persuasion. It comes naturally through healing, serving, and modelling servant leadership. Persuasion is not considered as a servant leader goal in this project.

Foresight is a central idea to servant leadership in the works of Greenleaf and Spears, and knowing the unknowable is recognized by Greenleaf as an important leader ability. Problematic aspects of foresight and knowing the unknowable as articulated by Greenleaf (1977) and Spears (2005) include that they are based in faith and clairvoyance and that they depends on above-average abilities related to intuition, which both authors recognize as an ability gifted individuals are born with and others cannot develop. Psychological research

suggests that intuition can, in fact, be practiced, learned, and improved with use, and the accuracy of intuitive thought about a situation increases with greater expertise (Kahnemann & Klein, 2009; Lufityanto, Donkin & Pearson, 2016). Agreeable aspects of foresight and knowing the unknowable are relations to ethics, thinking ahead, and scope of attention. Greenleaf (1977) writes that a lack of foresight in a decision-making process can lead to unethical outcomes. Spears (2005) and Greenleaf (1977) emphasize the importance of taking preventative action and having a vision, and relate these to a leader's ability to foresee the future. Finally, Greenleaf (1977) and Spears (2005) write that a leader should continually consider the lessons of the past, the current situation, and implications for the future. Omitting the problematic aspects of foresight, it might more accurately be described as keen observation, consideration, and reflection supporting strong predictions that, with practice, become intuitive. This sort of focus, care, and awareness are important for leaders, and are how foresight is considered as a servant leader trait in this project.

Healing might be expected to imply special abilities or spiritual connection. This is not how it is intended by Greenleaf or Spears. Both simply explain healing as improving the state of people and organizations (Greenleaf, 1977; Spears, 2005). For people healing might be physical, mental, or emotional. For organizations healing includes improving environments, cultures, or situations. Throughout this project healing refers to improving states of being.

Spears and Greenleaf at times write in ways suggestive of prescribing servant leadership as the superior leadership style for anyone to adopt. This practice contradicts servant leadership's focus on individuals' unique needs, interests, abilities, etc. Moreover, Greenleaf (1977) recognizes "the assumption that some individuals know what another ought to learn, and are justified in imposing their judgement" as an issue often seen in

education (p. 180). This belief clearly contradicts the assumption that the best way for anyone to lead is precisely servant leadership. As previously stated, the best paradigm is no paradigm. Servant leadership is not incorporated in the workshop as a prescribed leadership framework, but as a grounding in other-oriented values and practices.

Although contradictions arise and they have no backing in scientific research, the works of Robert Greenleaf and Lawrence Spears make valuable contributions to the study of servant leadership. In this project servant leader values are communicated through modelling servant leader characteristics, behaviors, and goals. Incorporating the framework in this way required a solid grounding in concrete ideas that align with each other, scientific research, and the goals of the *Anyone Can Lead* workshop.

Characteristics, Behaviors, and Goals of the Servant Leader

Based on the list of characteristics, behaviors, and goals show in Table 1, cornerstone ideas could be pulled to create seven servant leadership foundational ideas: other-oriented communication, other-oriented behavior, building community, recognizing intrinsic human value, awareness and reflection, and agent of change mindset. See Table 2-8 for descriptions of each foundational idea, including the characteristics, traits, and behaviors (from Table 1) that are encompassed in each.

Table 2

Foundational Idea	Other-oriented communication
Items Encompassed	Listening and understanding, listening, standing back, putting others first, humility, language and imagination, awareness
What is it?	Being other-oriented in communication and thought habit

	Listening first for the purpose of truly understanding, validating, and incorporating the ideas and experiences of others
What does it do?	Facilitates strong communication Helps others feel heard, included, and respected
How does it look?	Taking time to listen first Valuing input of others and truly listening for the purpose of understanding Taking the focus off oneself Seeking to better understanding others
Why is it important?	Necessary to constructive communication and community building Creates an environment that is responsive

Table 3

Foundational Idea	Other-oriented behavior
Items Encompassed	Healing and serving, healing, commitment to the growth of people, altruism, stewardship, building community, behaving ethically, putting others first, emotional healing, holistic, service, helping others grow and succeed, empowerment, service to others
What is it?	Other-oriented in behavior on the individual, organizational, and global levels Seeking always to advance well-being Valuing individuals as people first and acknowledging the intrinsic value of every life
What does it do?	Helps others grow and develop Contributes to the betterment of people, organizations, and society
How does it look?	Supporting others in their work and lives Giving and helping without expectations of personal benefit Having an altruistic focus in the direction of one's work (altruistic goals) Acknowledging people as complete beings Keeping the interest of the greater society at the forefront of intention and work
Why is it important?	Heals Creates better situations internal and external, large and small Creates and instils hope through showing a commitment to change

Table 4

Foundational Idea	Building community
Items Encompassed	Community, building community creating value for community, altruism, empowerment, sense of community, shared decision making
What is it?	Creating meaningful connections between individuals
What does it do?	Helps people feel comfortable and supported Creates space for vulnerability
How does it look?	Expressing through communication and behavior that an environment is safe and individuals are valued Creating space for interpersonal interaction focused on understanding individuals in holistic ways, shared decision making
Why is it important?	Taps full creative potential of a team Creates spaces where listening and healing can take place Fills a gap created in modern society, as small, supportive, personal groups have been replaced with large institutions

Table 5

Foundational Idea	Recognizing intrinsic human value
Items Encompassed	Acceptance and empathy, empathy, forgiveness, empowerment, humility, agapao love, altruism, holistic approach to work
What is it?	Showing care, acceptance, and understanding The opposite of rejection Unconditional positive regard
What does it do?	Helps people feel valued and comfortable as their authentic, individual self within an organization Leads one down altruistic paths in interaction with individuals and work to better larger entities (organizations, society, etc)
How does it look?	Seeking to understand people's identities, situations, preferences, goals, etc and adjusting behavior and circumstance in response to those individual characteristics Showing care and concern for every person as an individual

Why is it important?	Contributes to other goals (building community, listening, healing) Facilitates creativity by bringing out full sharing and potential of a diverse group
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Table 6

Foundational Idea	Awareness and reflection
Items Encompassed	Awareness and perception, awareness, courage, accountability, authenticity
What is it?	Reflection on self and situations Full attention to all sensations, thoughts, environments
What does it do?	Allows for more complete understanding Aids in positive behavior, communication, and decision-making Facilitates growth and learning
How does it look?	Taking time to observe and understand Actively seeking opportunities to create positive change by finding problems in current circumstances
Why is it important?	Self-reflection and awareness are central to leadership Growth and learning cannot happen without close attention to situations and processes and reflection on those

Table 7

Foundational Idea	Agent of change mindset
Items Encompassed	In here not out there, awareness, courage, humility, conceptualization, stewardship, accountability
What is it?	A mindset that change will not come from anywhere else, but must come from within a leader Understanding that problems will only be solved if those with the awareness and capacity take action
What does it do?	Maintains a belief that change is possible Keeps leaders active

How does it look?	Taking action toward solving problems Never placing blame or responsibility on others
Why is it important?	A mindset that one always has the capacity to incite change will always lead to hope, action, and motivation Complacency and blaming are eliminated

Table 8

Foundational Idea	Looking ahead
Items Encompassed	Foresight, knowing the unknowable, conceptualization, stewardship, behaving ethically, vision
What is it?	Having a vision of the future and an idea of how to create the bridge from the present situation to that envisioned future Taking preventative rather than reactive action Understanding all aspects of a scenario and considering all possible outcomes
What does it do?	As much as possible ensures positive outcomes and limits unanticipated repercussions Allows for creation of strong plans
How does it look?	Thinking ahead, creatively, and abstractly Understanding past, present, and future situations well enough to anticipate effects and outcomes Articulating a shared vision and formulating a collective plan, reflective of input from all stakeholders, to reach shared goals Eventually gaining the ability to trust and act on intuition, which has become robust through understandings built from awareness
Why is it important?	Because leaders are trusted as decision makers, it is important that they develop knowledge and skills that allow them to make decisions that move organizations and groups in intended directions A clearly articulated shared vision and plan to make the vision a reality is necessary for any group to function

These foundational ideas can be used to inform servant leadership in practice, which is the role they played in development of the *Anyone Can Lead* workshop. As per its teachings, servant leadership did not contribute to the workshop as a prescribed leadership

framework for participants to adopt, but as guide to the facilitator. Foundational ideas provided a point of reference for workshop development. Cross referencing content and methods for delivering material with these foundation ideas would ensure that the workshop stayed genuinely focused on participants' needs and came from a desire to serve.

Eva et al. (2019) point to research suggesting that servant leaders are credible role models because of their altruistic actions and inclination to give without expecting anything in return. Laying servant leadership as the foundation for a leadership workshop and establishing common ground with participants creates space for the facilitator to become a role model for participants, and thereby provide an important avenue for participants to begin seeing themselves as capable of leadership. Beyond providing a foundation and informing the development of the workshop, servant leadership lends this underlying influence that contributes to conveying the message that anyone can lead.

Workshop Development

The focus of this project is developing a leadership workshop to solve problems related to the narrow leadership paradigm and the lack of formal leadership training provided for undergraduate college students. This section details the workshop development process and the content of the workshop itself. Through providing background on the information and intention behind the workshop, this section is meant to give readers the tools to share these ideas with others through casual conversations, presenting this workshop themselves, or creating their own method for formally or informally sharing the information.

The section describes elements of the workshop as it exists in three ways: in the mind of the presenter (Conceptual Framework), shared between the presenter and the participants (The Bridge), and in the minds and lives of participants (Takeaways). The Conceptual Framework is made up of the identified problem and goal and a foundation in servant leadership. The Bridge consists of teaching methods and content. Takeaways are learned competencies and resulting outcomes. Although the logical connection between the three conceptual existences of the workshop flows from Conceptual Framework to The Bridge to Takeaways, this section will present Takeaways before The Bridge. This reflects the order of development of the workshop and understanding the Takeaways first will contextualize the teaching methods and content. With this structure readers will know the workshop's goals and its direction before exploring content.

Conceptual Framework

Before formulating the workshop, it was necessary to identify concrete goals and understand underlying ideas that would shape the project. This entailed clearly defining the

problem to address and the goal in addressing it, as well as articulating the aspects of servant leadership that would build the workshop's foundation. Starting with the Conceptual Framework would ensure that the workshop stayed on course through development. Through starting with a solid foundation, every aspect of the workshop could be intentionally tailored to meet the desired ends and formulated in such a way as to model desired behaviors and mindsets.

Problem and Goal

People who identify with certain traits and backgrounds that are underrepresented in leadership roles or do not align with characteristics traditionally recognized as leaderly, such as woman or feminine, racial or ethnic minority, and/or introverted, tend to think themselves incapable of leadership. It is problematic that so many individuals who are well-suited for servant leadership, transformational leadership, distributed leadership, or numerous other leadership styles discount themselves as leaders. Were the widely portrayed and recognized paradigm for leadership more fluid and inclusive, more people might recognize themselves as capable leaders.

The goal for this workshop is to debunk those thoughts of unfitness for leadership by articulating and instilling a belief that the ways a person can be a leader are as diverse as the human population. Through changing mindsets about leadership, the workshop aims to help participants begin unique and successful leadership journeys of their own.

Looking specifically at the context of a workshop, this goal means that everyone who participates in the workshop leaves with a belief that anyone can be a strong leader and the intention to develop as a leader. In the case of the present workshop, participants explore the many definitions of leadership, the diverse people they and their peers recognize as

leaders, several leadership frameworks, and how leadership might look for them. Through this process, participants realize that leadership is diverse and can be individualized and they discover their unique understandings and styles of leadership. To be successful, the workshop must motivate participants to take action based on what they realize and discover. The workshop connects realizations and discoveries to participants' lives and creates opportunities for them to conceptualize and plan their next steps as leaders.

A successful outcome for the workshop is a participant internalizing the understanding that leadership is diverse, beginning to understand themselves and their goals as a leader, and taking action in their lives to move closer to realizing their full potential as leaders and achieving their goals. Seeing themselves as a capable leader will help the participant develop stronger self-confidence, self-awareness, willingness to address conflict, communication, ability to goal-set, ability to problem-solve, and creativity (Gugerty & Teeven, 2015; Hendricks et al., 2009; Schwartz et al., 2014). The workshop focuses on leadership styles that promote ethical use of power, prioritizing well-being of others, and creating positive change. With these ideas incorporated in their understanding of leadership, the participant will apply themselves as a leader in ways that benefit others and the world. By catalyzing leader development for participants, the workshop, if successful, contributes to making the world a better place. The true focus of the workshop is empowerment, encouragement, and development of participants, but, through its foundation in servant leadership, an outcome of that process is creating a network of positive influence.

Servant Leadership Foundation

The identified goal could be achieved in countless ways. Servant leadership, as the ideal alternative leadership paradigm, laid the groundwork for the workshop. As previously

discussed, servant leadership as a framework disputes power and authority. Although servant leadership guided development of the workshop, specific reference to servant leadership did not permeate content. Rather, servant leadership guided the methods for creating the workshop and the workshop content, but content itself focused on individualized solutions.

The workshop might have explicitly presented servant leadership as the superior leadership framework and encouraged participants to adopt it into their own philosophy, but such an approach contrasts the ideals of servant leadership. Moreover, who is to say what leadership framework best fits any individual? Leadership frameworks, and even leadership in general, are malleable and can be lived out in many ways. Prescribing a rigid model is precisely the issue with leadership that this project intended to solve. Rather than prescribing servant leadership, the workshop is presented from a place of servant leadership.

Servant leadership builds a strong foundation for a workshop because it focuses on selflessness and individualized consideration for others. Given the characteristics, behaviors, and goals of servant leadership, a workshop based in the framework naturally supports individual growth and development. Placing servant leadership at the workshop’s base ensured that the facilitator and workshop portrayed servant leadership and accomplished the altruistic aims of the framework.

The servant leadership foundational ideas discussed in the previous section directed development of the workshop. The specific link between each foundational idea and the workshop are articulated in the Tables 9-15.

Table 9

Foundational Idea	Other-oriented communication
Incorporation in workshop	Create opportunities for participants to share their ideas; actively listen and incorporate individual interests and ideas into workshop content; acknowledge

	that participants are teaching the facilitator and each other and the facilitator is simply sharing ideas for participants to consider
Contribution to workshop	Models listening and personal consideration for future leaders; helps build trust and community; enhances understanding of concepts (through connection to personal experience/interest); increases possibility that participants adopt ideas through making content personal and genuine

Table 10

Foundational Idea	Other-oriented behavior
Incorporation in workshop	Share thoughts on leadership ethics; create opportunities for facilitator and participants to heal one another; emphasize holistic views of people; share ideas that empower individuals to heal themselves and others
Contribution to workshop	Puts participants in a position to be stronger leaders as they themselves are healed and they are prepared to focus on healing others; enhances well-being of participants

Table 11

Foundational Idea	Building community
Incorporation in workshop	Facilitator presents himself as approachable and on level with participants; set “ground rules” that enhance feelings of safety in environments; create space for casual or fun conversation
Contribution to workshop	Helps participants feel comfortable participating; models community building; brings more diversity to the workshop content through encouraging open participation in discussion from all participants

Table 12

Foundational Idea	Recognizing intrinsic human value
In the workshop	Listen and be responsive as a facilitator; acknowledge and express that each participant is a unique and valuable individual; show care and concern

Contribution to workshop	Models celebrating individuality and diversity; contributes to community building and creating space for listening within the workshop; brings more voices/perspectives into the conversation; contributes to healing and empowering participants
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Table 13

Foundational Idea	Awareness and reflection
Incorporation in workshop	Reflect after presenting workshop; be present in the moment and paying attention to all people/thoughts/sensations throughout the workshop; share with participants about the importance of reflection and give them opportunities to reflect
Contribution to workshop	Helps facilitator learn and grow from the workshop; helps participants learn to value and practice reflection and awareness; equips participants with tools and understandings that support constant growth and development as people and leaders

Table 14

Foundational Idea	Agent of change mindset
Incorporation in workshop	Focus on problem-solving; seek to instill hope and empower participants through intentional language around leadership, its potential, and leaders' responsibilities
Contribution to workshop	Empowers participants; encourages participants to seek to create change and believe they can create the change they hope for

Table 15

Foundational Idea	Looking ahead
Incorporation in workshop	Incorporate creativity and abstract thought into workshop; incorporate goal setting and vision into workshop; focus on ethics as it is presented by servant leadership in the workshop
Contribution to	Prepares participants to exercise "foresight" as leaders by always thinking and

workshop	looking ahead; supports creativity and fosters agent of change mindset
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Takeaways

Any learning opportunity must be guided by a specific view of the end result. Accomplishing the goal of catalyzing leadership journeys for workshop participants would require specific aims. This guidance is provided by six competencies and four learning outcomes that, if accepted and understood, would set participants on positive leadership paths. Competencies are lessons -- simple, clear, and specific understandings for participants to gain that build to help them reach outcomes. Outcomes are actionable takeaways -- individualized and complex mindsets, feelings, or actions. Servant leadership foundational ideas and my identified problem and goals informed competencies and outcomes.

Competencies

I know that leadership is for everyone. This competency is informed by findings that not everyone thinks themselves capable of leadership. Without instilling this belief, the rest of the workshop loses meaning. Anyone should leave the workshop feeling that they can be a leader in a way that aligns with their strengths, values, and goals.

I know that leaders have a responsibility to be ethical. Some individuals who are considered great leaders use their power and influence to find personal gain or promote unethical action. Leaders have a responsibility to use their power ethically. Participants in the workshop must understand this responsibility and be given the tools to evaluate their actions and intent as role models and influencers.

I know that leadership and creativity go hand in hand. Conceptualization requires creative thought. Leaders envision the world in ways it has never been. This sort of vision,

articulating it to others, and finding paths to make envisioned possibilities a reality requires creativity. Being creative is often conflated with being artistic or innovative, a tendency that causes many people to identify with being uncreative. For leaders, it is necessary to recognize creativity as inherent to leadership and attainable for every individual.

I know that leaders promote progress and diversity. This competency draws from the agent of change mindset, recognizing intrinsic human value, and building community. Promoting diversity enhances a leader's ability to promote progress. Diverse voices contribute to stronger ideas and help organizations discover more opportunities on the path toward a shared vision. Strong leaders understand this value that comes with creating safe spaces for participation from all members of a group. Progress builds from the understanding that leadership and creativity go hand in hand, as progress requires vision. Leaders are able to use their creativity to move individuals, organizations, and the world in positive directions, and they understand that full creative capacity is reached by accepting, celebrating, and incorporating diverse perspectives.

I know what kind of leader I want to be & I know what I am passionate about. These competencies reflect participants beginning to develop their own leadership framework. It takes discoveries beyond the workshop and connects them to participants' values, experiences, goals, and actions. Committing to these competencies helps participants see a path forward for themselves as leaders. Each participant will have a unique understanding of these competencies. Parts of the competency are reflection and goal setting. These tools are intended to help participants continue developing as leaders beyond the workshop and throughout their lives.

Outcomes

I feel empowered and capable. This outcome specifically relates to the problem and goal guiding the workshop and lays a foundation for success in all other outcomes. Feelings of empowerment and capability build from the *leadership is for everyone, leaders promote progress and diversity*, and *what kind of leader I want to be* competencies. By understanding and accepting these competencies, participants open the door to see themselves as leaders and realize what they can do, be, and influence as leaders. These baseline feelings of confidence and self-respect allow participants to fully, undoubtingly conceptualize the more specific and individual outcomes.

I have the beginning of my leadership philosophy. Making leadership personal and individual is important to driving home the belief that anyone can lead. Considerations that build to this outcome help participants reflect inward on their values, beliefs, strengths, and passions and outward on how it will look and feel to live out their unique version of leadership. *The leaders have a responsibility to be ethical, what kind of leader I want to be, and what I am passionate about* competencies contribute to this outcome.

I will take the next step on my leadership journey. A focus through workshop development has been ensuring that what participants learn and experience in the workshop contributes to their life and continuing development as leaders. Giving participants opportunities to consider attainable changes they can make or actions they can take outside of the workshop contributes to this focus. The *what kind of leader I want to be* and *what I am passionate about* competencies build to this outcome. Identifying broad goals and values for themselves as leaders guides participants as they commit to a specific next step that gets them moving along their leadership path.

I will create change. Leaders are agents of change. Why help undergraduate students identify as leaders, understand leadership ethics, and adopt leader characteristics

that promote the common good? The personal gain for workshop participants is the primary focus of this workshop, but the product of that gain will go far beyond the participants themselves. By seeing themselves as capable leaders, articulating leadership values and directions, and committing to move forward, participants prepare to create positive change for individuals, organizations, and the world. This outcome is supported by the *leadership is for everyone, creativity and leadership go hand in hand*, and *leadership promote progress and diversity* competencies.

The Bridge

Teaching methods are means for sharing content. They build a bridge between the workshop in the Conceptual Framework and the content that is shared with participants. The content is all ideas and materials that make up the workshop as it is presented to participants. The content moves across the bridge to bring the Takeaways to the participants.

Teaching Methods

Achieving the desired outcomes for participants would require several methods for sharing ideas. To create space for building community and recognizing intrinsic human value, the workshop had to be interactive and collaborative while allowing for individualized thought and attention. Beyond reflecting servant leadership, a goal for the workshop was that ideas were passed organically and had meaning for participants. This reflects servant leadership's opposition to prescription or authority. Rather than impose ideas upon participants, the facilitator acts as a messenger, carrying ideas that are mutually agreed-upon as beneficial, and as a thought partner, learning from participants as participants learn from them. This model for presenting came from an intent to show respect and consideration for

participants as experts on their own abilities, interests, situations, and desires. Throughout the workshop participants should never feel that content is pressed, persuaded, or prescribed.

The teaching methods employed and developed were osmosis, activities, worksheets, discussion, lecture, examples, reflection, and hype. These methods will each be described in brief here. Discussion of the workshop itself will include indication of use of each along with how and why the method functioned in each situation.

Osmosis (outside of chemistry and biology) refers to unconscious assimilation of ideas. As a teaching method osmosis is modelling ideas and behaviors the facilitator wishes for participants to understand or adopt. This sort of teaching is central to servant leadership. The cycle of servant leadership functions by followers observing and then adopting servant leader characteristics and behaviors from leaders. Osmosis seeks to achieve this end and is, for the most part, how servant leadership concepts emerge in the workshop.

Activities in the workshop are completed individually or as a group and create opportunities for participants to apply their realizations and discoveries. Worksheets are opportunities for participants to dig into their thoughts and experiences and record their findings. Discussion is an opportunity for the facilitator to learn from participants and for participants to learn from each other through sharing ideas. Lecture is an opportunity for the facilitator to draw connections between leadership concepts and participant ideas, interests, and experiences. Examples create opportunities to understand ideas in practice. Reflection is central to learning, growth, and leadership and is encouraged throughout the workshop in several ways. Hype, as a teaching method in the workshop, is showing excitement about concepts in order to help participants see value in themselves and ideas.

Content and Facilitator Notes

The workshop is organized in five sections: introduction, rethinking leadership, inner workings of leadership, creating change, and next steps. Each section is made up of several topics. For each topic, information they present, competencies and outcomes they support, and the teaching methods they use will be discussed. The purpose for this section of the thesis is to provide an understanding of the intentions behind each focus of the workshop, without dictating precisely how ideas are shared. Readers who wish to facilitate the workshop on their own should take the liberty to use language that feels natural to them and incorporate their own leadership experiences and values into their presentation.

This workshop is built on a wide bed of knowledge, grounded in several foundation ideas, and aimed to meet several ends. A facilitator is not expected to remember, incorporate, and uphold all these ideas. The workshop and content accomplish this on their own. Once a facilitator is comfortable in their knowledge of the workshop's background and how these concepts relate to and come through workshop material, they can shift focus to supporting individual followers. With a strong grasp in the workshop's background and their own leadership philosophy and the genuine intention to serve workshop participants, anyone can successfully facilitate this workshop to meet its intended ends.

Headings throughout the following section correlate with PowerPoint slide titles. slides are available in Appendix A.

Introduction

<p style="text-align: center;">Anyone Can Lead (title slide)</p> <p>Get off on the right foot by presenting in a friendly and inviting way. Introduce yourself. Introduce the problem and goal guiding the workshop. Let participants know how long the workshop will take, what will be covered, and what they will gain. Thank participants for their time. Include anything else that will help create the desired environment.</p>

Purpose	Create a calm, collaborative, and respectful environment
Competencies and Outcomes	I know that leadership is for everyone
Teaching Methods	Lecture, hype, osmosis

Introductions	
<p>Ask participants to introduce themselves and share their pronouns, major, a group or project they are involved with, and a group or project they would like to be involved with. Doing introductions in this way will help participants get to know each other and help the facilitator get an idea of what experiences and aspirations participants have. After the workshop (if desired) the facilitator can send participants ideas about how to get involved in the groups or projects they are interested in. Either way, these interests should influence examples, lecture, and discussion throughout the workshop.</p>	
Purpose	<p>Begin building community</p> <p>Inform what sorts of connections should be made throughout the workshop</p>
Competencies and Outcomes	<p>I know what I am passionate about</p> <p>I feel empowered and capable</p>
Teaching Methods	Osmosis, discussion

Believe Me/Believe You	
<p>Give participants some background on the facilitator's interest in the workshop – why they are interested in helping participants develop, what they hope participants will gain. Establish that the facilitator's role is not to prescribe ways to lead, but to share ideas and guide participants in discovering how they want to lead. Invite participants to be critical of the ideas the facilitator shares and only use those that make sense to them. Let participants know that they are teaching the facilitator and each other as much as anything else. Establish that the focus of the workshop is individual participant discovery and support. Let participants know that what they learn through the workshop will be created by them. Reassure participants that the facilitator will provide the scaffolding to ensure success, and they need only know and understand themselves.</p>	
Purpose	<p>Establish credibility of content</p> <p>Prepare participants for how the workshop functions</p> <p>Help participants feel empowered and capable</p>
Competencies and Outcomes	I feel empowered and capable
Teaching Methods	Osmosis, lecture, hype

Setting the Mood	
<p>Ask that participants agree to be critical of what they hear throughout the workshop and take the liberty to ignore or change what does not align with their values or ideas. This practice is important to learning but often forgotten. For participants in the workshop it will support learning and ensure that ideas they accept are valuable to them.</p> <p>Ask that participants acknowledge and consider their judgements or stereotypes and shed those that are unproductive or unfair. This practice is important to community building and empathy but often forgotten. Taking note of these thought patterns and opening themselves to alternatives will help participants and the facilitator create a more positive environment.</p>	
Purpose	Create space to build community and recognize intrinsic human value Help participants begin to increase awareness and practice reflection Support learning Help participants and facilitator feel safe and open
Competencies and Outcomes	I know that leaders have a responsibility to be ethical I know that leaders promote progress and diversity
Teaching Methods	Osmosis, lecture, hype, reflection

Start Teachin'	
<p>Ask that participants share anything that they do or do not want from the workshop. Is there anything that they really hope does not happen? Is there anything they particularly want to do, learn, or discuss?</p>	
Purpose	Facilitator listens first (other-oriented communication) Ensure that workshop addresses participants' goals
Competencies and Outcomes	I know that leadership and creativity go hand in hand
Teaching Methods	Osmosis, discussion, reflection

Let's Dig In	
Outline workshop content and briefly describe the premise of each section.	
Purpose	Prepare participants for workshop structure Help participants feel more like partners, by letting them know where the workshop will go
Competencies and Outcomes	I feel empowered and capable
Teaching Methods	Lecture

Let's Get the Juices Flowing	
<p>Invite participants to discuss in a whole group, small group, or pairs what leadership means to them. If participants need help starting their flow of thoughts, pose questions like “what does it look like?” “what does it feel like?” “what does it do?” If participants discuss in small groups or pairs, ask that they share a summary of their discussion with the group. Emphasize the idea that there are no wrong answers.</p>	
Purpose	<p>Give participants an opportunity to reflect on and share their existing thoughts on leadership</p> <p>Begin sharing of ideas between participants in a low-stakes way</p>
Competencies and Outcomes	Leadership is for everyone
Teaching Methods	Discussion, lecture, reflection

Defining Leadership	
<p>If the discussion of leadership generated a broad range of ideas, connect that discussion to the fact that leadership is defined in many ways throughout research. If group discussion did not yield a broad range of ideas, simply validate that all ideas are correct, because even throughout leadership research there is not just one definition. Discuss the several ways leadership is defined. Focus on the diversity of definitions and draw the connection between that idea and the idea that anyone can lead.</p>	
Purpose	<p>Draw attention to the many ways leadership is defined</p> <p>Point out the diversity of leadership definitions as evidence that there are many ways to lead</p> <p>Open the door for unique, individualize conceptualizations of leadership</p>
Competencies and Outcomes	<p>I know that leadership is for everyone</p> <p>I feel empowered and capable</p>
Teaching Methods	Lecture, reflection

What is it then?	
<p>Up to this point in the workshop leadership is still an elusive and abstract idea. Invite participants to complete <i>Leaders in My Life</i> worksheet (Appendix x), which gives them an opportunity to reflect on how they view leaders, what leaders in their life have in common, and what those commonalities suggest about leadership. With every worksheet, it is important to emphasize that there are no bad ideas or wrong answers, and the worksheets can be done in whatever way is comfortable for participants. When participants have completed the worksheet, give them an opportunity to discuss their ideas with one another, and invite them to edit their worksheet after hearing new perspectives on leadership. This collaboration is key. Participants will go on to be leaders to many people, so it is important that they learn what others perceive as important leader characteristics and behaviors.</p>	

Purpose	Give participants an opportunity to explore what leadership is to them Introduce and frame <i>Leaders in My Life</i> worksheet Participants start to get a concrete understanding of leadership and recognize its diversity Participant have an opportunity to collaborate
Competencies and Outcomes	I know that leadership is for everyone I know what kind of leader I want to be I have the beginnings of my leadership philosophy
Teaching Methods	Lecture, reflection, worksheet, discussion, examples

Leaders in My Life worksheet

To achieve the goals of this workshop participants must accept several new ideas, some of which contrast the usual thought pattern surrounding a topic. The workshop's primary claim is that leadership is diverse; it seamlessly fits any personality; no one should have to change their personality to be a leader. This claim contrasts deeply held ideas about leadership. Participants cannot be expected to truly adopt this idea unless they discover it for themselves and connect it to their own experiences. That is the purpose of this worksheet and discussing ideas that are developed through the worksheet. Participants will identify leaders with a wide range of characteristics, behaviors, positions, etc., which will naturally support the idea that anyone can lead. A facilitator can share thoughts and what they have learned through research in convincing ways, but unless participants make the connections for themselves and see the merit in what the facilitator says, they will not walk away with any new mindsets. The worksheet is an opportunity for new ideas to be reinforced through personal and group reflection and discovery.

It Ain't Over
Invite participants to return to their worksheet throughout the workshop and along their leadership journey. All the worksheets completed throughout the workshop can serve as continuous opportunities for learning and developing.

Purpose	Create an opportunity for reflection within the workshop and in the future
Competencies and Outcomes	I know that leaders promote progress and diversity I have the beginnings of my leadership philosophy
Teaching Methods	Lecture

Inner Workings of Leadership

Leadership Frameworks and Styles (1)	
<p>Explain that these frameworks are not being presented as prescribed ways for participants to be leaders, but as more diverse ways to think about leadership. Invite participants to look out for ideas around these frameworks that align with their values or identities. Briefly describe the functions and viewpoints of transformational leadership, servant leadership, and complexity leadership.</p> <p>Transformational leadership sees leadership as a process of influence and as a behavior carried out by individual leaders. It puts the focus on transforming organizations by articulating a vision, motivating others to help work toward the shared vision, and supporting others as a group works together to reach that vision.</p> <p>Servant leadership is based on the idea that good leaders seek to lead out of desire to serve. Servant leaders are other-oriented with the goal of helping individuals, communities, and the world advance along altruistic paths.</p> <p>Complexity leadership looks at leadership systems, or groups of individuals within an organization carrying out leadership. Rather than looking at leadership as something that exists within individuals, it looks at leadership as something that exists within and between groups and sees individuals as each playing a role in that system of leadership.</p>	
Purpose	More concretely dispute traditional leadership paradigm by presenting specific alternatives Help participants generate ideas about what kind of leaders they might want to be
Competencies and Outcomes	I know that leadership is for everyone I know what kind of leader I want to be I have the beginnings of my leadership philosophy
Teaching Methods	Lecture, individual thought activity

Leadership Frameworks and Styles (2)	
<p>Introduce ethical leadership and authentic leadership as overarching guides that can be incorporated into any other framework/style.</p> <p>Authentic leadership suggests that leaders become aware of and reflect on their values and beliefs in order to develop a strong sense of self, through which they establish credibility and trust with those around them.</p>	

<p>Ethical leadership simply acknowledges that leaders should use their power of influence to contribute to the common good, rather than achieving personal gain or harming others in any way.</p> <p>These ideas are not meant to be prescriptions, but participants will likely benefit from incorporating them in their own leadership frameworks.</p>	
Purpose	<p>Introduce these ideas so that participants are aware of these healthy practices in leadership</p> <p>Help leaders understand the responsibility inherent to leadership</p>
Competencies and Outcomes	<p>I know that leadership is for everyone</p> <p>I know that leaders have a responsibility to be ethical</p> <p>I know what kind of leader I want to be</p> <p>I have the beginnings of my leadership philosophy</p>
Teaching Methods	<p>Osmosis, lecture, reflection</p>

Jumping Off Point	
<p>Let participants know that the leadership frameworks discussed here are not the only ones out there, but this spread of frameworks was meant to give participants another look at how diverse leadership is. Invite participants to consider why the frameworks were created – likely to help people understand the many ways leadership works. Remind participants that for the purposes of the workshop, the frameworks are just here to give them some inspiration about the many ways they might want to interpret leadership for themselves.</p>	
Purpose	<p>Prime participants for upcoming activity and worksheet</p>
Competencies and Outcomes	<p>I know what kind of leader I want to be</p> <p>I have the beginnings of my leadership philosophy</p>
Teaching Methods	<p>Lecture</p>

What Speaks to You?	
<p>Give participants some time to take notes on which frameworks make sense to them and how they might incorporate those in their own leadership styles, or other ideas they have about leadership. Invite participants to begin thinking about what kind of leader they want to be. Soon participants will complete a workshop that frames how they might begin to develop their leadership philosophy. This activity gives an opportunity for participants to begin conceptualizing their individual leadership framework with no bounds or direction.</p>	
Purpose	<p>Spark participants' free and natural contemplation of what leadership could look like for them</p>
Competencies and Outcomes	<p>I know what kind of leader I want to be</p>
Teaching Methods	<p>Lecture, individual activity, reflection</p>

Leadership for You	
Point out the workshop’s shift in focus. Early the workshop focused on participants’ perceptions of leadership in others, now it focuses on leadership within participants. Give participants the opportunity to consider how leadership might look and feel to them as a unique leader. Participants complete <i>The Leader in You</i> worksheet (Appendix x).	
Purpose	Introduce and frame <i>The Leader in You</i> worksheet Begin to make the connection between the workshop and participants’ work, discovery, and development as leaders after the workshop Create an opportunity to practice awareness and reflection
Competencies and Outcomes	I know leadership is for everyone I know what kind of leader I want to be I know what I am passionate about I feel empowered and capable I have the beginnings of my leadership philosophy I will take the next step on my leadership journey I will create change
Teaching Methods	Lecture, worksheet, reflection

The Leader in You worksheet

This worksheet is the other side of the coin in relation to the *Leaders in My Life* worksheet. *Leaders in My Life* is about recognizing how participants perceive leadership from an external perspective. This worksheet is about how participants will live out leadership from an internal perspective. One worksheet explores how leadership looks and the other explores how leadership feels, so participants can gain a well-rounded understanding of leadership. This worksheet takes a step further into the idea that leadership can be completely individualized. With an understanding of what leadership does and how to do it, any person can create a leadership framework that will guide them to lead in authentic and fulfilling ways.

Let’s Hold Each Other Accountable	
Ask participants to, if they are comfortable, share the action they committed to taking to develop their desired trait or strength with the whole group, a small group, or a partner.	

Sharing with the group helps participants think about their commitments in another way and helps them feel like others in the group support their ideas. This will make participants more likely to actually take their desired action.	
Purpose	Help students commit to their desired actions
Competencies and Outcomes	I know what kind of leader I want to be
Teaching Methods	Discussion, hype

Creating Change

We Could All be Da Vinci	
Encourage participants to adopt “creative” into their identity. Being is often conflated with being artistic. For this and other reasons, many people think they are not creative. Help participants see themselves as creative by pointing out the innovate and unique ideas they have created throughout the workshop so far. Everyone has the capacity to create.	
Purpose	Instill in participants the belief that they are creative
Competencies and Outcomes	I know leadership and creativity go hand in hand I feel empowered and capable I will create change
Teaching Methods	Lecture, reflection, hype, examples

Creativity and Leadership	
Let participants know why creativity is discussed. Leadership requires creativity and creativity requires leadership. We cannot accomplish new things without both leadership and creativity. In order to be a leader, participants are going to have to create new ideas or apply old ideas in new ways. Leading to uncharted territory requires creating ways to exist in that new space. On the other side, anytime someone creates something new, they are being a leader. Creating requires stepping a little bit beyond the current state of the world.	
Purpose	Draw the connection between creativity and leadership Prepare participants to be stronger and more confident leaders and creators
Competencies and Outcomes	I know leadership and creativity go hand in hand I will create change
Teaching Methods	Lecture, examples, hype

Houston, We Have a Problem	
Introduce scenarios that present opportunities to problem solve. Divide participants into small groups (or work with the entire group) and ask that they select a problem and	

<p>generate as many solutions as they can in an allotted amount of time (the problems used in the original workshop are available in Appendix X). Encourage participants to get creative by generating solutions that are not quite realistic. They could even be impossible or magical. Encourage participants to try practicing the actions they committed to taking to develop new strengths or traits, if they can. Either way, encourage participants to take risks and participate in ways they might not normally participate.</p>	
Purpose	<p>Create an opportunity for participants to practice creativity and see themselves as leaders in action</p> <p>Begin problem solving</p>
Competencies and Outcomes	<p>I know leaders have a responsibility to be ethical</p> <p>I know leadership and creativity go hand in hand</p> <p>I know what kind of leader I want to be</p> <p>I feel empowered and capable</p>
Teaching Methods	<p>Lecture, group activity, discussion</p>

<p>Houston, I Have a Problem</p>	
<p>Give participants an opportunity to start thinking about problems they want to solve. Ask participants to think of a problem they are passionate about and give them time to develop some solutions on their own.</p>	
Purpose	<p>Create an opportunity for participants to start considering how they might apply themselves as leaders to solving problems they care about</p> <p>Provide another opportunity to practice creativity</p>
Competencies and Outcomes	<p>I know that leadership and creativity go hand in hand</p> <p>I know what I am passionate about</p> <p>I have the beginnings of my leadership philosophy</p> <p>I will create change</p>
Teaching Methods	<p>Lecture, individual activity, discussion</p>

<p>Don't Worry Houston</p>	
<p>Ask participants to select their favorite solution or combination of solutions from those they generated. Give them some time to expand on the solution and start thinking about how they could start working toward the solution right now. Ask that they consider what their first step might be.</p>	
Purpose	<p>Provide participants with further opportunity to practice creativity</p> <p>Model an accelerated version of the creative process (with this slide and the previous slide)</p> <p>Provide an opportunity to practice looking ahead</p>
Competencies and Outcomes	<p>I know leadership and creativity go hand in hand</p> <p>I know what I am passionate about</p>

	I will create change
Teaching Methods	Lecture, individual activity, reflection

Why Lead?	
Summarize what has been discussed and explored so far. Explain how content built from a general understanding of leadership to specific external perceptions of leadership, to internal perceptions of leadership, and that foundation has now been connected to solving problems. Can participants see how diverse leadership is in how it looks, how it feels, what it can accomplish, and how it can accomplish those things? Are they beginning to see the benefit to leadership?	
Purpose	Summarize content so far Draw connections between ideas Draw conclusions about ideas Start participants thinking about what they can do next given what they have learned Prime participants for the next worksheet
Competencies and Outcomes	I know leadership is for everyone I know leaders have a responsibility to be ethical I know leadership and creativity go hand in hand I know what kind of leader I want to be I know what I am passionate about I feel empowered and capable I have the beginnings of my leadership philosophy I will take the next step in my leadership journey I will create change
Teaching Methods	Lecture, reflection, examples, hype

What's Next?

Keep Chuggin' Along	
Invite participants to think specifically about what they can do to continue developing as leaders. Discuss the importance of reflection for leaders. Introduce and contextualize <i>Leadership Action Plan</i> worksheet.	
Purpose	Create another opportunity for leaders to connect the workshop to their life Participants develop a concrete idea of their next steps as leaders
Competencies and Outcomes	I know what kind of leader I want to be I will take the next step on my leadership journey

Teaching Methods	Lecture, reflection, worksheet
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Leadership Action Plan worksheet

A primary consideration in the development of this workshop is that the ideas shared carry over into participants' lives and are actually influential. This worksheet is meant to be the bridge between the workshop and participants' lives beyond the workshop. Here participants have the opportunity to look at what they have learned and created and consider, in concrete terms, how applying it will look and feel. In this case, they are asked how they will apply it to one simple step on their leadership paths, but hopefully this practice will help them apply it in other areas as well.

Words of Encouragement	
The Words of Encouragement activity is an opportunity for participants to heal one another and put their new ideas about leadership into practice. After the workshop, the facilitator will send the email address of another participant to each participant. When participants receive an email address, they can sign into anyonecanleadworkshop@gmail.com (password: remi2020) and send something that they are worried or concerned about to the email address they were given. When participants receive an email, they respond with advice or words of encouragement that reflect how they feel their strongest future leader self would seek to comfort or encourage that person. Emails of comfort and encouragement will be sent back to the anyonecanleadworkshop email, where all participants can log in to see their own encouragement and see how their peers are supporting each other.	
Purpose	Create an opportunity for participants to practice leadership, stay connected beyond the workshop, and heal
Competencies and Outcomes	I know what kind of leader I want to be I feel empowered and capable I have the beginnings of my leadership philosophy I will take the next step on my leadership journey I will create change
Teaching Methods	Lecture, reflection, activity

Want to Stay Connected?	
<p>Invite participants to contribute their ideas to the anyonecanleadworkshop email account's "Past Participants" spreadsheet (Appendix x) and "Collaborate" document (Appendix x). The workshop is presented virtually as well as in person. By adding their name and email to the spreadsheet, participants make themselves available as partners for the Words of Encouragement activity for individuals completing the virtual workshop alone. By adding their ideas from the "Bring it All Together" section of Leaders in My Life, participants create an opportunity for individuals completing the virtual workshop alone to collaborate and gain other perspectives on leadership.</p>	
Purpose	<p>Create virtual collaboration space</p> <p>Help participants feel like part of a community of leaders</p>
Competencies and Outcomes	<p>I know that leaders promote progress and diversity</p> <p>I will create change</p>
Teaching Methods	Lecture, examples, activity

Anyone Can...	
<p>The title for the workshop comes from a quote from the movie Ratatouille. Throughout the movie, Anton Ego, the food critic takes issue with the idea that "anyone can cook" (Lasseter, Lewis, Stanton, & Susman, 2007). He believes cooking is an artform, that takes certain skill and practice to do well. After learning that his meal is served by a rat, he writes a review of the restaurant that includes the quote, "not everyone can be a great artist, but a great artist can come from anywhere" (Lasseter, et al., 2007). Learning that great food was served to him by someone that would never be expected to be a great chef gave Ego a new understanding of the quote. "Anyone can cook" does not mean that every single person is a culinary master, but that those who do display mastery could have any identities.</p> <p>The same idea is true of leadership. The potential to be a great leader is inside every individual, regardless of traits or identities, but not every person puts in the time and effort to be a great leader.</p> <p>Participants should recognize that although leadership is universally achievable, not everyone puts in the effort to be a great leader. The fact that participants are putting the time, thought, and effort into developing as leaders shows a special commitment to creating positive change that participants should be proud of.</p>	
Purpose	<p>Encourage and empower participants</p> <p>Ensure that participants do not feel that their accomplishments are less valuable due to a misconception that anyone could do what they are doing – not everyone has the will and dedication required</p>
Competencies and Outcomes	<p>I know leadership is for everyone</p> <p>I feel empowered and capable</p>

Teaching Methods	Lecture, hype
------------------	---------------

Thank You!!	
Thank participants for joining the workshop and for their commitment to creating change. Share any words of praise or encouragement for participants.	
Purpose	Leave participants feeling valuable, empowered, and capable
Competencies and Outcomes	I feel empowered and capable I will take the next step in my leadership journey I will create change
Teaching Methods	Osmosis, lecture, hype

Conclusion

“Leader” is an aspect of identity that is far too often reserved for only a small set of the population. Broadening the general understanding of leadership is important to reaching our potential as individuals and as a society. By questioning the existence of any leadership paradigm and pointing out the clear signals that leadership is diverse and malleable, this project seeks to make “leader” and identity that any willing person can whole-heartedly adopt. We must stop seeking to fit ourselves to prescribed ideas of leadership and acknowledge that leadership can be fit to each unique individual.

With these understandings at heart and the genuine desire to serve and support others, any person is equipped to spread this idea. Interested readers are invited to present this workshop through their own natural communication and leadership styles. All necessary materials to facilitate this workshop are readily available, and they are entrusted in the hands of any dedicated individual.

This thesis was completed amid COVID-19 and calls for racial justice. Historical events like these present opportunities for leaders to arise. Who are our leaders? How can we spread the idea that those with the collective good at heart and any racial and gender identities and personality traits can rise to the occasion and lead us to the change we seek?

Reflection

This workshop grew from a place of personal experience. Despite holding leadership roles, I did not see myself as a leader until my subconscious, driven by supportive mentors, pushed that identity to the surface. Through this project I hope to play the role of my mentors in the lives of others. We all tend to sell ourselves short, or at least most of us who would make strong ethical leaders do. Those of us with the best interests of others in mind already have strong foundations in what is right, and therefore strong foundations for our development as leaders. I observed this foundation in many of my peers at Western Oregon University, and I would have loved to tell each of them just how powerful and special they are.

Due to COVID-19 *Anyone Can Lead* did not reach as wide of an audience as I had hoped it would. Despite this drawback, I count the workshop development a success. Even if I did not get the opportunity to share my ideas with many students during my time at Western Oregon University, I had the opportunity to explore and articulate my beliefs and values around leadership. Thanks to this experience I am prepared to be a stronger servant leader, continuously heal and serve others, and help those around me recognize their worth and potential.

A virtual version of the workshop is available on the Western Oregon University Center for Leadership and Creativity website: wou.edu/clc. Although they have seen a massive preview, readers who are interested in seeking this opportunity for development are encouraged to complete the virtual workshop. Readers who are interested in presenting the workshop themselves are encouraged NOT to complete the virtual workshop. Facilitators should bring their own styles to the workshop. Please email me at rachelcbayly@gmail.com with any feedback, questions, or comments about this thesis project or the workshop.

Appendices

Appendix A – PowerPoint Slides

PowerPoint presentation available at <https://docs.google.com/presentation/d/19QPWoo-jnLbSCL9UashIe8PHUyPA2H9X/edit#slide=id.p1> and at anyonecanleadworkshop@gmail.com (password: remi2020).

Slides



Introductions

- Name, pronouns, major
- Somewhere you are involved
- Somewhere you would like to be involved



Believe Me

- How I got here
- Me as a messenger and learner
- You as critics, interpreters, and teachers

Actually,
Believe You

- It's all about you
- Everything you walk away with today will be made by you
- Make ideas into whatever works for you
- Trust yourself



Setting the Mood

- Be critical
- Question what I tell you
- Change it around
- Why?
 - We sometimes forget
 - You'll learn better
 - Everything you hold onto is valuable
- Acknowledge stereotypes or judgements when they pop up
- Think about why you have them and if they're helpful
- Why?
 - We don't notice
 - Empathy and understanding
 - Positive environment



Start Teachin'

- Help me create the best workshop
- What do you not like about presentations, activities, or settings like this?
- What do you want to get out of this?



Let's Dig In



Rethinking Leadership
Inner Workings of Leadership
Creating Change

Next Steps



Rethinking Leadership



Let's Get the Juices Flowing...



What comes to mind?



Defining Leadership

- Trait
- Skill
- Relationship
- Ability
- Behavior
- Process
- Within one person
- Between two people
- Within a group
- "Global leader"



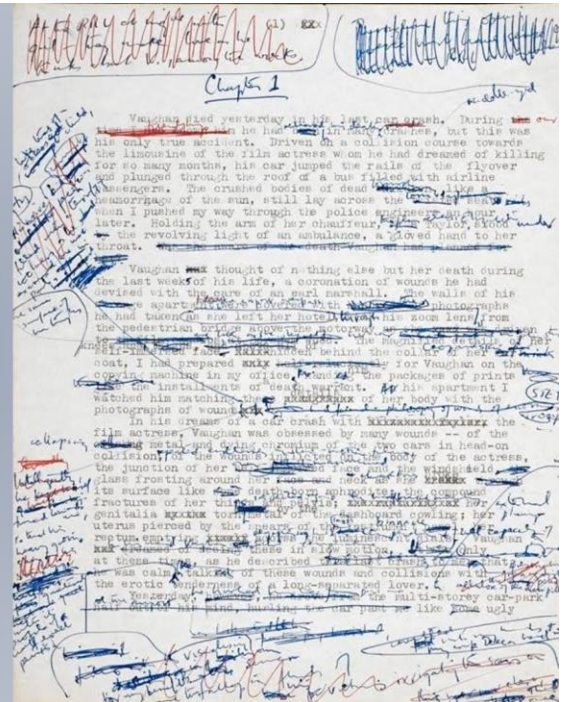
What is it then?

- Consider your experience
- “Leaders in My Life” worksheet
- Leadership is...
- A leader is someone who...

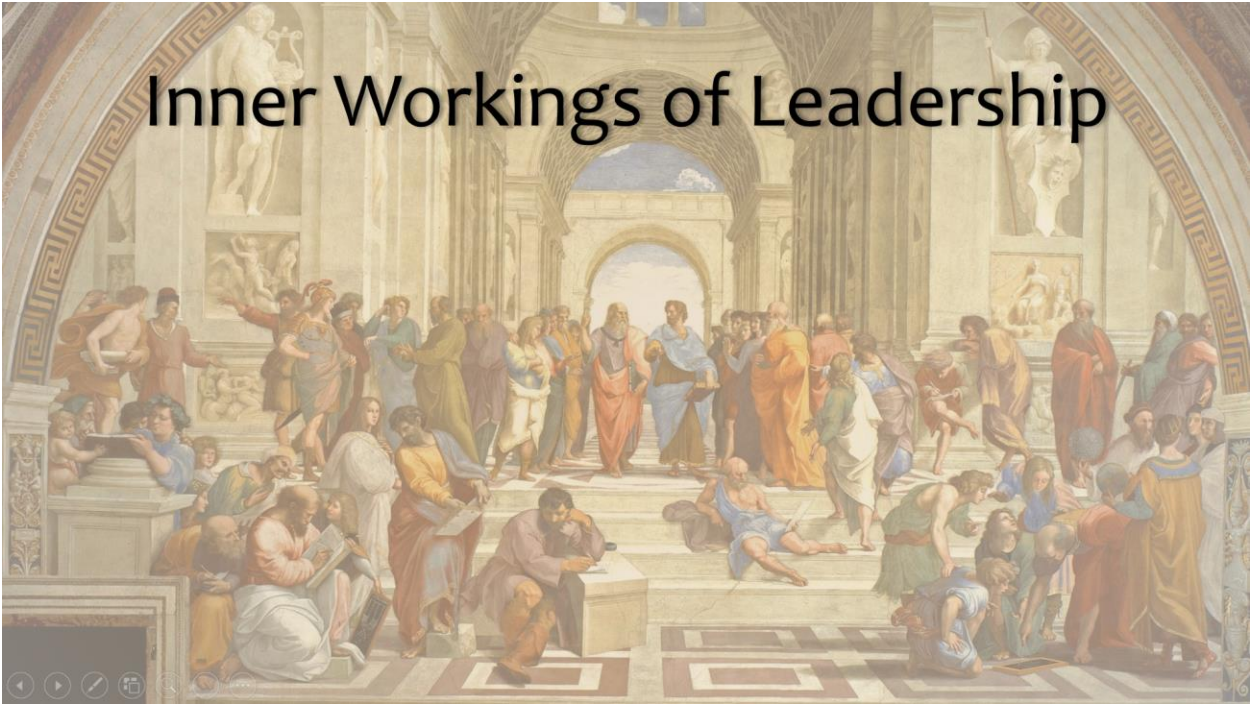


It Ain't Over

- Reflect
- Revisit
- Revise



Inner Workings of Leadership



Leadership Frameworks and Styles

- Transformational Leadership
 - Focus on transforming the organization
 - Articulate vision
 - Motivate others
 - Support others
- Complexity Leadership
 - Systems of leadership
 - Emergence through systems
- Servant Leadership
 - Seek to lead from a desire to serve
 - Advance along altruistic paths



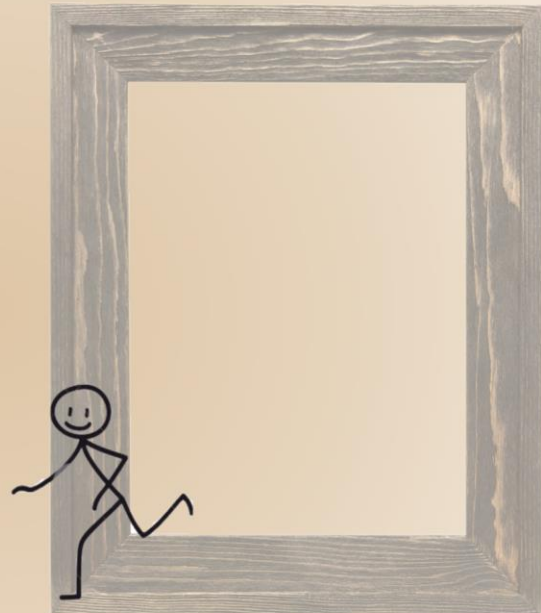
Leadership Frameworks and Styles

- Authentic Leadership
 - Develop self-awareness
 - Understand values and beliefs
 - Establish credibility and trust
- Ethical Leadership
 - Spider-man
 - Not a framework or style on its own



Jumping Off Point

- Why look at them?
- Why were they developed?
- What are they used for?



What Speaks to You?

- Do any align well with your experiences of leadership?
- Combine them
- Take parts out
- Flip parts around
- Use one as a starting point
- Come up with something entirely new and different



Leadership for You

- How will you portray leadership?
- We figured out what leadership looks like from the outside
- How will leadership look and feel for you from inside?
- “The Leader in You” worksheet



Let's Hold Each Other Accountable

- If you are comfortable, share what you are going to do to develop your desired strength or personality trait
- Remember, it said “commit”
- Peel it off the paper
- Make it exist for all of us



We Could All be Da Vinci

- Are you creative?
 - Say “yes”
- You created while completing the worksheets
- We all have the capacity to create
- We are all creative

It's true



Creativity and Leadership

- You can't lead without creativity
- You can't create without leadership
- Fundamental elements of human cognition and society
- Adopt “creative” into your self-image
 - I have seen you all create today
 - You all have the capacity



Houston, We Have a Problem

- Break into groups
- Each group will choose a problem
- Develop as many solutions as possible in 5 minutes
 - Get wild with them
 - One out-of-this-world solution from each group member
- Think about your desired strengths and personality traits
 - Can you practice them now?
- Take risks, do something you might not normally do



Houston, I Have a Problem

- Think of a problem you are passionate about
 - On campus, in your family, in the world
- Write down your problem
- Write down some solutions



Don't Worry Houston

- Choose your favorite solution
 - Or compilation of solutions
- Give it some detail
- How can you start working toward this solution right now?
- What is the first step you will take?



Why lead?

- We know what leadership is
- We know how leadership works
- Now we know why we seek to lead
- Help move the world in your envisioned direction





Keep Chuggin' Along



- Where will you go next to continue to develop and work toward your goals?
- “Leadership Action Plan” worksheet

Words of Encouragement

- I'll give you the email address of someone else in this workshop
- Email something you are worried or uncertain about to that person from this account
 - anyonecanleadworkshop@gmail.com
 - Password: remi2020
- When you receive someone else's worry/uncertainty, reply with words of encouragement
 - Think about your inner workings of leadership
 - How would your strongest future leader self reply?
- Log in to see when someone sends you words of encouragement



Want to Stay Connected?

- Add your name to the “Past Participants” spreadsheet
 - When someone completes this workshop on their own, they can send their worry to people on that list and receive connection, support, and encouragement
- Add your thoughts on leadership to the “Collaborate” document
 - Anyone doing the workshop on their own can still collaborate



Anyone Can...

“Not everyone can be a great artist, but a great artist can come from anywhere.” –Anton Ego (Ratatouille)

- We all have leadership in us
- Anyone *can* lead
- Not everyone *does*
- It takes work, knowing yourself, having a vision
- No matter where you came from, you're on the path now



Thank You!!

- Check out resources for places to go next
- Keep up through the anyonecanleadworkshop email
- Reach out to me with any follow up questions or comments
- Thank you for your time
- You are a leader with great potential



Appendix B – Worksheets

B1 – Leaders in My Life

B2 – The Leader in You

B3 – Leadership Action Plan

Worksheets Available online at

<https://drive.google.com/drive/folders/1dY1EfnhJw1kOiK7i14C9XrBw9zM0iuxH> and at

anyonecanleadworkshop@gmail.com (password: remi2020).

Leaders in My Life

Instructions:

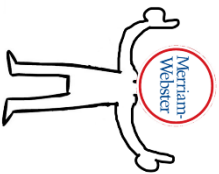
In this worksheet you will identify some of the most influential leaders in your life. These should be people who you look up to, who you go to for support, or who have taught you some of your most valuable lessons. It could be anyone -- family members, teachers, friends, coaches. Identify your top three leaders, write their names in the top section of each box, then below write the characteristics or behaviors that make them leaders to you. Is it their kindness, their intelligence, their sense of humor? These characteristics and behaviors could be anything.

Purpose:

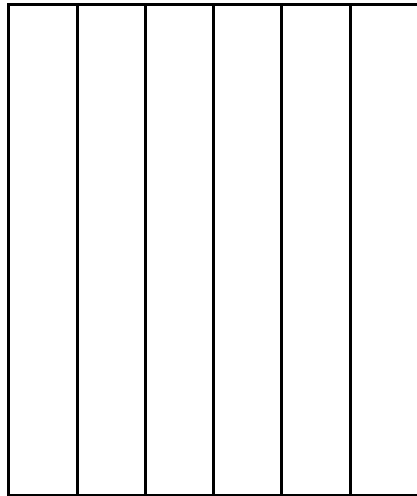
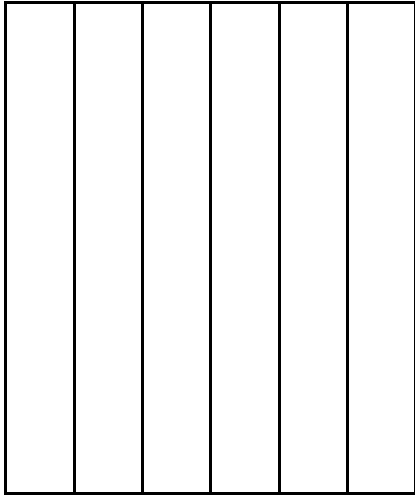
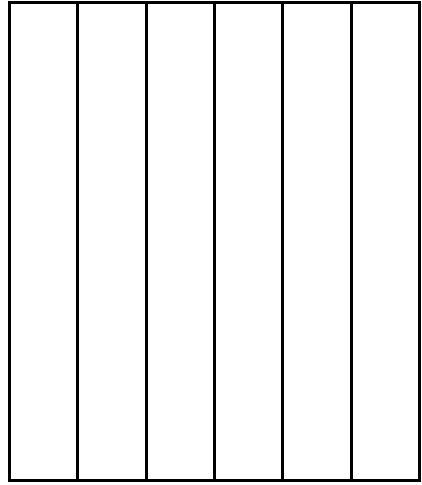
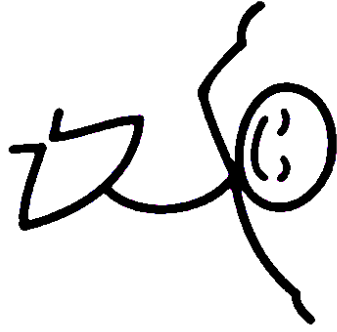
The goal of this worksheet is to help you think about leadership in concrete ways, based on your own experience with leaders. This worksheet will give you an idea of how you have perceived leadership in others, which will help you start to frame what kind of leader you want to be.

Keep in mind:

The boxes on page two don't give a whole lot of space for writing about your leaders. There is space on page 3 to add your longer thoughts. It is important to choose leaders who you have lots of personal experience with. If you can't think of three, don't worry. It's okay to not fill in every box and answer every question. Just include what makes sense and comes naturally to you.



Let's get started!



More space to write about your leaders:



Let's Think Deeper:

This section is meant to help you dig a little deeper to find out why these people are leaders to you. You don't have to answer all of the questions, and every answer does not have to be about all of your leaders.

How does this person lead?

How do you think about their leadership? Is it a trait, skill, behavior, relationship?



What have they done/accomplished that makes them a leader to you?

How does this person make you feel?

What do your leaders have in common?

What are some differences between your leaders?



Free write... Think about it... Take some notes:

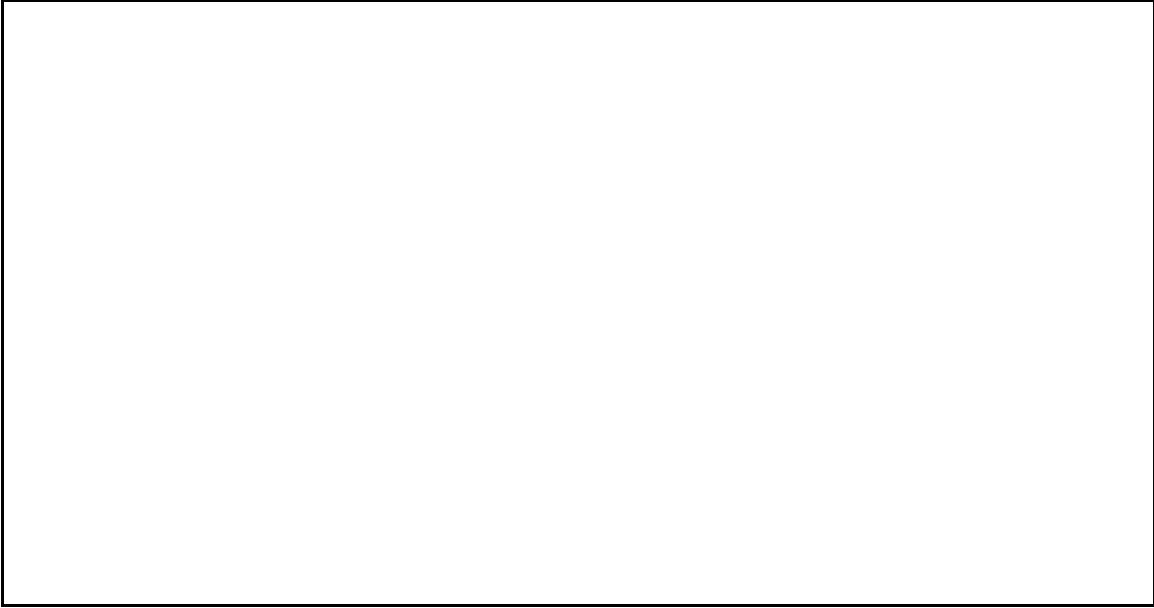


Bring it all together:

In a few sentences or a bulleted list (or any other way that feels natural to you) summarize what you learned about leadership through this worksheet.

The Leader in You

Remember: anyone can lead

A large, empty rectangular box with a black border, intended for students to write their responses to the worksheet questions.

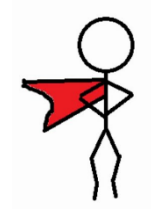
We've discussed what leadership is and some different ways to think about it. Now it's time for you to break out of the frame and make leadership personal for you.

As you go through this worksheet, include more or fewer items than the given number on any list. The items can be single words, full sentences, or not words at all. This worksheet should be exactly what you want it to be, and it should reflect how you easily and naturally think about yourself as a leader.

Let's jump in.

As a leader I want to be...

- 1.
- 2.
- 3.
- 4.
- 5.



Right now my strengths are...

- 1.
- 2.
- 3.
- 4.
- 5.



And my most prominent personality traits are...

- 1.
- 2.
- 3.



Some of my most deeply held values are...

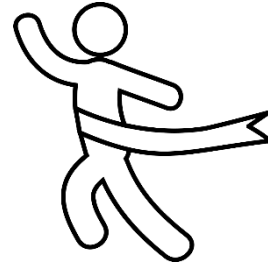


- 1.
- 2.
- 3.

So right now I can be a leader who...

But I've got a lot of life ahead of me, and some strengths I'd like to have someday are...

- 1.
- 2.
- 3.
- 4.
- 5.



And some personality traits I'd like to develop are...

- 1.
- 2.
- 3.

So one day I can be a leader who...

Now choose one of those strengths and write down one thing you will commit to doing in order to develop or display that strength.



And do the same for one of the personality traits.



Write the one thing you love most about yourself as a leader (or leader-to-be).



And one thing you care deeply about in the world (a social problem, a person or group of people, a change you want to see).



Free write. Take a few minutes to write who you want to be and what you want to accomplish as a leader.

Not sure where to start? Look back at your values, or consider the leadership frameworks that resonated with you.



The ideas you have come up with here can provide a home base to come back to when you are not sure what to do next or don't know if you are doing the right thing.

Remember that weird box at the top of page 1? Insert a picture in that box that you feel represents you as a leader.

Leadership Action Plan

You know what it takes to be a leader. You know what drives your leadership. You know what you are passionate about. What will you do next?



Summarize:

What did the leaders in your life (and others' lives) show you about leadership?



What kind of leader do you want to be?



What do you want to accomplish?

Create your action plan:

What is the next step you will take in developing as a leader or working to create change?



How is your next step representative of your values?

How will you incorporate developing your desired strengths and personality traits into your next step?

How and when will you reflect to make sure you are working in ways that are meaningful to you?

Why is this next step important to you?



Appendix C – Problem Scenarios

Problem 1 (germs)

COVID-19 has finally blown over, and everyone has gone right back to coughing in their hands and TOUCHING EVERYTHING!! It's driving you a little crazy. What will you do to keep yourself and others safe from all those germs?

Problem 2 (littering)

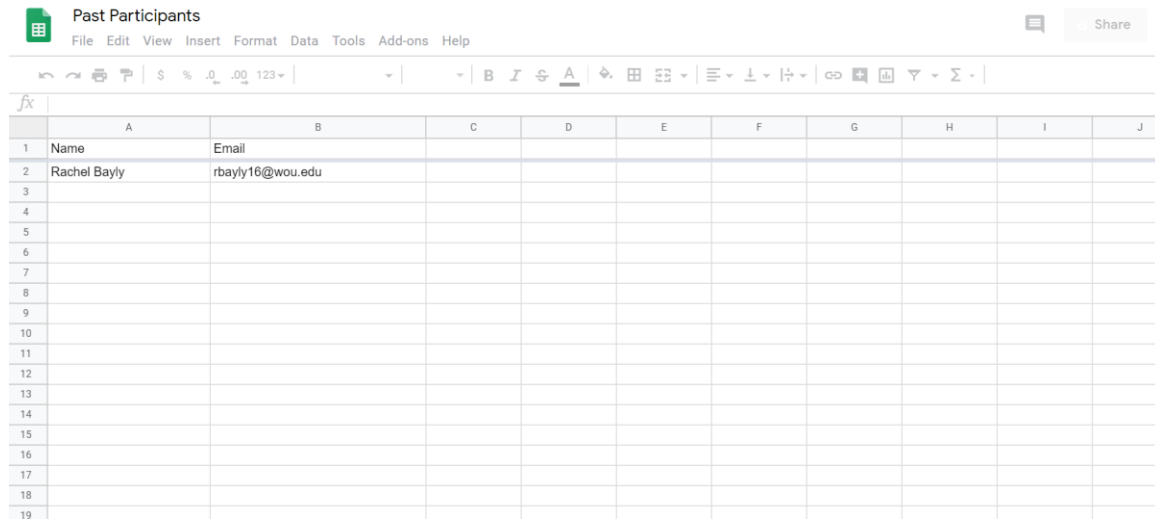
You're driving down the highway. There is so much garbage on the side of the road! It's making you a little mad, and, just then, the driver in front of you throws a plastic water bottle out the window. You consider ramming them. They deserve it, right? Nah, you're not going to cause an accident, but you are determined to do something about all this garbage. What will you do?

Problem 3 (dogs)

Animal shelters are overflowing with adorable puppies. You wish you could adopt them all, and give them the love they deserve, but your cat wouldn't allow it. What will you do to help all those dogs find loving homes?

Appendix D – Anyonecanleadworkshop Email Resources

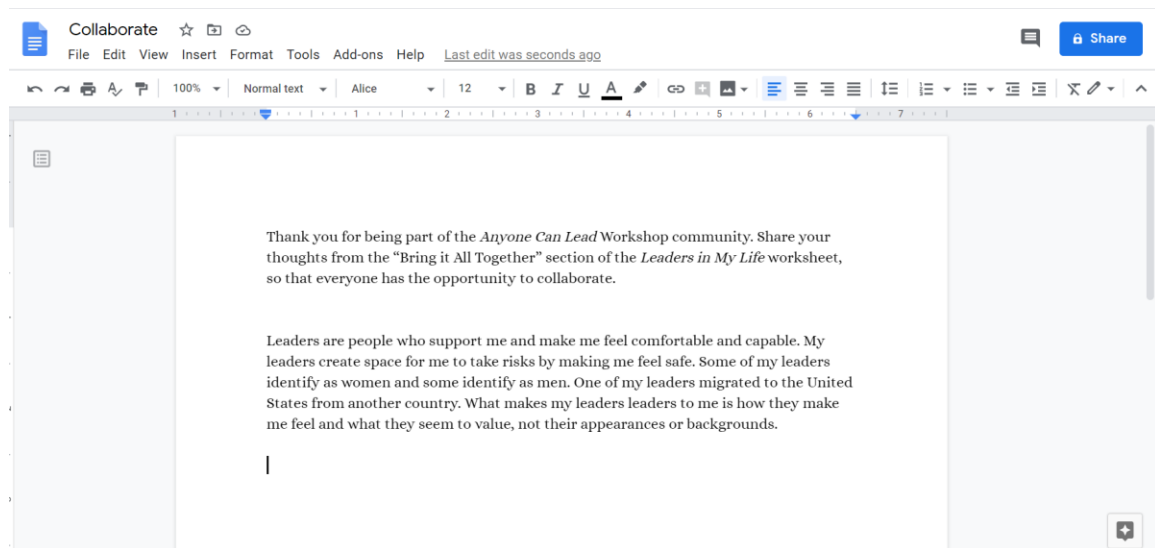
D1 – Past Participants Spreadsheet



The screenshot shows a Google Sheets spreadsheet with the following data:

	A	B	C	D	E	F	G	H	I	J
1	Name	Email								
2	Rachel Bayly	rbayly16@wou.edu								
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										

D2 – Collaborate Document



The screenshot shows a Google Collaborate document with the following text:

Thank you for being part of the *Anyone Can Lead* Workshop community. Share your thoughts from the "Bring it All Together" section of the *Leaders in My Life* worksheet, so that everyone has the opportunity to collaborate.

Leaders are people who support me and make me feel comfortable and capable. My leaders create space for me to take risks by making me feel safe. Some of my leaders identify as women and some identify as men. One of my leaders migrated to the United States from another country. What makes my leaders leaders to me is how they make me feel and what they seem to value, not their appearances or backgrounds.

|

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