

Peer Leaders as Self-Authors: The Opportunity of Authentic Leadership

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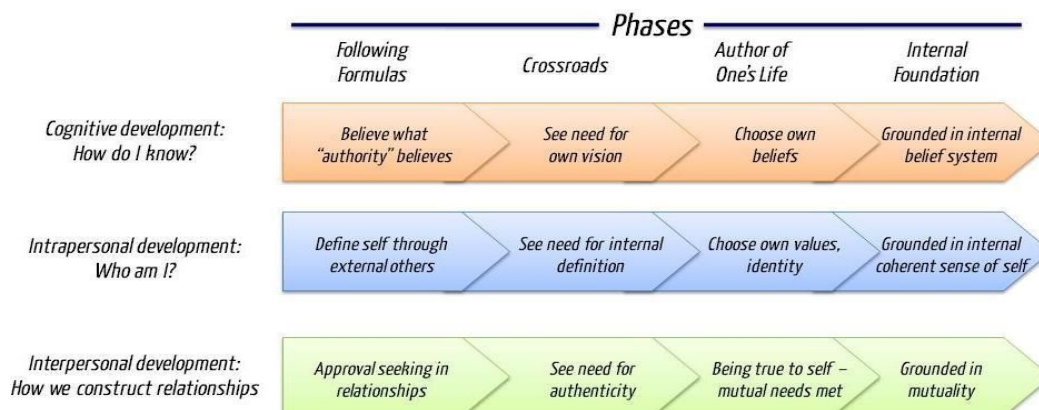
Activity:

Prompt: Think about a colleague with whom you share(d) mutual trust. Tell a story about a time you felt that trust.

Story Notes:

Self-Authorship Defined:

Definitions of self-authorship are rooted in self-exploration and involve cognitive, interpersonal, and intrapersonal dimensions related to how adults learn, gain knowledge, and make meaning through understanding and acting upon personal values, intents, beliefs, loyalties, and identity (Baxter Magolda, 2000; Kegan, 1994). For this discussion, we will rely on Marcia Baxter Magolda's definition that self-authorship is the internal capacity to define one's beliefs, identity, and social relations through four phases: following formulas, crossroads, becoming the author of one's life, and internal foundations by answering the questions, "*How do I know? Who am I? and How do I construct relationships with others?*" (Baxter Magolda, 2007).



"Just because intellect points you in a particular direction doesn't mean that is the right direction. More enduring values are grounded in love, trust, faith. Intellect calculus may lead you to devalue those things." Mark, a participant in Baxter Magolda's study (Baxter Magolda, 2007, p. 71).

Exploring Self-Authorship: What are examples from your own life?

Think of a time you moved through various stages of knowing to reach internal foundations about what you know, who you are, or how you relate.

Questions you might ask yourself or others:

What were the conditions in your life at the time?

Who contributed to your success?

What was unique or new about your environment when it occurred?

If you struggled, how did that impact your development?

Think of a time you have observed a student move through various stages of knowing to reach authorship of their own life in how they know, who they are, or how they relate.

Questions you might ask yourself or others:

What were the conditions in their life, particularly fostered by the institution?

Who contributed to their progress?

What was unique or new to the individual when it occurred?

Did they succeed or fail to fully begin authoring? Why do you think they were either successful or struggling?

Describe one of these stories to someone at your table.

Story Notes:

Authentic Leadership Defined:

Definitions on authentic leadership vary and can focus on perspectives including intrapersonal factors (Shamir and Eilam, 2005), interpersonal factors (Eagly, 2005), and developmental experiences (Avolia and Walumbwa, 2005). Essentially, intrapersonal, interpersonal, and cognitive processes. Correlations to self-authorship can be found in all the definitions but are most connected to the foundations of developmental authentic leadership in recognition that qualities and skills can be fostered over time, directly related to the experiences of the leader, grounded in positive psychology, and includes the following components: self-awareness, internalized moral perspective, balanced processing, and relational transparency (Northouse, 2015).

Values activity:

Look within the stories you have chosen to share today.

Using the lists provided, identify your top three values. Then, describe how you engaged, affirmed, or more fully developed those values in the stories you authored today.:

Identify at least two values you would like to cultivate in your work:

Designing authentic leadership activities for self-authorship outcomes:

Examples of Tessa and Kathryn's activities:

LO Action Verbs related to Bloom's Taxonomy of Learning and developing authenticity

Knowledge	Understand	Apply	Analyze	Evaluate	Create
Describe Label Select Discover Listen Observe Retell Visualize	Explain Describe Interpret Summarize Discuss Predict Demonstrate Identify Relate Illustrate Judge Observe Report Represent Transform	Solve Illustrate Modify Choose Experiment Manipulate Teach Act Determine Develop Interview Practice Write	Compare Infer Explain Connect Point out Prioritize Appraise Break down Conclude Devise Focus Plan Test	Reframe Support Decide Recommend Access Choose Defend Measure Argue Justify Consider Persuade	Compose Create Plan Combine Hypothesize Compile Construct Develop Modify Prepare Produce Rearrange Rewrite Anticipate Collaborate Express Facilitate Imagine Manage Originate Propose Validate

Learning objectives

1)

2)

3)

Brainstorm training activities that could accomplish these objectives:

Consideration of limits:

Reflection:

Guided

Saw	Said
Happened	Connected

(Miles and Bailey, 2017)

Statement of Commitment:

What is one thing you will do to integrate something you have learned today into your work?

Presenters' Note:

Framing questions and prompts is imperative. Do not give individuals a pass to excuse exploration. Example: ask, "how have you been an authentic leader?" rather than "are you an authentic leader?"