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INSTRUCTOR'S GUIDE TO THE STUDENT LEADERSHIP CHALLENGE

FOURTH EDITION



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Introduction

The Leadership Challenge® is about how leaders mobilize others to want to get extraordinary things done. Over the last four decades we have been researching, consulting, teaching, and writing about what leaders do when they are at their best and how everyone can learn to become better leaders. While our initial research focused on adult leaders in the workplace, we have since expanded our audience to include the unique experiences and inspiring stories of high school and college students. That research as well as multiple profound interactions with young people from all over the world have thoroughly convinced us that there is no age requirement when it comes to leadership.

In today's world, there are countless opportunities to make a difference. More than ever before, there is a need for people of all ages, from all backgrounds, with all types of life experiences, to seize the opportunities that can lead to positive change. In these extraordinary times, the challenges seem only to be increasing in number and complexity. However, the abundance of challenges is not the issue; it's how we prepare our young people to respond to them and how they do respond that matters most.

Over the last several years, our focus on the leadership practices of students has resulted in an expansive body of work specifically designed for young leaders. At the center of that work, *The Student Leadership Challenge* focuses on how student leaders get things done on their campuses and in their communities. The Five Practices of Exemplary Leadership model defines the behaviors that, when demonstrated with frequency, can bring about the best in themselves and those they aspire to lead.

It's been said that the education and development of people is the lever to change the world, and we believe this to be especially true for young people. We thank you for considering bringing *The Student Leadership Challenge* into your class. By improving a student's ability to lead, you will directly affect positive change in our world. The cause is a noble one. You have an opportunity to make a positive impact in the lives of your students as well as the people they will interact with and lead throughout their lives. We know from our research that every student has the capacity to learn to lead and the capacity to make extraordinary things happen. We believe in them, we believe in you, and we thank you for challenging yourself to liberate and develop the leader in every student.

The Student Leadership Challenge and Other Student Leadership Challenge Resources

There is a rich body of resources available to support instructors and the ongoing development of student leaders. The items described in this section can be counted on as additional resources to expand your course offering.

THE STUDENT LEADERSHIP PRACTICES INVENTORY

The *Student Leadership Practices Inventory*[®] (Student LPI[®]) is the cornerstone of The Five Practices of Exemplary Leadership[®] model. This comprehensive leadership development tool is designed to help young people measure their leadership behaviors and take action to improve their effectiveness as a leader. The Student LPI offers students a method for accurately assessing their leadership skills based on The Five Practices, by measuring the frequency with which they engage in thirty behaviors that research shows lead to the best leadership outcomes.

It is grounded in the same extensive research as *The Leadership Practices Inventory* (LPI), an evidence-based instrument that is used extensively in leadership training, executive development, and graduate-level programs around the world.

The Student LPI is available in the self- and 360-degree assessment formats in paper and online versions. When students purchase a new copy (paperback or e-book) of *The Student Leadership Challenge*, 4th edition, they will be provided with instructions for accessing the *Student Leadership Practices Inventory Self Online* at the beginning of the book. If a student purchases a used copy, or uses a rented or borrowed a copy of the book, the code may have already been used, in which case students can purchase a new code at www.studentlpi.com/assess.

OTHER STUDENT LEADERSHIP CHALLENGE RESOURCES

The Student Workbook and Leadership Journal

This companion to *The Student Leadership Challenge* is designed to deepen students' understanding of The Five Practices at both a conceptual and applied level. The activities and worksheets guide students in better understanding and embodying The Five Practices of Exemplary Leadership. There is also a unit on taking, digesting, and understanding the cornerstone assessment of this program—the *Student Leadership Practices Inventory*. With the workbook's guidance, students can gain insight into their current leadership skills and identify areas for improvement. Then they can work through content that helps them commit to and work continuously on their leadership development.

The Student Leadership Challenge Reminder Card

This is a double-sided four-by-six-inch card for individual student use that outlines and helps remind leaders of The Five Practices and Ten Commitments of Exemplary Leadership.

The Student Leadership Challenge: The Five Practices of Exemplary Leadership Poster

A brightly colored, vivid poster for classroom or training room display outlines and helps remind leaders of The Five Practices and Ten Commitments of Exemplary Leadership.

The Student Leadership Challenge Website

The studentleadershipchallenge.com website is available as the most up-to-date source for products, information, and news. We invite you to regularly read the blog and sign up for our newsletter.

Chapter Summaries

This section provides an overview of how *The Student Leadership Challenge*, 4th edition, is organized. As you will see, the book is highly interactive and provides ample opportunity for personalized reflection. It also includes dozens of stories, examples, and quotes that vividly illustrate The Five Practices model coming to life in real-world situations. When reading the book, students can't help but see themselves in examples from other youth leaders.

PREFACE: FIVE PRACTICES FOR BECOMING AN EXEMPLARY LEADER (5 PAGES)

In the preface we begin by defining leadership and offering a personal invitation to our readers to begin seeing themselves as leaders. We also make the case that The Student Leadership Challenge and The Five Practices of Exemplary Leadership® model have stood the test of time, having been built on research and evidence.

PROLOGUE: WHEN LEADERS ARE AT THEIR PERSONAL BEST (16 PAGES)

The prologue begins with the real-life leadership story of Madeline Price, who took on the issue of gender inequality by creating an organization called One Woman Project (OWP) while she was in college. Madeline's story speaks to a fundamental question: when does leadership begin? The answer is that leaders, whatever their age or situation, seize the moment. We make the point that leadership is about opportunity and action; it's not about position or waiting for someone to appoint you as "the" leader. Leadership is about caring about something and then seizing the opportunity to make a difference.

The opening case study is followed by a brief overview of The Five Practices of Exemplary Leadership. Here we provide student examples and an overview of the essential behaviors associated with each leadership practice.

The Five Practices of Exemplary Leadership

Regardless of the times or settings, individuals who guide others along pioneering journeys follow similar paths. When getting extraordinary things done with others, leaders engage in what we call The Five Practices of Exemplary Leadership:

- Model the Way
- Inspire a Shared Vision
- Challenge the Practice
- Enable Others to Act
- Encourage the Heart

This model has stood the test of time—research confirms that it's just as relevant now as when we first began our investigations in the 1980s.

The Ten Commitments of Exemplary Leadership

There are ten behaviors that serve as the basis for learning to lead and are embedded in The Five Practices (two for each practice):

Model the Way

- Clarify values by finding your voice and affirming shared values.
- Set the example by aligning actions with shared values.

Inspire a Shared Vision

- Envision the future by imagining exciting and ennobling possibilities.
- Enlist others in a common vision by appealing to shared aspirations.

Challenge the Process

- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.
- Experiment and take risks by constantly generating small wins and learning from experience.

Enable Others to Act

- Foster collaboration by building trust and facilitating relationships.
- Strengthen others by increasing self-determination and developing competence.

Encourage the Heart

- Recognize contributions by showing appreciation for individual excellence.
- Celebrate the values and victories by creating a spirit of community.

On page 15 we provide a graphic summary of the Ten Commitments of Exemplary Leadership, the behaviors and actions that are the basis for becoming an exemplary leader.

We wrap up the prologue by encouraging readers to complete *The Student Leadership Practices Inventory (S-LPI)* and to use the appendix (“How You Behave Matters”) to reflect on how they currently behave and engage in various leadership behaviors. Lastly, we mention the evidence supporting The Five Practices model that is available in the appendix.

THE FIVE PRACTICES SECTION OPENERS

There are five section openers throughout the book, one for each of The Five Practices:

- Model the Way (page 17)
- Inspire a Shared Vision (page 67)

- Challenge the Process (page 123)
- Enable Others to Act (page 175)
- Encourage the Heart (page 229)

Each section opener includes a short preview of the following two chapters that take a closer look at the two commitments related to each practice.

The section openers also include a worksheet page that prompts students to reflect on their *Student Leadership Practices Inventory (S-LPI)* self-assessment and to respond to five questions.

COMMITMENT CHAPTERS

There are ten commitment chapters. Each one includes several stories, examples, and quotes from real-life student leaders that illustrate the leadership behaviors discussed in the chapter. These chapters also include bar chart illustrations that show how the relationship between various *S-LPI* items and positivity measures. At the end of each chapter there is a reflection question and six or seven action suggestions. There is one final write-in spot that encourages readers to record their plan for taking at least one action that will help them become a better leader.

CHAPTER 1. COMMITMENT #1: CLARIFY VALUES (24 PAGES)

The very first step on the journey to exemplary leadership is clarifying your values—discovering those fundamental beliefs that will guide decisions and actions along the path to success and significance. To earn and sustain personal credibility, leaders must be able to clearly articulate deeply held beliefs. That is why Clarify Values is the first of

the Ten Commitments of Exemplary Leadership. It's where leadership begins.

To Clarify Values, leaders must engage in these two essentials:

- Find your voice
- Affirm shared values

CHAPTER 2. COMMITMENT #2: SET THE EXAMPLE (24 PAGES)

People are more deeply moved by deeds than by words. Leading by example is how leaders make visions and values tangible—how they demonstrate that they are personally committed. Leaders send signals in a variety of ways. How you spend your time is the single best indicator of what's important to you. What you pay attention to, the language you use, the questions you ask, and the feedback you request are other powerful means of shaping accurate perceptions of what you value.

But it's not just what you do that matters. You are also measured by how consistent your followers' action are with the group's shared values, so you must teach others how to set an example.

To Set the Example, leaders need to:

- Live the shared values
- Teach others to model the values

CHAPTER 3. COMMITMENT #3: ENVISION THE FUTURE (27 PAGES)

Exemplary leaders are forward-looking. The most important role of vision is to focus people's energy. To enable everyone to see more clearly what's ahead, you must have and convey an exciting, unique,

and meaningful vision of the future. The path to clarity of vision begins by reflecting on the past, moves to attending to the present, and then involves prospecting the future.

A shared vision also needs to focus everyone on the future. To do that, it must be about more than a task or job. It needs to be about a cause, something meaningful, and something that makes a difference in people's lives.

Leaders develop the capacity to Envision the Future for themselves and others by mastering two essentials:

- Imagine the possibilities
- Find a common purpose

CHAPTER 4. COMMITMENT #4: ENLIST OTHERS (26 PAGES)

Leaders appeal to common ideals. They connect others to what is most meaningful in the shared vision. They lift people to higher levels of motivation and performance, and continuously reinforce that they can make a difference in the world.

To be sustainable over time, visions must be compelling and memorable. Leaders must breathe life into visions, animating them so that others can experience what it would be like to live and work in an ideal and unique future.

Enlisting Others to Act requires leaders to:

- Appeal to common ideals
- Animate the vision

CHAPTER 5. COMMITMENT #5: SEARCH FOR OPPORTUNITIES (24 PAGES)

Student leaders who make extraordinary things happen are open to receiving ideas from anyone and anywhere. They are skilled at constantly surveying the landscape in search of new ideas. And because they are proactive, they don't just ride the waves of change; they make the waves that others ride.

And when you are searching for opportunities to grow and improve, the most innovative ideas are most often not your own. They're elsewhere, and the best leaders look all around them for the unexpected places, and people, in which great new ideas are hiding.

To Search for Opportunities to make extraordinary things happen in organizations, leaders make use of two essentials:

- Seize the initiative
- Exercise outsight

CHAPTER 6. COMMITMENT #6: EXPERIMENT AND TAKE RISKS (25 PAGES)

Change is the work of leaders. They are always looking for ways to get it done better—continuously improving, innovating, and growing. Exemplary student leaders view change as a challenge that can be successfully overcome. To get things moving in the right direction, they break tasks down into small wins, setting short-term goals or milestones. They take it one step at a time.

Leaders also create a learning climate—one in which everyone is encouraged to share successes and failures and views continuous

improvement as a routine way of doing things. Exemplary student leaders make it a practice to create a climate in which others feel strong and proficient, capable of flourishing even under the most adverse circumstances.

The essentials of Experimenting and Taking Risks are:

- Generate small wins
- Learn from experience

CHAPTER 7. COMMITMENT #7: FOSTER COLLABORATION (26 PAGES)

“You can’t do it alone” is the mantra of exemplary student leaders—and for good reason. You can’t make extraordinary things happen by yourself. Collaboration is the key skill that enables classrooms, clubs, teams, and communities to function effectively.

You sustain collaboration when you create a climate of trust and facilitate effective long-term relationships within your group. You need to promote a sense of mutual dependence—feeling part of a group in which everyone knows they need one another to be successful.

As paradoxical as it might seem, leadership is more essential when collaboration is required. To Foster Collaboration, leaders must:

- Create a climate of trust
- Facilitate relationships

By focusing on these essentials, leaders create conditions whereby people know they can count on one another.

CHAPTER 8. COMMITMENT #8: STRENGTHEN OTHERS (26 PAGES)

Strengthening others is essentially the process of turning everyone into leaders—making people capable of acting on their own initiative. Leaders strengthen people when they make it possible for them to make choices, designing options and alternatives to the ways that things get done, and when they encourage accountability and responsibility that lead to action.

Leaders develop in others the competence, as well as the confidence, to act and succeed. They make certain that people have the information they need to understand how the group operates and what is going on. They help build skills, and they coach people on them to do more than they might have imagined possible.

We distill these observations into two leadership essentials that Strengthen Others:

- Enhance self-determination
- Develop competence and confidence

CHAPTER 9. COMMITMENT #9: RECOGNIZE CONTRIBUTIONS (26 PAGES)

Exemplary student leaders have positive expectations of themselves and their group. They expect the best of people and create self-fulfilling prophecies about how ordinary people can take extraordinary actions and produce exceptional results.

Leaders recognize and reward what individuals do to contribute to the vision and shared values. They don't limit their expressions of appreciation to formal events but look to be both timely and imaginative in saying thank you.

We found that leaders recognize contributions by being constantly engaged in these essentials:

- Expect the best
- Personalize recognition

CHAPTER 10. COMMITMENT #10: CELEBRATE THE VALUES AND VICTORIES (27 PAGES)

Celebrating together reinforces the fact that extraordinary performance is the result of many people's efforts. By visibly and publicly acknowledging the team's accomplishments, student leaders create and foster community and sustain team spirit.

By getting personally involved, student leaders demonstrate that recognition and celebration are the norm.

Leaders who effectively Celebrate the Values and Victories have mastered these two essentials:

- Create a spirit of community
- Be personally involved

EPILOGUE. CONTINUE YOUR LEADERSHIP DEVELOPMENT (25 PAGES)

In the final chapter, we remind student leaders that their time in school is an opportunity to learn about themselves, to practice working with others, and to experience putting their hearts into something that they believe matters. However, it's just the start of their

leadership journey. The book wraps up by highlighting a few additional essential lessons that will be helpful to student leaders as they continue their journey:

- Your leadership makes a difference.
- You are the most important leader in the room.
- Leadership is learned (through trial and error, observing others, and training and course work).
- A warning about leadership hubris.

APPENDIX. HOW YOU BEHAVE MATTERS (11 PAGES)

The last section of the book provides an overview of the *Student Leadership Practices Inventory*® and instructions for how students can complete this companion leadership development tool. Students will also find guidance for making sense of their assessment feedback.

3

Discussion Questions

Below are examples of questions that you can pose to the whole class or provide to small groups for discussion. Some of these questions could also be given to individuals or teams as assignments.

In the section openers that correspond to The Five Practices there are five reflective questions that prompt students to consider their Student LPI self-assessment. There is also a reflection question at the end of each commitment chapter.

PROLOGUE: WHEN LEADERS ARE AT THEIR PERSONAL BEST

- What does leadership mean to you? How would you define leadership?
- How did Madeline Price show leadership? Describe the **specific actions** she took and the **behaviors** she exhibited.
- What are some of the key behaviors and actions you took when at your best as a leader?

- Describe the key actions and behaviors of the person that you've experienced as your best leader?
- At the end of the prologue, the authors refer to the appendix that includes evidence that practices, commitments, and behaviors matter. In your experience, why does leadership matter? How do leaders make a positive difference?

CHAPTER 1. COMMITMENT #1: CLARIFY VALUES

- What lesson did John Banghoff learn about values?
- In what ways does having more clarity about your values help you become a better leader?
- What is the difference between being deeply committed to a value and imposing your will on others? Why does a leader need to know the difference?
- What does “find your voice” mean in terms of leadership? Give examples.
- In what ways do individuals and teams benefit from shared values?

CHAPTER 2. COMMITMENT #2: SET THE EXAMPLE

- How did Tyler Iffland set the example? Describe the specific actions he took and the behaviors he exhibited.
- Think of a time that you or a leader you know successfully set the example. Describe what happened.
- How does feedback help leaders Set the Example?

- What are some of the reasons that storytelling is such a powerful tool for teaching people what's important?
- What are some common obstacles to Modeling the Way? Which kinds of obstacles are valid, and which can be overcome? Give examples.

CHAPTER 3. COMMITMENT #3: ENVISION THE FUTURE

- Our research finds people more uncomfortable with inspiring a shared vision than with any of the other four leadership practices. What are some of the reasons that students might feel this way?
- What actions did Divya Pari take to help her team envision an exciting new future for *Nucleo*?
- What are some things student leaders can do that will help them “see” the future?
- What did Jade Orth learn about finding a common purpose?
- Think of a time that you or a leader you know Inspired a Shared Vision. Describe what happened.

CHAPTER 4. COMMITMENT #4: ENLIST OTHERS

- How did identifying and defining team values contribute to Emma Bickford's softball team's winning season?
- When you recall Martin Luther King Jr.'s “I Have a Dream” speech, how does it make you feel?

- What are some of the benefits to be expected from student leaders expressing their emotions and speaking genuinely?
- What are some ways in which student leaders can animate their vision?
- What are common obstacles to Inspiring a Shared Vision? Which kinds of obstacles are valid, and which can be overcome? Give examples.

CHAPTER 5. COMMITMENT #5: SEARCH FOR OPPORTUNITIES

- Think of a time when you or a leader you know Challenged the Process. Describe what happened.
- What are some of the ways in which Ceena Vang and Zora Bowens Challenged the Process?
- What are some of the actions a student leader can take to encourage risk-taking?
- How did Logan Hall and his 4-H State Council leadership group demonstrate “outsight”?
- How can listening to diverse perspectives help student leaders Challenge the Process more frequently?

CHAPTER 6. COMMITMENT #6: EXPERIMENT AND TAKE RISKS

- What are “small wins”? Why are they important? Give examples of small wins.
- Why is learning from experience important? Describe a time when you have learned from experimentation and even failure.
- What did you learn that you might not have learned if you hadn’t had that experience?

- Should leaders let their constituents fail? Explain your answer.
- What is resilience? How can resilience be developed and promoted?
- Are all leaders risk takers?
- What are common obstacles to Challenging the Process? Which kinds of obstacles are valid, and which can be overcome? Give examples.

CHAPTER 7. COMMITMENT #7: FOSTER COLLABORATION

- What were Attiya Latif's leadership experiences with respect to strengthening relationships and fostering a climate of trust?
- How can student leaders create a climate of trust and facilitate relationships among the people they interact with? What can student leaders do to show others that they are trustworthy? What can they do to demonstrate that they trust others?
- What makes trust the central issue in human relationships?
- What role does listening have in earning trust?
- Why does there need to be a sense of reciprocity in any effective long-term relationship? How does reciprocity relate to trust?
- Why are face-to-face interactions important when it comes to building durable interpersonal relationships?

CHAPTER 8. COMMITMENT #8: STRENGTHEN OTHERS

- How did Amy Lebrecht and Zachariah Karp's behavior and actions Strengthen Others?
- What are some steps student leaders can take to develop others' competencies and foster their confidence?

- Do you think that everyone wants to develop themselves? Indeed, does everyone want to be a leader? What do your responses mean for leaders and leadership development?
- Think of a time that you or a leader you know enabled someone to act. Describe what happened.
- What are common obstacles to Enabling Others to Act? Which kinds of obstacles are valid, and which can be overcome? Give examples.

CHAPTER 9. COMMITMENT #9: RECOGNIZE CONTRIBUTIONS

- Think of a time that you or a leader you know Encouraged the Heart. Describe what happened.
- How are goals, expectations, and standards connected with one another? How are they connected to Encourage the Heart?
- What's the purpose of feedback? Why is it important for student leaders to focus on clear standards and provide feedback? Give examples from your own experiences.
- What is the most meaningful recognition you have ever received? Be specific about the way in which you were recognized. What made this recognition meaningful?
- What are some creative and imaginative ways in which you can recognize the contribution of an individual? Celebrate the accomplishments of a group?

CHAPTER 10. COMMITMENT #10: CELEBRATE VALUES AND VICTORIES

- What are a few ways in which Kevin Straughn and Kaitlyn Morelli created a spirit of community among their swim team?
- Why is having fun important when it comes to leadership?

- What does the advice to leaders to “be personally involved” mean? Why is being personally involved important? What are some ways in which student leaders can get personally involved and show that they care?
- What are some ways in which community, celebration, and commitment are connected? What are the implications for leaders?
- What are common obstacles to Encouraging the Heart? Which kinds of obstacles are valid, and which can be overcome? Give examples.

EPILOGUE: CONTINUE YOUR LEADERSHIP DEVELOPMENT

- Why are you the most important leader in the room?
- What are three ways that you can learn to lead?
- What is one thing you can do to continue learning to be a better leader?

4

Study Questions

You can assign these questions to help students learn and reflect on the concepts in the book. You could also use some of them to prompt classroom or small-group discussions.

PROLOGUE: WHEN LEADERS ARE AT THEIR PERSONAL BEST

- At the beginning of the prologue, Kouzes and Posner define leadership as “the art of mobilizing others to want to struggle for shared aspirations.” What does that definition mean to you? Which words stand out? Describe why you agree or disagree with this definition.
- Reflect on Madeline Price’s story. What are three ways in which she demonstrated exemplary leadership skills and built and guided a team to accomplish challenging goals?
- What are The Five Practices of Exemplary Leadership? Briefly describe each practice in your own words.

- How did Kouzes and Posner originally develop their leadership model?
- What are the Ten Commitments of Exemplary Leadership?

CHAPTER 1. COMMITMENT #1: CLARIFY VALUES

- Briefly describe in your own words the two essentials of Clarify Values.
- As a student leader, how would go about “finding your voice”?
- In what ways do values serve as behavioral guides?
- What observation did Tommy Baldacci make regarding how to prepare to lead?
- In what ways do shared values make a difference in team attitudes and performance?
- What are three actions that student leaders can take to Clarify Values?

CHAPTER 2. COMMITMENT #2: SET THE EXAMPLE

- Briefly describe in your own words the two essentials of Set the Example.
- What are three ways in which student leaders make shared values visible and known?
- What is the single most evident indicator of what’s important to you? Explain why that is.
- Why is it important to ask purposeful questions?
- How can student leaders teach others to model the values of the team or group?

CHAPTER 3. COMMITMENT #3: ENVISION THE FUTURE

- Briefly describe in your own words the two essentials of Envision the Future.
- How does Divya Pari's story about guiding her team through a new initiative illustrate the connection between vision and action?
- What are some reasons why developing an exciting shared vision is one of the most important leadership practices?
- How does reflecting on your past help you to envision the future?
- What is the role of passion in Inspiring a Shared Vision?
- What is the lesson for student leaders from the analogy about “driving in the fog”?

CHAPTER 4. COMMITMENT #4: ENLIST OTHERS

- Briefly describe in your own words the two essentials of Enlist Others.
- What are the benefits student leaders can expect when they appeal to common ideals in communicating their vision?
- What are three or more things Dr. King did that made his “I Have a Dream” speech so uplifting? What techniques did he employ that you believe are within the capacity of most people?
- In terms of communicating a vision, how does powerful language help student leaders?
- What are three actions student leaders can take to Enlist Others?

CHAPTER 5. COMMITMENT #5: SEARCH FOR OPPORTUNITIES

- Briefly describe in your own words the two essentials of Search for Opportunities.
- What are some ways in which student leaders can give others the chance to search for better ways of doing things and then the opportunity to take the initiative to do something about it?
- What is “outsight” and how is it important for leaders? What can student leaders do to exercise outsight?
- What are some ways in which student leaders can take a more expansive view of their present circumstances?
- What are three actions leaders can take to Search for Opportunities?

CHAPTER 6. COMMITMENT #6: EXPERIMENT AND TAKE RISKS

- Briefly describe the two essentials of Experiment and Take Risks.
- What are some ways Yijie (Frank) Huang experimented and took risks?
- What are “small wins”? Why are incremental steps and small wins important in Challenging the Process? What do they accomplish?
- What is psychological hardiness and how is it developed?
- What is the relationship between learning and leading?
- What is resilience or “grit”? What can a student leader do to create an environment that strengthens resilience?
- What are three actions leaders can take to Experiment and Take Risks?

CHAPTER 7. COMMITMENT #7: FOSTER COLLABORATION

- Briefly describe the two essentials of Foster Collaboration.
- Think of a time when you felt powerful and a time when you felt powerless as a result of what someone said or did. Describe specifically what the person said or did in each situation. What was the effect on your emotional state? Your morale? Your performance? Summarize the implications for leaders of making people feel powerful or powerless.
- What are some of the benefits of consulting with others and sharing information and resources?
- What are three things a student leader can do to develop cooperative goals and roles?
- What are the key reasons that student leaders need to provide opportunities for positive face-to-face, durable interactions with and between team members?
- What are three actions leaders can take to Foster Collaboration?

CHAPTER 8. COMMITMENT #8: STRENGTHEN OTHERS

- Briefly describe the two essentials of Strengthen Others.
- What are some ways that student leaders can develop others' competence?
- What is the "paradox of power"? What are the implications for student leaders?
- In what ways does self-determination affect people's performance?

- What is the relationship between choice, collaboration, and accountability?
- What are three actions leaders can take to Strengthen Others?

CHAPTER 9. COMMITMENT #9: RECOGNIZE CONTRIBUTIONS

- What inspired Kadesha Zimmerman to become a *success coach* for her peers on campus? What was one of the first things Kadesha did as a success coach, and what influence did that have on Akira as a result?
- What is meant by this statement: “People need emotional fuel to replenish their spirits”?
- What did Arthur Neuhaus inspire his teammates to achieve?
- What are the roles of goals and feedback in increasing people’s motivation to increase their productivity?
- Why are successful leaders those with high expectations? What do high expectations help them accomplish?
- What have coaches and athletes learned about real-time feedback and appropriate recognition? What are the implications for leaders?
- Why should a leader personalize recognition? What are some ways to do that?
- Why is getting close to people important for successful leadership?
- Why do you think Kouzes and Posner say it’s important to “be creative about incentives”?
- What are three actions leaders can take to Recognize Contributions?

CHAPTER 10. COMMITMENT #10: CELEBRATE VALUES AND VICTORIES

- What do celebrations and public ceremonies accomplish? How do they differ from parties?
- What are some ways to make celebrations part of organizational life?
- What is the relationship of social support to service quality, productivity, psychological well-being, and physical health? What is the implication of this finding for leaders?
- What are the reasons for celebrating accomplishments in public?
- Why do successful leaders think it's important to "have fun together"? What do they think they will accomplish?
- What did Kevin Straughn and Kaitlyn Morelli take the time to understand about each swimmer?
- What are some ways that leaders go about showing that they care?
- What does telling stories accomplish?
- What is required for anyone to be a good storyteller?
- What are three actions leaders can take to Celebrate the Values and Victories?

EPILOGUE: CONTINUE YOUR LEADERSHIP DEVELOPMENT

Kouzes and Posner leave us with five additional essential lessons about leadership in this last chapter. What are they? What do each of them mean to you?

5

Assignments, Projects, and Classroom Activities

Below are examples of assignments that you can give to students individually, in teams, or as small-group projects. Students can report on their assignments in writing, in small-group discussions, or as class presentations.

THE FIVE PRACTICES CROSSWORD PUZZLES

There are five crossword puzzles located at the end of the appendix for Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. These can be used in the classroom or as homework assignments throughout the course. We've included printable blank puzzles, with clues based on quotes from *The Student Leadership Challenge*, for your students. There are also puzzles and lists of solutions for you to use.

PROLOGUE: WHEN LEADERS ARE AT THEIR PERSONAL BEST AS LEADERS

Defining Leadership

Ask students to write their personal definition of leadership to compare to others in the class. Alternatively, research and create slides that include various definitions of leadership. Identify similarities and differences in understanding what leadership is and isn't.

Discuss the Kouzes and Posner definition of leadership. What does this definition mean to them? Which words stick out? Revisiting this definition towards the end of the semester or quarter after learning about The Five Practices also makes for a lively discussion.

"Hi, I'm Your New Leader"

Ask for a student volunteer. Take the student aside and explain that you are going to tell the whole class that the university or college president has just resigned, and the student volunteer is taking their place. They should then ask the class if they have any questions for them. There are generally a few laughs as this plays out. After the questions stop, make the point that the questions typically fall into two categories:

1. Who are you? (What are your qualifications? What's your experience? How did you get the job?)
2. Where are we going? (What are your plans? What are your priorities? What will change?)

My Personal-Best Leadership Experience

This activity, as well as the one that follows, helps to introduce The Five Practices model. A copy of the My Personal-Best Leadership questionnaire is found in the appendix of this instructor's guide.

Ask students to complete the personal-best questionnaire and then meet in small groups to share and discuss. Ask each group to prepare a presentation about the five to seven key practices of leaders based upon the stories from their group. Presentations can then be given and discussed during classroom time.

Alternatively, ask each student to complete the questionnaire and bring it with them to class. Form small groups. Ask each group to follow the instructions below. When all the groups have finished, give students time to review the other groups' lists.

1. Share your Personal-Best Leadership Experience. Take turns telling your stories. When it's your turn, provide some context or setting and then take your classmates through your experience in a narrative or chronological form. When you've finished your story, be prepared to discuss with your audience what they heard about the key actions and the leadership lessons from your story.
2. Discuss the stories. As you were each listening to your colleagues, what behaviors, attitudes, and factors seem to be the keys to success across the various leadership case studies? Share your observations with one another and ask yourselves:
 - What do the keys to "Personal-Best Leadership" seem to be?
 - What common elements run through the stories?
3. Make a flip chart summary. List the five to seven key common elements in your group's stories that contribute to Personal-Best Leadership. Post the page where all the members of the class can see it.

Make the point that this process is exactly how Jim Kouzes and Barry Posner created The Five Practices model (briefly discussed on page 9).

After completing a Personal-Best Experience essay at the beginning of the course, it's also good to ask students to revisit the essay towards the end of the course (after The Five Practices have been discussed) with this question: "How do you see The Five Practices showing up in your story?"

Personal-Best Leadership Interview

Ask students to interview a leader they admire about their personal-best leadership experience. Create a written story or case study from the interview notes that explains how the person's experience illustrates The Five Practices model. Cases can be turned in as homework and/or presented during class time (or shared with a small group during class). Ask students to notice the common actions or themes across all stories and be prepared to discuss.

Characteristics of Most Admired Leaders

This activity is another way to introduce The Five Practices model. It focuses on understanding leadership from the perspective of constituents. In some classes it might make sense to have some groups complete this assignment while others complete the My Personal-Best Leadership case study and then compare lessons learned across the two perspectives. The Characteristics of Admired Leaders worksheet can be found in the appendix of this instructor's guide.

Have students complete a Characteristics of Admired Leaders worksheet (taking about 4–5 minutes in class or have them do this

as pre-work) or develop an online survey using Google Forms or your preferred online survey tool.

Form small groups. Ask students in the small groups to tell their colleagues what actions and qualities they recorded. Tell everyone to listen for common elements and record their observations on a flip chart page.

Ask each small group to give a brief report on its findings to the class, displaying their flip chart lists. Tell the students to look for common threads and generalizations they can make. Use the information in Chapter 1 to reinforce the notion that leadership is not something mysterious but comprises a learnable set of behaviors and skills.

Student LPI

See page 3 of this instructor's guide for more information on the Student LPI.

Ask students to complete the Student LPI Self online assessment (complimentary code provided on the inside back cover of their *Student Leadership Challenge* book) between class sessions. After completing the assessment, they will be able to download and print a report.

Have students pair up during class and share the results. Ask them to talk through the reflection questions that appear after each of The Five Practices sections in their report.

Alternatively, at the start of each of The Five Practices Sections in *The Student Leadership Challenge* book (pages 18, 68, 124, 176, and 230), students will find Student LPI reflection questions that can be completed and discussed as the class proceeds. This approach encourages students to keep referring back to their Student LPI report as they learn more about The Five Practices and the Ten Commitments of Exemplary Leadership.

CHAPTER 1. COMMITMENT #1: CLARIFY VALUES

Values Sort

This activity helps students to begin to think about and clarify their own values. Provide each student with a copy of the Personal Values worksheet (in the appendix).

Ask students to complete the Personal Values worksheet outside of class. During class time, ask students to pair up and share their values and how those values show up in the choices they make and how they live their lives.

Time as a Reflection of Values

Ask students to keep track of how they spend their time for one week (or another period of time that you choose). Direct them to track everything they do. Remind them to include *all* activities, especially those we tend to overlook like playing games on their favorite device, time watching movies or TV, time on social media—all of it. The next part of the activity begins after the students have had a chance to track their activities.

1. Ask students to consider their personal values (see previous exercise).
2. Direct them to review their activity record and think about how well their actions aligned with the values they say they hold.
3. Ask them to identify one thing they did that aligned well with one of their values.
4. Ask them to identify one thing they believe was not in alignment with their values.

Values Alignment

Ask students to research an example of someone whose actions didn't align with their professed values. (Hint: they often make the news!) What happens when stated values are out of alignment with actions? Reflect and take notes on the example you find. Be prepared to discuss your example during class.

Creating Your Personal Credo

The objective of this activity is for students to be able to articulate who they are, what they believe, and what they stand for, which is the first step toward being a credible leader. Please see detailed instructions and the Personal Credo worksheet in the appendix of this instructor's guide.

CHAPTER 2. COMMITMENT #2: SET THE EXAMPLE

How Do Leaders Model the Way?

Ask students to find a short biography or article about a leader they admire. Look for the ways (words, actions, behaviors) in which that leader sets an example or models the kind of behavior they expect from others. Explain (in writing or in a presentation) what this leader did to Model the Way and what the results were for the leader's constituents.

Actions That Don't Model the Way

Identify some examples from your own personal experience (or relatively current examples from the news media or some campus event)

of leaders who have not Modeled the Way. What was the impact of this failure? What might have been some alternative behavioral choices for this individual?

CHAPTER 3. COMMITMENT #3: ENVISION THE FUTURE

Envision the Ideal and Unique Future

Ask students to think about their past and visualize their future. Please see the appendix for a worksheet that students can complete.

Illustrating Your Vision

This activity helps students break through barriers in communication and perception to develop a well-defined vision. See instructions in the appendix of this instructor's guide

CHAPTER 4. COMMITMENT #4: ENLIST OTHERS

Martin Luther King Jr.'s "I Have a Dream" Speech

Play an audio recording of Martin Luther King Jr.'s "I Have a Dream" speech (see, for example, <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>). Working in teams or small groups, ask students to identify the ways in which Dr. King enlists others in his vision. Ask them to record what they find on a flip chart page.

When the groups think they have finished, play the speech again. Give the groups a few minutes to add notes to their flip chart lists. Then ask them to post the pages around the room.

Give all the students a few minutes to look at all the groups' lists. Then discuss what they learned about the techniques for making a speech, presentation, talk, or conversation memorable. Consider with them how they could adapt and use these same techniques and principles in their own conversations and presentations.

Climate Change Action

Play the first two to three minutes of Al Gore's presentation on climate change: <https://www.youtube.com/watch?v=Jxi-OlkmxZ4>.

Next play Greta Thunberg's speech to European Union leaders: <https://www.youtube.com/watch?v=FWsM9-zrKo> (or search for "Greta Thunberg's emotional speech to EU leaders" on YouTube).

One could make the case that Greta's speech had a much bigger impact on inspiring action than Gore's presentation even though Gore is a former U.S. vice president and Thunberg is a Swedish student. How do these speeches differ? What is it about Thunberg's speech as compared to Gore's that makes her message more compelling?

CHAPTER 5. COMMITMENT #5: SEARCH FOR OPPORTUNITIES

Innovation Quiz

Hand out the Innovation Quiz (see the appendix). Ask students to complete the quiz first by working alone and then by working in a small group. Consider giving a fun prize (e.g., candy) to the team that gets the most correct answers. Then lead a discussion about the

relationship of the quiz to the concept of Searching for Opportunities. A point can also be made about the relative effectiveness of people working alone on this quiz versus pooling their knowledge in the small groups.

Looking for Opportunities for Change

Think of an opportunity for change in a group or organization that you are associated with—at school, in the community, or at work. Examples might be an ineffective policy or procedure, a system that doesn't work, meetings that waste people's time, or something that could be done that isn't being done now, such as returns in the book-store, food service operations, pursuing new technologies, or developing new customer groups. Identify all the reasons people might give for not making a change. Determine which reasons are valid. Then determine what would have to be done to pursue this opportunity. Explain your process and conclusions in writing or in a presentation.

Envision the Future, Imagine the Possibilities

Ask students to come up with an issue they are passionate about. How can they describe their cause in a compelling way that spurs action? How can they position this issue so that it aligns with others' hopes and dreams? What are some ways in which they can involve others in taking action on this issue? Ask students to write a short "elevator speech" before they come to class. Have students share their elevator speech during class. For each speaker, ask one person to share a positive piece of feedback (practice Encourage the Heart) and one person to make a suggestion for how the elevator speech could be improved. (Remind them to remember some of the key aspects discussed after listening to MLK's "I Have a Dream" speech.)

CHAPTER 6. COMMITMENT #6: EXPERIMENT AND TAKE RISKS

The Marshmallow Challenge

This easy activity is an extremely fun and educational way to reinforce key concepts of the practice of Challenge the Process. It requires minimal space and very few supplies to perform. Please see the full set of instructions in the appendix.

Risk-Taking Reflections

Pose the following questions to students:

- What does it mean for you to “take a risk”?
- What factors contribute to making risk possible, and what factors make it difficult? Which of these factors are personal, and what can you do about them?
- Which come from the organization or the setting, and what might you do about those?

Ask students to reflect on these questions, write down their responses, and be prepared to discuss them during class.

CHAPTER 7. COMMITMENT #7: FOSTER COLLABORATION

I/We Audit

Ask someone to observe a meeting or conversation that you hold, whether one-on-one or in a large group, and count the number of

times you say “I” and the number of times you say “we.” Do the same with your memos and emails. Then create a plan for developing a more collaborative approach among your constituents. Summarize the results of the experiment and your plan in writing or in a presentation.

Tap into Trust

Have students visit the Trust Across America—Trust Around the World™ blog (<https://www.trustacrossamerica.com/blog/?p=4122>) and choose a trust story. Write a synopsis of the story and describe how trust played a role in the particular leader’s success. How was their integrity made apparent, and what effect did it have?

CHAPTER 8. COMMITMENT #8: STRENGTHEN OTHERS

Leader Interview

Interview a successful leader about what actions they take to encourage people to work collaboratively and to improve performance by strengthening others. Ask about the results for the organization and for the people. Report in writing or in a class presentation.

Enabling Elements

In this classroom activity students learn to bring to life the attributes of Enabling Others to Act. See the full instructions in the appendix.

Powerful/Powerless

Explain to the class:

- Behaviors that make people feel powerful are enabling, and those that make people feel powerless are disabling.
- Feeling powerful is likely to bring out the best, most positive, most committed energy and performance.
- Making people feel capable and valued is at the heart of trust—the essential ingredient in people's willingness to take risks that can drive extraordinary results.

Ask students to think about what makes them feel powerful. What makes them feel powerless? Discuss in small groups and then bring back small groups to share their observations with the whole class.

CHAPTER 9. COMMITMENT #9: RECOGNIZE CONTRIBUTIONS

Practice Recognizing Contributions

Write a story that recognizes the contributions of someone on your campus, on your team, or in your organization.

Recall Your Best Recognition Experience

Describe your own most memorable recognition experience. What are the key factors that made this experience so memorable? How was the recognition personalized.

CHAPTER 10. COMMITMENT #10: CELEBRATE VALUES AND VICTORIES

Strength-Based Feedback Activity

This activity supports the development of Encouraging the Heart. As a hands-on, experiential activity, it is ideal for one of the last classes because it leaves students squarely in the place of their hearts, just before they depart.

Group Celebration

Design a celebration for a group that is working on a project and is about to reach a significant milestone, or even finish it up. What do you think you could be celebrating on campus or in your workplace right now that isn't being acknowledged?

Classroom Video Resources

Classroom videos are an excellent tool for providing an engaging explanation of The Five Practices or Ten Commitments of Exemplary Leadership, offering a vivid illustration of them in a fictional setting or a real-world situation. In addition, the proliferation of TED Talks, YouTube videos, and podcasts make it easy to supplement your classroom time or homework assignments with ideas, models, and presentations from other leadership writers and thinkers in support of The Five Practices. These resources are a great way to spark creative thinking about how The Five Practices show up in real (or imagined) life.

YOUTUBE AND TED VIDEOS

If you do a search on Ted.com for “leadership,” you will find several themed playlists and TED Talks. A narrower search on YouTube.com

for “leadership challenge kouzes and posner” will also yield several appropriate resources. Here are a few of our favorites:

The Leadership Challenge Overview (2:54)

<https://www.youtube.com/watch?v=Ny44jEgJU6s>

This short overview introduces The Leadership Challenge, Jim Kouzes and Barry Posner, The Five Practices of Exemplary Leadership, and the LPI.

“Why Credibility Is the Foundation of Leadership” (TEDx Talk; 8:43)

<https://www.youtube.com/watch?v=QmMcSBQvQLQ>

Why would anyone follow you? Barry Posner asserts that we follow people we believe are credible—competent, honest, forward-thinking, and inspirational. People will not believe the message if they don’t believe in the messenger.

“I Make a Difference, but I Can’t Do It Alone” (TEDx Talk; 13:00)

Barry discusses two truths from his book with co-author Jim Kouzes *The Truth About Leadership*: you make a difference, and you can’t do it alone.

Jim Kouzes Talks at Google (55:24)

<https://www.youtube.com/watch?v=kt3hTGpfrSE>

Jim Kouzes visits Google’s headquarters in Mountain View, California, to discuss his book *The Leadership Challenge*. This event took place on January 27, 2009, as part of the Leading@Google series.

Southwest Airline Safety Rap! (2:42)

A Southwest airlines flight attendant surprises passengers by rapping the safety procedures before takeoff. It’s an excellent example of Challenge the Process.

“At One High School, No One Eats Lunch Alone” (2:44)

<https://www.youtube.com/watch?v=QdDa2outstI>

A high school senior started a unique club called We Dine Together to make sure no one in his school sits alone at lunch. As Steve Hartman reports, the message is to make outsiders always feel accepted. This is an excellent end of the course video that illustrates the “You Matter” point.

“Kid President’s Letter to a Person on Their First Day Here” (4:17)

<https://www.youtube.com/watch?v=l5-EwrhsMzY>

It’s hard being a person sometimes. Kid President offers up some advice on how to be a person—an awesome person. This video can be part of a Model the Way discussion or some inspiration to end the class.

MOVIES

There are several movies (classics and new ones releasing every year) that provide excellent leadership examples. If you Google “leadership examples in movies” or a similar phrase, the search results will provide you with several links to “best” or “greatest” lists. There is also a 111-page PDF available called “85 Movie Scenes Which Highlight Great Leadership,” which presents movie scenes appropriate for each of The Five Practices: <https://www.movieleadership.com/wp-content/uploads/2016/10/85-Movie-Scenes-which-Highlight-Great-Leadership.pdf>.

We’ve listed a few of our favorite classic leadership-themed movies as well as some recent releases below.

Apollo 13 (1995)

In this film, the spacecraft *Apollo 13* suffers a massive explosion while on its way to the moon in a section of the craft where the oxygen tanks are located that puts the lives of the three astronauts at risk: James A.

Lovell Jr., the commander; John L. Swigert Jr., the command module pilot; and Fred W. Haise, Jr., the lunar module pilot. For nearly six days, the ship and its crew are handicapped by the explosion and are without a plan to return to earth safely. The NASA space program is still young and has never before encountered the situation.

You can also find YouTube clips that perfectly illustrate Challenge the Process: “Failure Is Not an Option” (<https://www.youtube.com/watch?v=TA8SXpyg4O4>) and “Square Peg in a Round Hole” (https://www.youtube.com/watch?v=ry55-J4_VQ).

Barbie (2023)

Barbie and Ken are having the time of their lives in the colorful and seemingly perfect world of Barbie Land. However, when they get a chance to go to the real world, they soon discover the joys and perils of living among humans. American Ferrera’s “Impossible to Be a Woman” speech is an excellent conversation starter for both Model the Way and Finding Your Voice (<https://www.youtube.com/watch?v=CBqlDWHkdHk>).

Erin Brockovich (2000)

Julia Roberts stars in this legal drama based on the story of a woman who helped win the largest settlement ever paid in a direct-action lawsuit.

Gandhi (1985)

Mahatma Gandhi rose from small-time lawyer to become one of the most historically famous leaders of civil rights in the nonviolent movement. He stages a nonviolent and noncooperation campaign that

eventually results in India's independence from British rule in the first half of the twentieth century.

Lincoln (2012)

Abraham Lincoln, sixteenth president of the United States, struggles to deal with a divided nation. The Civil War is in its fourth year, and the issue of slavery dominates the House of Representatives as Lincoln enters his second term. This film focuses on the work and challenges that Lincoln and his advisors face in trying to get a new amendment to the Constitution ratified. The amendment had passed the Senate in previous years, and Lincoln balances the potential to end the war peacefully with this commitment to abolishing slavery.

Oppenheimer (2023)

This biographical thriller follows the life of J. Robert Oppenheimer, the American theoretical physicist who led the team that developed the first nuclear weapons during World War II.

Remember the Titans (2000)

A high school football team is forced to integrate, bringing together players from different racial backgrounds.

Rustin (2023)

The film tells the story of the gay civil rights activist Bayard Rustin. Despite incredible odds, he managed to organize the March on Washington in 1963.

VIDEO DISCUSSION QUESTIONS

Show a video that illustrates a leader who illustrates one of The Five Practices. Lead a discussion about what participants observed. See questions below for discussion starters. Alternatively, after the video, form small groups and ask students to discuss their observations and takeaway lessons.

Model the Way

- What do you believe were core values for this leader?
- What did you see this leader do?
- Give some examples of how this leader's words and deeds, values and actions were aligned. For example, if the leader espoused authenticity, how was authenticity demonstrated?
- What were some of the things that happened because of the leader's actions?
- How did people respond to this leader?
- What is one idea you can take from this example back into your current situation to be a better leader?

Inspire a Shared Vision

- What was this leader's vision for the future?
- How did the leader imagine possibilities and express his or her passion?
- Give some examples of how this leader found common purpose. How did he or she appeal to common ideals?
- What were some of the things the leader did to enlist others?
- How did this leader bring his or her vision to life? How did people respond to this leader?
- What is one idea you can take from this example back into your current situation to be a better leader?

Challenge the Process

- How and where did this leader search for opportunities?
- How did this leader exercise oversight?
- How did this leader experiment and take risks?
- Describe the small wins that lead to a larger change or success? How did the leader break down the tasks and accentuate progress?
- How did people respond to this leader?
- What is one idea you can take from this example back into your current situation to be a better leader?

Enable Others to Act

- How did this leader foster collaboration?
- How did this leader create a climate of trust?
- How did this leader develop cooperative goals and roles?
- How did this leader's words and actions strengthen others?
- How did people respond to this leader?
- What is one idea you can take from this example back into your current situation to be a better leader?

Encourage the Heart

- How did this leader recognize contributions?
- Did this leader expect the best? How was that apparent?
- How did this leader personalize recognition?
- How did this leader celebrate values and victories?
- How did people respond to this leader?
- What is one idea you can take from this example back into your current situation to be a better leader?

LEADERSHIP PODCASTS

At the Table, with Patrick Lencioni

A Bit of Optimism, with Simon Sinek

Dare to Lead, with Brené Brown

HBR IdeaCast

The Learning Leader Show, with Ryan Hawk

WorkLife, with Adam Grant

Google “Jim Kouzes podcasts” and “Barry Posner podcasts” to get links to our most current podcast interview episodes.

Sample Course Curriculum

This six-week course curriculum is structured for a class that meets twice weekly for seventy-five minutes each session. This curriculum is designed so that it can be used in any course on leadership. We offer some suggestions about how to expand on this design for a ten-week or quarter-system course following the syllabus.

SAMPLE LEARNING OUTCOMES

By participating in this course, students will:

- Understand the fundamental principles of leadership development
- Be able to identify the characteristics of exceptional leaders
- Identify The Five Practices of Exemplary Leadership
- Distinguish specific leadership behaviors they and others have
- Design a personal action plan for developing their leadership behaviors
- Integrate specific leadership habits into their daily activities

- Evaluate their progress in developing as a leader
- Understand strategies to help others develop their leadership behaviors

Key: *The Student Leadership Challenge* book is shortened to *TSLC*. *The Student Leadership Practices Inventory* is shortened to *SLPI*.

| | Topic/Classroom Lectures and Activities | |
|---------------------------|--|---|
| Date | Activities | Assignments |
| Week 1, Class 1 | <p>Topic: Defining Leadership and an Introduction to The Five Practices and Ten Commitments of Exemplary Leadership</p> <p>Classroom Lecture and Activities:</p> <ol style="list-style-type: none"> 1. Introductory discussion: What is leadership? 2. Introduction and overview of The Student Leadership Challenge and The Five Practices and Ten Commitments of Exemplary Leadership 3. Instructions for taking the SLPI | <p>Write a personal definition of leadership to compare to others in the class and identify similarities and differences in understanding what leadership is and isn't.</p> <p>Complete the My Personal-Best Leadership Experience activity</p> <p>TSLC: Prologue</p> |
| Week 1, Class 2 | <p>Topic: Personal-Best Leadership Experiences</p> <p>Classroom Lecture and Activities:</p> <ol style="list-style-type: none"> 1. Review the student's personal definitions of leadership. 2. Personal-Best Leadership Experiences: students share their stories. Class determines commonalities. 3. Model the Way crossword puzzle | <p>Characteristics of Admired Leaders activity</p> |

| Date | Topic/Classroom Lectures and Activities | Assignments |
|--------------------|--|---|
| Week 2, Class 1 | <p>Topic: Leadership from the leader's perspective, leadership from the follower's perspective</p> <p>Classroom Lecture and Activities:</p> <ol style="list-style-type: none"> 1. Small group or all class discussion; review core concepts: Personal-Best Themes, SLPI, Characteristics of an Admired Leader | <p>Personal Values worksheet</p> <p>TSLC: Model the Way, Chapter 1</p> |
| Week 2, Class 2 | <p>Topic: Model the Way introduction with focus on Clarify Values</p> <p>Classroom Lecture and Activities:</p> <ol style="list-style-type: none"> 1. Model the Way introduction 2. Personal Values small group discussion 3. Inspire a Shared Vision crossword puzzle | <p>Personal Credo activity</p> <p>TSLC: Model the Way, Chapter 2</p> |
| Week 3, Class 1 | <p>Topic: How do you show up as a leader? How would you like to show up as a leader?</p> <p>Classroom Lecture and Activities:</p> <ol style="list-style-type: none"> 1. Review/debrief the SLPI; self-assessment reports 2. Small group discussion of Personal Credos | <p>Envision the Ideal and Unique Future activity</p> <p>TSLC: Inspire a Shared Vision, Chapters 3 and 4</p> |
| Week 3, Class 2 | <p>Topic: Envision the Ideal and Unique Future</p> <p>Classroom Lecture and Activities:</p> <ol style="list-style-type: none"> 1. Ask students to think about their past and visualize their future. 2. Please see the appendix for a worksheet that students can complete. 3. Challenge the Process crossword puzzle | <p>Climate Change Action activity</p> <p>TSLC: Inspire a Shared Vision, Chapter 4</p> |

(Continued)

| Date | Topic/Classroom Lectures and Activities | Assignments |
|--------------------|---|---|
| Week 4, Class 1 | Topic: Inspire a Shared Vision Classroom Lecture and Activities: <ol style="list-style-type: none"> 1. Introduction to Inspire a Shared Vision—Envision the Future and Enlist Others 2. MLK's "I Have a Dream" speech 3. Illustrating Your Vision activity | Risk Taking Reflections activity TSLC: Challenge the Process, Chapter 6 |
| Week 4, Class 2 | Topic: Challenge the Process Classroom Lecture and Activities: <ol style="list-style-type: none"> 1. Introduction to Challenge the Process—Search for Opportunities 2. Innovation Quiz activity 3. Marshmallow Challenge activity 4. Enable Others to Act crossword puzzle | I/We Audit activity TSLC: Enable Others to Act, Chapters 7 and 8 |
| Week 5, Class 1 | Topic: Enable Others to Act Classroom Lecture and Activities: <ol style="list-style-type: none"> 1. Introduce Enable Others to Act—Foster Collaboration and Strengthen Others 2. Enabling Elements activity 3. Powerful/Powerless activity and discussion | Practice Recognizing Contributions activity TSLC: Encourage the Heart, Chapters 9 and 10 |
| Week 5, Class 2 | Topic: Encourage the Heart Classroom Lecture and Activities: <ol style="list-style-type: none"> 1. Introduce Encourage the Heart—Recognize Contributions and Celebrate Values and Victories 2. Encourage the Heart crossword puzzle | Strength-Based Feedback Activity TSLC: Encourage the Heart, Chapter 10 |

| Date | Topic/Classroom Lectures and | Assignments |
|--------------------|--|---|
| Week 6, Class 1 | Topic: A Call to Action for Student Leaders Classroom Lecture and Activities: Break into small groups and ask each group to discuss one of the key elements of the last chapter: deliberate practice, leadership is a relationship, leadership is self-development, leadership is an ongoing process, your leadership makes a difference. | Assignments for the final class celebration |
| Week 6, Class 2 | Topic: Celebration and continuing your leadership journey Classroom Lecture and Activities: <ol style="list-style-type: none"> <li data-bbox="312 779 669 986">1. Instructor to determine appropriate way to celebrate the conclusion of the class, to practice the behaviors in Encourage the Heart to guide your planning <li data-bbox="312 995 703 1159">2. Optional continuing projects: <ul style="list-style-type: none"> <li data-bbox="312 1021 703 1090">• Service project that puts The Five Practices to work <li data-bbox="312 1099 703 1159">• Integration of The Five Practices into a club, organization, or team | |

Expanding the Syllabus

This syllabus could easily be expanded to fit a ten-week or quarter-system course in several ways. For example, you could invite guest speakers to share their experiences about leading, how they learned about leadership, and what they think it takes to be an effective leader. These speakers do not necessarily need to be familiar with The Five

Practices frameworks; indeed, it is interesting to discuss with the students afterward how the speaker's remarks are consistent, or not, with the model. You can invite people from your campus (e.g., the dean, president, athletic director, coach, student personnel officers, student government officers) or from the community. Alumni (and donors!) always like to come to campus and share their experiences. You could also invite more than one speaker to a class session and use a panel format. The selection and recruitment of guest speakers can be delegated to the class.

Having the students work together in small groups to complete an experiential learning activity or a project relevant to the course and then present their experiences to the rest of the class is another way to extend the number of class sessions.

Appendix

This section contains handouts or additional instructions for the following activities:

- My Personal-Best Leadership Experience
- Characteristics of Admired Leaders
- Personal Values Worksheet
- Creating Your Personal Credo
- Envision the Ideal and Unique Future
- Illustrating Your Vision
- Innovation Quiz
- The Marshmallow Challenge
- Enabling Elements
- Strength-Based Feedback Activity
- The Five Practices Crossword Puzzles

MY PERSONAL-BEST LEADERSHIP EXPERIENCE

With leadership, as with most things in life, experience can be the best teacher, and it's important to base our leadership practices on the best of what people do—the actions that represent our highest standards.

Begin this reflection exercise by thinking about a time when you performed at your very best as a leader. A personal-best experience is an event (or series of events) that you believe to be your individual standard of excellence. It's your own record-setting performance—a time when you achieved significant success while working with others.

Your personal-best experience may have happened when you had no official authority but chose to play a leadership role within a group, organization, class project, or even a family situation. Focus on one specific experience.

This is a written assignment that should be typed using a 12-point font, 1-inch margins, and have proper spelling and grammar. **While there are specific prompt questions, please write your responses as cohesive two- to three-page narrative as if you are telling the story of what happened and your reflections on the experience.**

Step 1

Consider the following questions. Write some notes that will help you describe this experience.

- When did it happen? How long did it last?
- What was your role? Who else was involved?

- What feelings did you have prior to and during the experience?
- Did you initiate the experience? If someone else initiated it, how did you emerge as the leader?
- What were the results of the experience?

Step 2

With relation to this experience, reflect on the actions you took as a leader that made a difference. Write some more notes that answer the following questions:

- What actions did you take?
- How did you get others to go beyond the ordinary levels of performance?
- What did you do to demonstrate your own commitment to the project or undertaking?
- What did you do to make sure everyone understood the purpose or goal?
- What did you or others do to overcome any major challenges or setbacks?
- What did you do to engage others and get them to participate fully?
- Based on what you did or said, what other extraordinary actions did your team or group members take?
- Summarize what you consider to be the three to five most important action you took as a leader who made a difference.

Step 3

What three to five major lessons did you learn about leadership from this experience? Write them down and be prepared to discuss your experience with the lessons during class.

Step 4

Transition your notes into a cohesive narrative that tells the story of your personal-best leadership experience and what you learned from it.

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CHARACTERISTICS OF ADMIRE LEADERS

We look for many special qualities in our leaders. Research indicates that the attributes listed below account for most of these qualities. From this list of 20 attributes, **please select the seven you most look for in a leader**—in someone whose direction you would willingly follow. Just place a check (✓) by seven items; there's no need to rank or rate them.

- Ambitious (aspiring, hard-working, striving)
- Broad-minded (open-minded, flexible, receptive, tolerant)
- Caring (appreciative, compassionate, concerned, loving, nurturing)

- Competent (capable, proficient, effective, gets the job done, professional)
- Cooperative (collaborative, team player, responsive)
- Courageous (bold, daring, gutsy)
- Dependable (reliable, conscientious, responsible)
- Determined (dedicated, resolute, persistent, purposeful)
- Fair-minded (just, unprejudiced, objective, forgiving, willing to pardon others)
- Forward-looking (visionary, foresighted, concerned about the future, sense of direction)
- Honest (truthful, has integrity, trustworthy, has character, is trusting)
- Imaginative (creative, innovative, curious)
- Independent (self-reliant, self-sufficient, self-confident)
- Inspiring (uplifting, enthusiastic, energetic, optimistic, positive about future)
- Intelligent (bright, smart, thoughtful, intellectual, reflective, logical)
- Loyal (faithful, dutiful, unswerving in allegiance, devoted)
- Mature (experienced, wise, has depth)
- Self-controlled (restrained, self-disciplined)
- Straightforward (direct, candid, forthright)
- Supportive (helpful, offers assistance, comforting)

PERSONAL VALUES WORKSHEET

Underline each value that is important to you. Then circle the three that are most important to you.

| | | | |
|------------------|-----------------------|-----------------|------------------------|
| Achievement | Discipline | Independence | Responsibility |
| Autonomy | Diversity | Individualism | Risk-taking |
| Beauty | Effectiveness | Innovation | Security |
| Caring | Empathy | Intelligence | Service |
| Caution | Equality | Involvement | Simplicity |
| Challenge | Fairness | Justice | Speed |
| Communication | Family | Learning | Spirituality/ Faith |
| Community | Flexibility | Love/Affection | Strength |
| Competence | Freedom | Loyalty | Success |
| Competition | Friendship | Open-mindedness | Task-focused |
| Cooperation | Fun | Organization | Teamwork |
| Courage | Growth | Patience | Trust |
| Creativity | Happiness | Power | Truth |
| Curiosity | Harmony | Productivity | Uniqueness |
| Customer-focused | Health | Quality | Variety |
| Decisiveness | Honesty/ Integrity | Recognition | Winning |
| Dependability | Hope | | Wisdom |
| Determination | Humor | | Wealth |

CREATING YOUR PERSONAL CREDO

Objective

To be able to articulate who you are, what you believe, and what you stand for. This is the first step toward being a credible leader.

Time Required

30 minutes

Process

1. Hand out the Personal Credo Worksheet.
2. Say: *Through their extensive research, Jim Kouzes and Barry Posner have found that credibility is not based on job titles or hierarchical positions but with the human being in the leader's shoes. Above all else, they found that leadership is personal. It's about you and your relationship with others. If people don't believe in the messenger, they won't believe in the message. If people don't believe in you, they won't believe in what you say. And if it's about you, then it's about your beliefs, your values, and your principles. It's also about how true you are to your values and beliefs. Your credibility journey begins with the process of self-discovery.*
3. Encourage participants to pair and discuss their understanding of what a “personal credo” might sound like, then share their thoughts with the class.
4. Say: *Let's revisit your childhood, say, until you were ten years old. This is when you learned to think and act and navigate in the world. Think about parents, relatives, neighbors, friends, and teachers who influenced you.*
 - *What do you remember being told about how to act and what to think?*

- *Do you remember hearing, “If you can’t say anything nice, don’t say anything at all”? How about “Don’t be such a tomboy” or “Boys don’t cry”? Or “You must respect your elders”?*
- *Did you hear that work could be exciting and meaningful, or that it was drudgery to be carried out?*
- *What were your beliefs about education?*
- *What shaped your beliefs about marriage and family?*
- *What did you learn about money and the definition of success or failure?*
- *What were the implicit messages about happiness, or making mistakes, or asserting yourself?*

5. Instruct students to fill out their Personal Credo Worksheet. Allow ample time for completion.
6. Encourage participants to pair up and share before moving on to the next lesson.

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PERSONAL CREDO WORKSHEET

You can’t do what you say if you don’t know what you believe. The first stage of your credibility journey is to clarify your values and determine the roots of your personal credo.

1. Where did your beliefs about what is important in life come from?
2. Which of these ideas or principles still guide you now?
3. Which are still useful? How do they help, support, or guide you in your daily life now?

4. Which are no longer useful? Do any ever cause you conflict or uneasiness?
5. Is it time to let go of some old ways of thinking and acting?

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ENVISION THE IDEAL AND UNIQUE FUTURE

1. Ponder your past. Think back over your life to recall important turning points—significant events that made a difference in the trajectory of your life. Make a few notes about each moment so that you can later describe one of them to someone else. Write down the year in which each event occurred. List at least five events.
2. Discover the theme or themes. Review the turning points you identified, then answer these questions:
 - Is there a pattern that gets repeated? What is it?
 - What common threads are woven through the tapestry of your life?
 - What two or three themes are being played out in these moments?
 - What are the ideals that attract you?
 - What are the dreams that inspire you?
 - What is unique about your pattern and the manner in which you have followed this path?
 - What does all this tell you about what you care most about?

- What are the higher-order values that give meaning and purpose to your life and work?
- What do you want to accomplish? Why is it important to you? How will accomplishing your goals contribute to the long-term well-being of your organization or to society?

3. Project into the future. Imagine that five (or ten) years from now, you are being interviewed for an article about your accomplishments and contributions. The interviewer asks the following questions. What answers would you give?

- What's unique about your contributions?
- How has your work made a difference? How has it changed the way things are in your organization, field, or profession? In your community?
- What do you foresee for yourself during the next five (or ten) years?

4. Reflect on some specific ways that you can bring your personal themes and the exciting possibilities that you foresee into your conversations with others. What can you do to include your themes and exciting possibilities in your one-on-one discussions?

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ILLUSTRATING YOUR VISION

Objective

Empower students with the tools to become effective storytellers using the technique of visual representation to illustrate their vision. Students will learn to clarify their vision, share their passion around their higher meaning and purpose, and clearly describe a unique and ideal

future that will appeal to others and enlist them in the cause. By finding a way to visually express their vision, participants learn to create a vision message that is impactful, memorable, and applicable.

Time Required

45 minutes

Materials and Equipment

There are a number of picture products on the market, including the Visual Explorer card deck available from the Center for Creative Leadership®. Both the letter-size set or the postcard set include hundreds of pictures that can evoke a variety of different emotions. If you are creative, you also can make your own. Or, if you have a quantity of different types of magazines, you can have participants create their own vision board. The pictures are used as a visual representation of each student's vision message.

Area Setup

Spread the pictures or vision cards out on tables. If you do not have a space with spare or empty tables, you can use the floor. Ideally, this is at the back of the room, or in an adjacent space.

Process

1. As you explore Inspire a Shared Vision, setting up what a compelling vision is (e.g., using a Martin Luther King audio or video, or other introduction), ask students to begin to think of their own vision message. Give them a few minutes to begin crafting their vision message around their exciting dream of the future.

2. Ask students to come forward and browse the tables until they select a photo that uniquely represents their individual vision message. (In some cases, the photo selects the participant!)
3. Once the photos have been selected and students have returned to their seats, ask members gathered at each table to split into small groups (usually groups of three or four) and share with others what their picture represents to them. This may be different from what the observers see. Instruct participants that they have five minutes to begin to share their vision message with their table mates.
4. After each student has had the opportunity to present, ask each small group to critique and provide important feedback that will help their fellow leaders refine and sharpen their vision message. This presentation/feedback model goes around the table so that each person in the group has an opportunity to share.
5. At the conclusion of the Inspire a Shared Vision class, assign participants “homework” to craft a vision message of three to five minutes; if appropriate, inform participants that there will be an opportunity to present their vision message to others on the final day of the class.

Contributed by Cheryl Johnson, a Certified Master of The Leadership Challenge and formerly Assistant Director of Human Resources, Employee Development at Santa Clara University.

INNOVATION QUIZ

In the left-hand column is a list of 12 products or processes. In the right-hand column is a list of 17 possible sources of inspiration for these products or processes. Your task is to correctly match the

product on the left to its inspiration source on the right. Please wait for your instructor to start the quiz so that everyone begins at the same time.

Product Source of Inspiration or Need

| | |
|-------------------------|---|
| 1. Band-Aid | a. College game using pie tins |
| 2. FedEx | b. Children's toy tops |
| 3. Frisbee | c. Farm implements |
| 4. Hacky Sack | d. Science fiction movies with flying saucers |
| 5. Gyroscope | e. A better bookmark for church hymnals |
| 6. Liquid paper | f. Medication for treating heart problems |
| 7. Martial arts weapons | g. Burrs stuck to a pair of pants |
| 8. Masking tape | h. A way to exercise after knee surgery |
| 9. Post-it Notes | i. Naval engineer working with tension springs |
| 10. The Slinky | j. Australian children's exercise ring |
| 11. Velcro | k. Fishhook caught in a net |
| 12. Viagra | l. Observing auto painters painting two-tone cars |
| | m. How artists painted over their mistakes |
| | n. A spouse who cut her fingers in the kitchen |
| | o. Medication for treating arthritis |
| | p. Math class in topology |
| | q. Glue spilled on a note pad |

INNOVATION QUIZ: ANSWER KEY

Band-Aid: n. A spouse who cut her fingers in the kitchen

FedEx: p. Math class in topology

Frisbee: a. College game using pie tins

Hacky Sack: h. A way to exercise after knee surgery

Gyroscope: b. Children's toy tops

Liquid paper: m. How artists painted over their mistakes

Martial arts weapons: c. Farm implements

Masking tape: l. Observing auto painters painting two-tone cars

Post-it Notes: e. A better bookmark for church hymnals

The Slinky: i. Naval engineer working with tension springs

Velcro: g. Burrs stuck to a pair of pants

Viagra: f. Medication for treating heart problems

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THE MARSHMALLOW CHALLENGE

Group Size

No more than five people per team. If the total group size is just five or six people, divide the group into teams of three, if at all possible. Team size is more important than total number of participants involved in the activity.

Time Required

45 minutes or less: 5-minute introduction; 18-minute activity; 5-minute video. Additional time for discussion. The 18-minute exercise is fixed. Other times can be adjusted as needed.

Materials

Each team needs 1 yard of tape, 1 yard of string, 20 pieces of spaghetti (uncooked, of course), and one marshmallow. I also recommend making available one or two small scissors for all teams in the group to access during the activity.

Process

1. Divide attendees into teams of three to five members.
2. Give each team the tape, string, spaghetti, and marshmallow. Provide each team access to scissors (it isn't necessary for each team to have its own).
3. Read the following instructions to all teams at the same time:
Each team has 18 minutes to build the tallest, free-standing structure using the materials supplied to each group. The marshmallow must be attached to the top of the structure you build. After 18 minutes, I will measure the height of each structure that remains standing with the marshmallow on top. The winner is the team whose free-standing structure is the tallest.
4. Answer any questions the teams may have and give the groups a 30-second warning. After 30 seconds, start the activity and stand back. Keep watch on the teams to ensure they are following the rules of the game. Remind them that the marshmallow must be on the top of the structure, and that the structure itself must be free-standing when the activity concludes. Let them know how much time has passed until 18 minutes is up.
5. At the end of 18 minutes, measure those structures created within the rules that are still standing.
6. After declaring the winner (assuming there is a structure that remains standing after the marshmallow has been attached), show the participants the TED Talk video about the Marshmallow Challenge (https://www.ted.com/talks/tom_wujec_build_a_tower_build_a_team).

Follow-up questions to ask of the group to facilitate discussion and further learning:

- Was there a leader on your team? Who was it, and who decided who the leader would be?
- If you had no leader, do you think having designated someone a leader would have helped?
- If you had a leader, how did he/she do?
- Which of The Five Practices did your leader use?
- How helpful was everyone on your team in challenging the process of building the tallest structure? Did anyone appear to be an expert?
- Did any team members tune out of the activity—out of frustration with other members or for some other reason? What could you have done to keep all members of the group fully engaged?
- Did you feel everyone's ideas were well received during the activity?
- How did you feel as the time limit was approaching? Did pressure increase? If yes, was that helpful or not?
- In retrospect, what could you have done better to enhance your ability to Challenge the Process?
- Did you practice oversight? Where might new ideas have come from given your time constraint?
- Did you celebrate small wins? If yes, how did you do this?

Additional questions contributed by Jody Rogers, PhD, FACHE, a Certified Master of The Leadership Challenge® Workshop within the Army Medical Department and a Visiting Professor at Trinity University in San Antonio, Texas.

ENABLING ELEMENTS

Materials

Blank business cards or card stock

A flip chart or whiteboard for taking notes

Instructions

- Using blank business cards or card stock, type the following words (or other words of similar sentiment): Trust, Collaboration, Competence, and Confidence.
- Create the number of words based on participants. If you have twenty-four participants, then you would create six sets of these words.
- Turn cards upside down and mix them up.
- Have each student pull a card.
- Sort students into groups based on their words.
- Each group defines the word they have been given, coming up with specific examples of how they have lived out these words, how their organization is living out the words, and recommendations on how to improve upon these attributes.
- Bring all the groups together and debrief.
- Record the findings and recommendations of each group on flip chart or whiteboard.
- Students keep the card that they received to remind them throughout the quarter or semester to focus on that particular attribute.

Contributed by Valarie Willis, a Master Facilitator of The Leadership Challenge® Workshop. She is the principal of Valarie Willis Consulting in Loveland, Ohio, where she focuses on strategic management consulting.

STRENGTH-BASED FEEDBACK ACTIVITY

Objective

This experiential activity supports the development of Encouraging the Heart, allowing student to practice verbally delivering encouragements.

This activity is designed to help students:

- Practice storytelling
- Practice listening for strengths and giving strength-based feedback
- Learn things about their fellow students that they would never have learned otherwise and, as a result, strengthen the relationships forever!

Time Required

One to one and a half hours, depending on the number of people in each small group. Plan for approximately 10 minutes per person.

Materials Needed/Setup

Mailing labels (blank, adhesive-back, peel-off; one full sheet per person) or Post-it Notes also work; one piece of colored paper per person

Process

Set up small groups of five to seven students. Individuals within each group are asked to reflect on one success in their life (e.g., success with people, in relationships; an interest such as sports, music, or hobby; a

project, task, or event that is work or volunteer related). After five minutes of reflection, one person in each group begins to tell their success story. The others in the small group listen for strengths underlying the story and write down those strengths on the mailing labels provided (one strength per label; a minimum of three identified strengths/three labels per person). When the storyteller has finished, one by one each listener in the group provides positive strengths feedback. The storyteller places all completed strengths labels on the colored sheet of paper. The process is repeated with the remaining members of the group as storyteller.

Debrief

Five minutes in small groups discussing what each student learned from this exercise about Encouraging the Heart, followed by five minutes as a large group reviewing and considering some of the themes that surfaced as a result of the small group discussions.

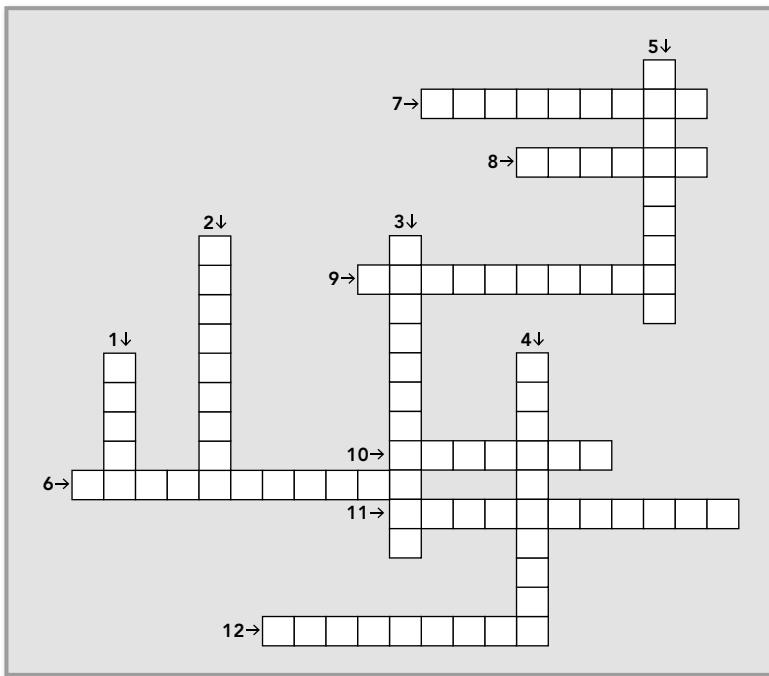
Instructor Tips

The instructor could model this activity by telling a success story, asking the group to listen for strengths underlying the story, and then hear a sampling of a few strengths the group heard. Instructions for this exercise need to be followed exactly. Everyone needs to complete the exercise, both receiving and giving strength-based feedback. It is a good idea to ask one person in each of the small groups to be a time-keeper: five minutes for each storyteller and five minutes for the group to provide positive feedback.

Contributed by Lillas Hatala, coach, author, and leadership development facilitator with Integrative Leadership International Ltd.

THE FIVE PRACTICES OF EXEMPLARY® LEADERSHIP CROSSWORD PUZZLE

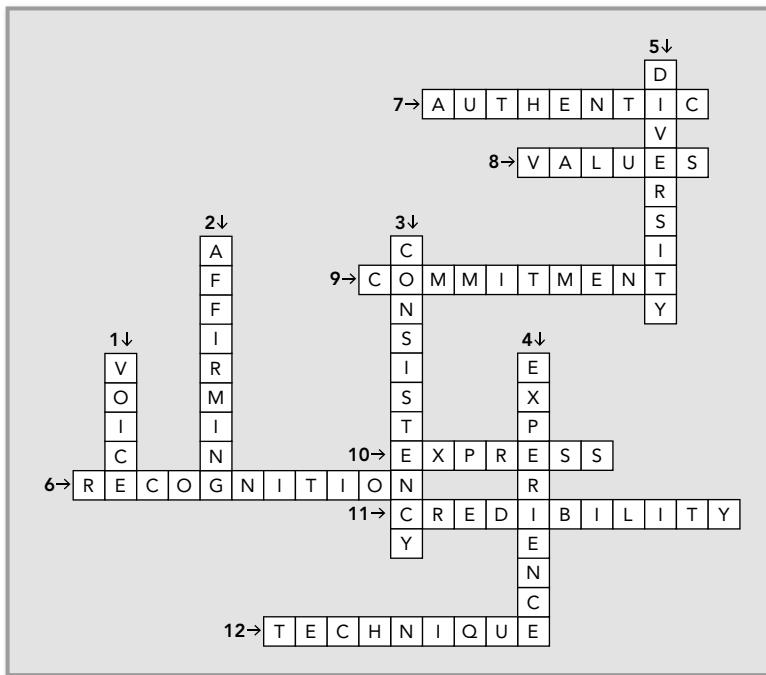
Model the Way



| Down | Across |
|---|--|
| <p>1. ↓ To find your _____, you must discover what you care about, what defines you, and what makes you who you are.</p> <p>2. ↓ Leaders ensure that through _____ shared values, everyone is aligned—uncovering, reinforcing, and holding one another accountable to what “we” value.</p> <p>3. ↓ Having everyone on the same page regarding values has many benefits. It ensures _____ in what the group says and what it does.</p> <p>4. ↓ You cannot lead out of someone else’s _____. You can only lead out from your own.</p> <p>5. ↓ If you believe, for instance, that _____ makes things better, then you should know what to do if people with differing views keep getting cut off when they offer up fresh ideas.</p> | <p>6. → _____ of shared values provides people with a common language.</p> <p>7. → You can only be _____ when you lead according to the principles that matter most to you.</p> <p>8. → When you have clarified your _____ and found your voice, you will also find the inner confidence necessary to take charge of your life.</p> <p>9. → _____ is based on alignment with personal values.</p> <p>10. → You must be able to _____ yourself so that everyone knows that you are the one who’s speaking and not someone else.</p> <p>11. → Unless there’s agreement about which promises to keep, the organization, its members, and its leaders risk losing _____.</p> <p>12. → People don’t follow your title or your _____. They follow you.</p> |

Use these words to write a summary paragraph on the topic.

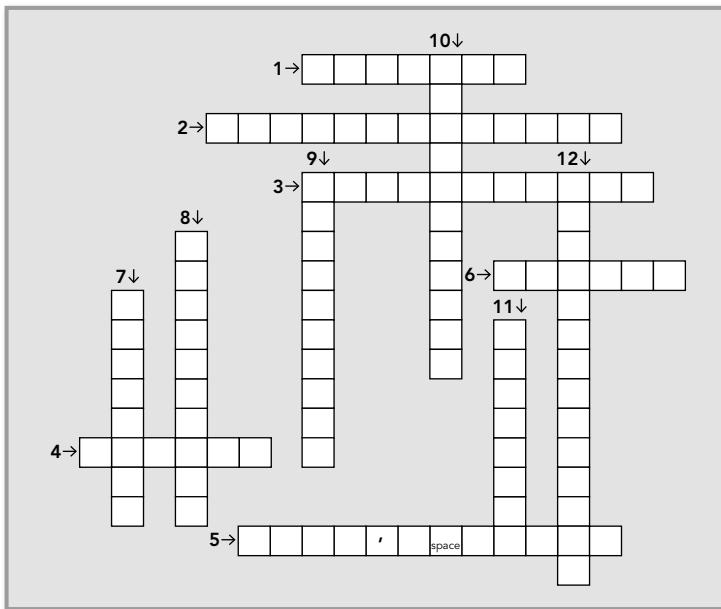
Solution



| Across | Down |
|---|--|
| <ol style="list-style-type: none"> → To find your <u>VOICE</u>, you must discover what you care about, what defines you, and what makes you who you are. → Leaders ensure that through <u>AFFIRMING</u> shared values, everyone is aligned—uncovering, reinforcing, and holding one another accountable to what “we” value. → Having everyone on the same page regarding values has many benefits. It ensures <u>CONSISTENCY</u> in what the group says and what it does. → You cannot lead out of someone else’s <u>EXPERIENCE</u>. You can only lead out from your own. → If you believe, for instance, that <u>DIVERSITY</u> makes things better, then you should know what to do if people with differing views keep getting cut off when they offer up fresh ideas. | <ol style="list-style-type: none"> ↓ <u>RECOGNITION</u> of shared values provides people with a common language. ↓ You can only be <u>AUTHENTIC</u> when you lead according to the principles that matter most to you. ↓ When you have clarified your <u>VALUES</u> and found your voice, you will also find the inner confidence necessary to take charge of your life. ↓ <u>COMMITMENT</u> is based on alignment with personal values. ↓ You must be able to <u>EXPRESS</u> yourself so that everyone knows that you are the one who’s speaking and not someone else. ↓ Unless there’s agreement about which promises to keep, the organization, its members, and its leaders risk losing <u>CREDIBILITY</u>. ↓ People don’t follow your title or your <u>TECHNIQUE</u>. They follow you. |

THE FIVE PRACTICES OF EXEMPLARY® LEADERSHIP CROSSWORD PUZZLE

Inspire a Shared Vision



Across

- You know you are on to something meaningful and significant when you feel your _____. Your enthusiasm and drive spread to others. Finding something you truly believe in is the key to articulating a vision in the first place.
- You need to strengthen your ability to hear what is important to others. The outlines of any vision do not come from a crystal ball. They originate from _____ with members of your team or club.

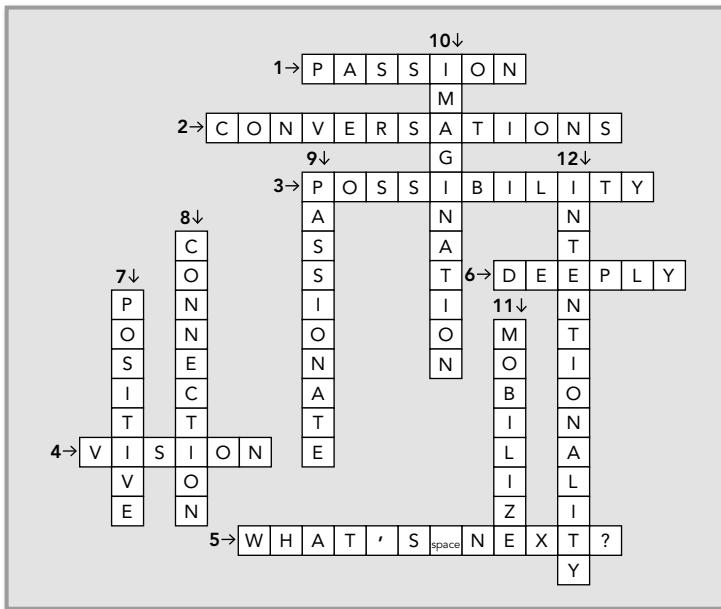
Down

- ↓ To foster team spirit, breed optimism, promote resilience, and renew faith and confidence, leaders look on the bright side. They keep hope alive. They strengthen people's belief that life's struggles will produce a _____ and more promising future.
- ↓ You need to make the _____ between an inspiring vision of the future and the personal aspirations and passions of the people you are addressing.

| | |
|---|---|
| <p>3. → Leaders are dreamers. Leaders are idealists. Leaders are _____ thinkers.</p> <p>4. → Call it what you will— _____, purpose, mission, legacy, dream, aspiration, calling, or personal agenda—the intent is the same. If you are going to be an exemplary leader, you must be able to imagine the future you want for yourself and others.</p> <p>5. → Spend significant time thinking about what you will do after you complete the current problem, task, assignment, project, or program. “_____” should be a question you ask yourself frequently.</p> <p>6. → By listening _____, you can find out what is meaningful to others.</p> | <p>9. ↓ If you are going to be an exemplary leader, you must be able to imagine the future you want for yourself and others. When you do that and feel _____ about the difference you want to make, you are much more likely to take that first step forward.</p> <p>10. ↓ Divya’s story illustrates how a new initiative—whether a single project, a campus-wide program, or a student movement—begins with one person’s _____. Call it what you will—vision, purpose, mission, legacy, dream, aspiration, calling, or personal agenda—the intent is the same.</p> <p>11. ↓ You must start engaging others in a conversation about the future instead of delivering a monologue. You can’t _____ people to willingly travel to places they don’t want to go.</p> <p>12. ↓ When you consciously and with _____ focus on where you want to take yourself and others, you get better at imagining the future.</p> |
|---|---|

Use these words to write a summary paragraph on the topic.

Solution



Across

- You know you are on to something meaningful and significant when you feel your PASSION. Your enthusiasm and drive spread to others. Finding something you truly believe in is the key to articulating a vision in the first place.
- You need to strengthen your ability to hear what is important to others. The outlines of any vision do not come from a crystal ball. They originate from CONVERSATIONS with members of your team or club.

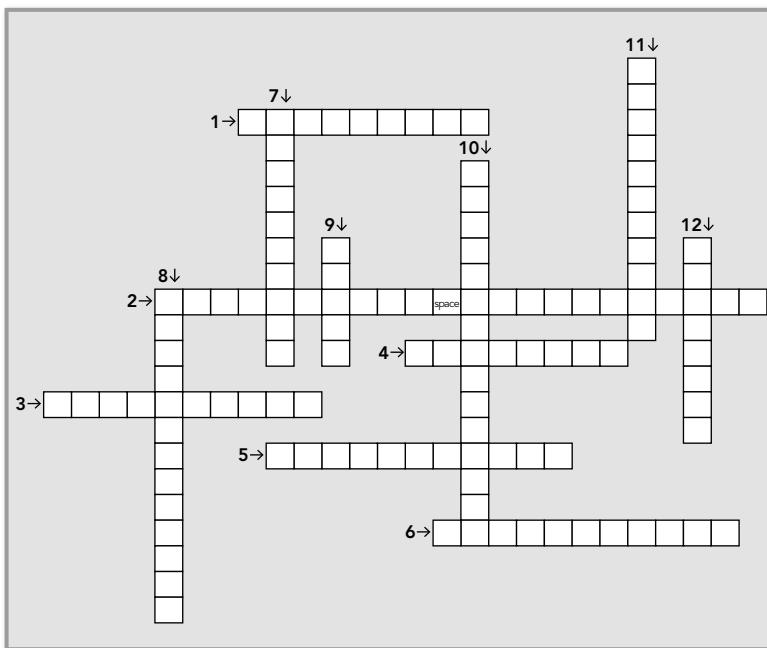
Down

- ↓ To foster team spirit, breed optimism, promote resilience, and renew faith and confidence, leaders look on the bright side. They keep hope alive. They strengthen people's belief that life's struggles will produce a POSITIVE and more promising future.
- ↓ You need to make the CONNECTION between an inspiring vision of the future and the personal aspirations and passions of the people you are addressing.

| | |
|---|--|
| <p>3. → Leaders are dreamers. Leaders are idealists. Leaders are <u>POSSIBILITY</u> thinkers.</p> <p>4. → Call it what you will—<u>VISION</u>, purpose, mission, legacy, dream, aspiration, calling, or personal agenda—the intent is the same. If you are going to be an exemplary leader, you must be able to imagine the future you want for yourself and others.</p> <p>5. → Spend significant time thinking about what you will do after you complete the current problem, task, assignment, project, or program. “<u>WHAT'S NEXT?</u>” should be a question you ask yourself frequently.</p> <p>6. → By listening <u>DEEPLY</u>, you can find out what is meaningful to others.</p> | <p>9. ↓ If you are going to be an exemplary leader, you must be able to imagine the future you want for yourself and others. When you do that and feel <u>PASSIONATE</u> about the difference you want to make, you are much more likely to take that first step forward.</p> <p>10. ↓ Divya's story illustrates how a new initiative—whether a single project, a campus-wide program, or a student movement—begins with one person's <u>IMAGINATION</u>. Call it what you will—vision, purpose, mission, legacy, dream, aspiration, calling, or personal agenda—the intent is the same.</p> <p>11. ↓ You must start engaging others in a conversation about the future instead of delivering a monologue. You can't <u>MOBILIZE</u> people to willingly travel to places they don't want to go.</p> <p>12. ↓ When you consciously and with <u>INTENTIONALITY</u> focus on where you want to take yourself and others, you get better at imagining the future.</p> |
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THE FIVE PRACTICES OF EXEMPLARY® LEADERSHIP CROSSWORD PUZZLE

Challenge the Process



Across

- Your ability to cope with change and stress depends on your _____. To start that new project and take that first step, you must believe that you can influence the outcome.
- You need to create a learning climate where everyone is encouraged to share successes and failures, and _____. _____ is viewed as a routine way of doing things.

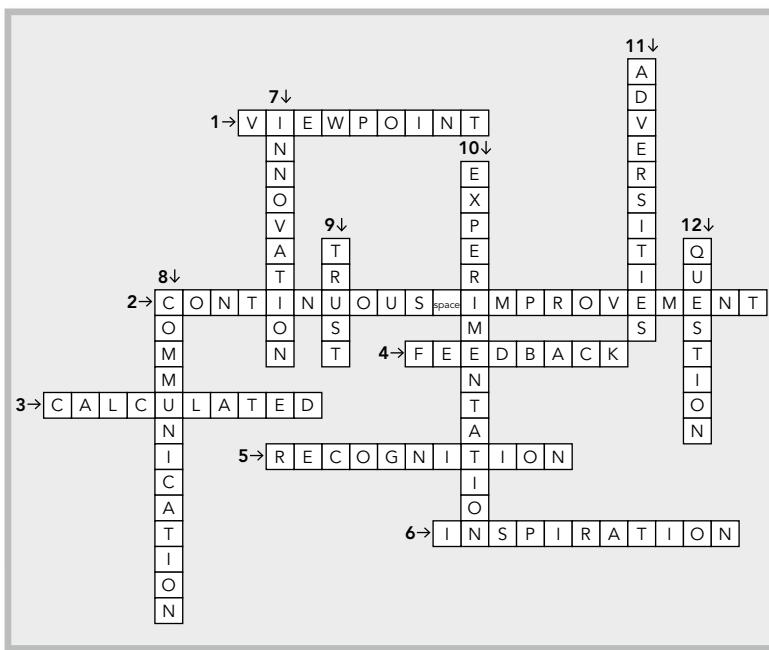
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- ↓ Ask questions that test people's assumptions, stimulate different ways of thinking, and open new avenues to explore. Asking questions is how you'll continuously uncover needed improvements, fostering _____.
- ↓ Successful innovations take hard work, constant _____, and the willingness to ask, "What if?" You must establish relationships, network, make connections, and be out and about.

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| <p>3. → Leaders have to be willing to test bold ideas, take _____ risks, and get others to join them on these adventures in uncertainty. It's one thing to set off alone into the unknown; it's entirely another to get others to follow you into the darkness.</p> <p>4. → Neither raw talent nor good fortune leads to becoming the best; hard work is what gets you there. Ask for _____ about how you're doing. Learn from the constructive criticism you get from others.</p> <p>5. → More is more when it comes to learning. It's clear that exemplary student leaders approach each new and unfamiliar experience with a willingness to learn, an appreciation of the importance of learning, and the _____ that learning involves making some mistakes.</p> <p>6. → View the success of others around you as _____ and not as a threat.</p> | <p>9. ↓ If people are going to grow and thrive, they need to be able to _____ one another. They need to feel safe around each other and believe they can be open and honest.</p> <p>10. ↓ Not everything will go exactly as planned. That's what _____ is all about, and as scientists know very well, there's a lot of trial and error involved in testing new concepts, methods, and practices.</p> <p>11. ↓ It takes determination and strength to deal with the _____ of life and leadership.</p> <p>12. ↓ Leaders want to make something happen and are often frustrated by the "if it ain't broke, don't fix it" mentality. They earn the respect of the people around them when they _____ the status quo, come up with innovative ideas, follow through with the changes they suggest, get feedback, understand their mistakes, and learn from failures.</p> |
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Use these words to write a summary paragraph on the topic.

Solution



Across

1. → Your ability to cope with change and stress depends on your VIEWPOINT. To start that new project and take that first step, you must believe that you can influence the outcome.
2. → You need to create a learning climate where everyone is encouraged to share successes and failures, and CONTINUOUS IMPROVEMENT is viewed as a routine way of doing things.

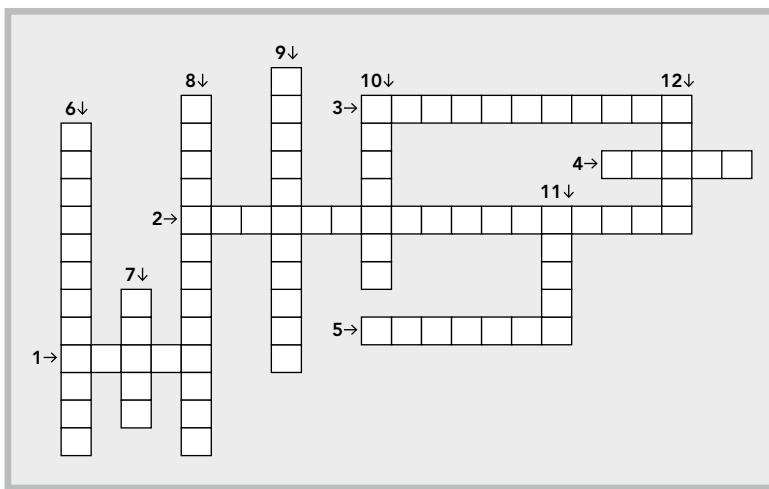
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7. ↓ Ask questions that test people's assumptions, stimulate different ways of thinking, and open new avenues to explore. Asking questions is how you'll continuously uncover needed improvements, fostering INNOVATION.
8. ↓ Successful innovations take hard work, constant COMMUNICATION, and the willingness to ask, "What if?" You must establish relationships, network, make connections, and be out and about.

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| <p>3. → Leaders have to be willing to test bold ideas, take <u>CALCULATED</u> risks, and get others to join them on these adventures in uncertainty. It's one thing to set off alone into the unknown; it's entirely another to get others to follow you into the darkness.</p> <p>4. → Neither raw talent nor good fortune leads to becoming the best; hard work is what gets you there. Ask for <u>FEEDBACK</u> about how you're doing. Learn from the constructive criticism you get from others.</p> <p>5. → More is more when it comes to learning. It's clear that exemplary student leaders approach each new and unfamiliar experience with a willingness to learn, an appreciation of the importance of learning, and the <u>RECOGNITION</u> that learning involves making some mistakes.</p> <p>6. → View the success of others around you as <u>INSPIRATION</u> and not as a threat.</p> | <p>9. ↓ If people are going to grow and thrive, they need to be able to <u>TRUST</u> one another. They need to feel safe around each other and believe they can be open and honest.</p> <p>10. ↓ Not everything will go exactly as planned. That's what <u>EXPERIMENTATION</u> is all about, and as scientists know very well, there's a lot of trial and error involved in testing new concepts, methods, and practices.</p> <p>11. ↓ It takes determination and strength to deal with the <u>ADVERSITIES</u> of life and leadership.</p> <p>12. ↓ Leaders want to make something happen and are often frustrated by the "if it ain't broke, don't fix it" mentality. They earn the respect of the people around them when they <u>QUESTION</u> the status quo, come up with innovative ideas, follow through with the changes they suggest, get feedback, understand their mistakes, and learn from failures.</p> |
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THE FIVE PRACTICES OF EXEMPLARY® LEADERSHIP CROSSWORD PUZZLE

Enable Others to Act



Across

1. → _____ is the central issue in human relationships. Without _____, you can't lead. Without _____, you can't accomplish extraordinary things.
2. → Individual _____ is a critical element of every collaborative effort.
3. → Leaders accept and act on this paradox regarding power: you become most powerful when you give away your power. Long before _____ entered the mainstream vocabulary, exemplary leaders understood how important it was for their constituents to feel strong, capable, and efficacious.

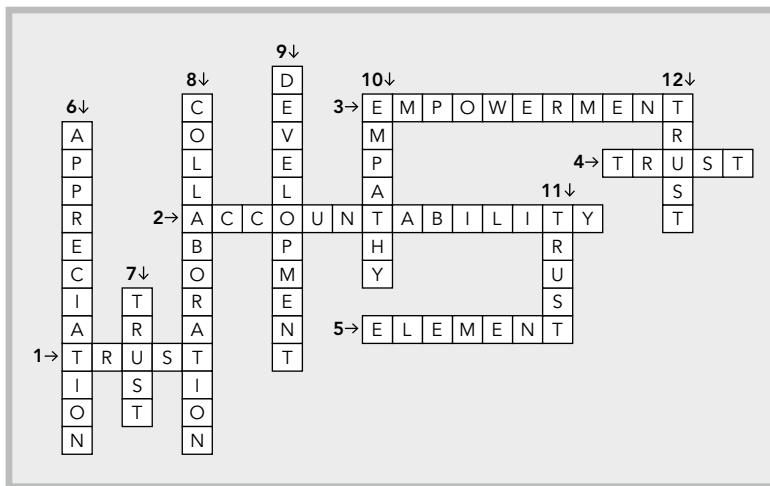
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6. ↓ For leaders, developing the competence and confidence of the people on their team so they are more qualified, capable, effective, and behave more like leaders themselves reflects their _____ of the truth that they can't make extraordinary things happen by working alone.
7. ↓ _____ is built in many ways, but it can't be forced. If someone refuses to understand you, viewing you as neither well-intentioned nor competent, there may be little you can do to change their perceptions and behavior.

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| <p>4. → When _____ is the norm, people make decisions and experiment quickly and effortlessly. A climate of _____ creates an environment that enables people to contribute freely and innovate.</p> <p>5. → Collaboration is always an indispensable _____ for success in any extraordinary endeavor. Regardless of age, leaders must find a way to invite and encourage collaboration and teamwork.</p> <p>NOTE: The word for 1 → is found in four other clues in this puzzle. It is a central theme to this practice.</p> | <p>8. ↓ Exemplary leaders understand that to create a climate of _____, they must determine what the group needs to do its work and build the team around a common purpose and with mutual respect.</p> <p>9. ↓ People can't do what they don't know how to do. Therefore, when you increase the latitude and discretion of your team members, you also need to increase training and _____ opportunities.</p> <p>10. ↓ Being sensitive to what others are going through creates a bond that makes people more receptive to another's guidance and advice. _____ increases trust.</p> <p>11. ↓ _____ begets _____. It's a reciprocal process. When you are first to _____, others are likelier to _____ you.</p> <p>12. ↓ When leaders can get the people on their team, in their class, or in their community to _____ one another, relationships are strengthened, facilitating the ability of everyone to work together for the collective good.</p> |
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Use these words to write a summary paragraph on the topic.

Solution



Across

1. → TRUST is the central issue in human relationships. Without TRUST, you can't lead. Without TRUST, you can't accomplish extraordinary things.
2. → Individual ACCOUNTABILITY is a critical element of every collaborative effort.
3. → Leaders accept and act on this paradox regarding power: you become most powerful when you give away your power. Long before EMPOWERMENT entered the mainstream vocabulary, exemplary leaders understood how important it was for their constituents to feel strong, capable, and efficacious.

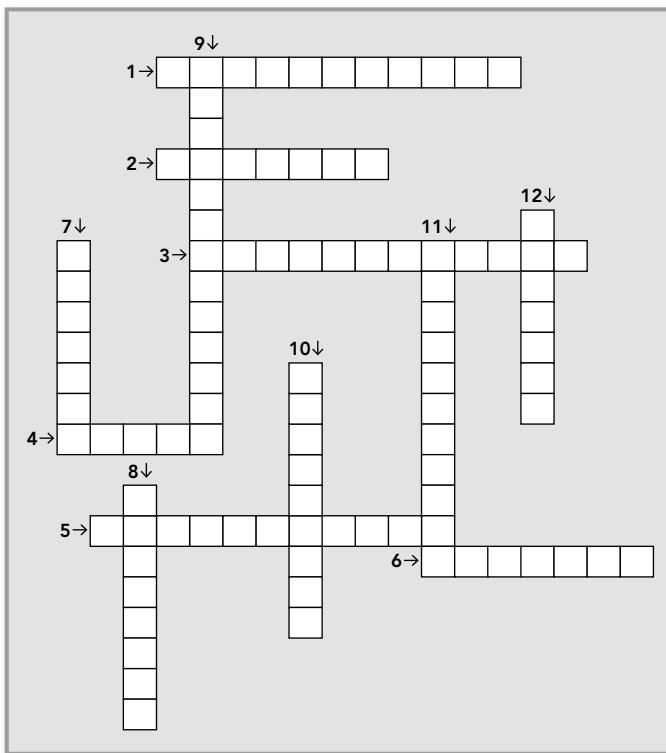
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6. ↓ For leaders, developing the competence and confidence of the people on their team so they are more qualified, capable, effective, and behave more like leaders themselves reflects their APPRECIATION of the truth that they can't make extraordinary things happen by working alone.
7. ↓ TRUST is built in many ways, but it can't be forced. If someone refuses to understand you, viewing you as neither well-intentioned nor competent, there may be little you can do to change their perceptions and behavior.

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| <p>4. → When <u>TRUST</u> is the norm, people make decisions and experiment quickly and effortlessly. A climate of <u>TRUST</u> creates an environment that enables people to contribute freely and innovate.</p> <p>5. → Collaboration is always an indispensable <u>ELEMENT</u> for success in any extraordinary endeavor. Regardless of age, leaders must find a way to invite and encourage collaboration and teamwork.</p> <p>NOTE: The word for 1 → is found in four other clues in this puzzle. It is a central theme to this practice.</p> | <p>8. ↓ Exemplary leaders understand that to create a climate of <u>COLLABORATION</u>, they must determine what the group needs to do its work and build the team around a common purpose and with mutual respect.</p> <p>9. ↓ People can't do what they don't know how to do. Therefore, when you increase the latitude and discretion of your team members, you also need to increase training and <u>DEVELOPMENT</u> opportunities.</p> <p>10. ↓ Being sensitive to what others are going through creates a bond that makes people more receptive to another's guidance and advice. <u>EMPATHY</u> increases trust.</p> <p>11. ↓ <u>TRUST</u> begets <u>TRUST</u>. It's a reciprocal process. When you are first to <u>TRUST</u>, others are likelier to <u>TRUST</u> you.</p> <p>12. ↓ When leaders can get the people on their team, in their class, or in their community to <u>TRUST</u> one another, relationships are strengthened, facilitating the ability of everyone to work together for the collective good.</p> |
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THE FIVE PRACTICES OF EXEMPLARY® LEADERSHIP CROSSWORD PUZZLE

Encourage the Heart



Across

1. → Goals enhance the significance of _____ because the acknowledgment is for something a person set out to accomplish or exemplify. _____ is most meaningful when you reward appropriate behaviors and achievements of something everyone knows is highly desirable.

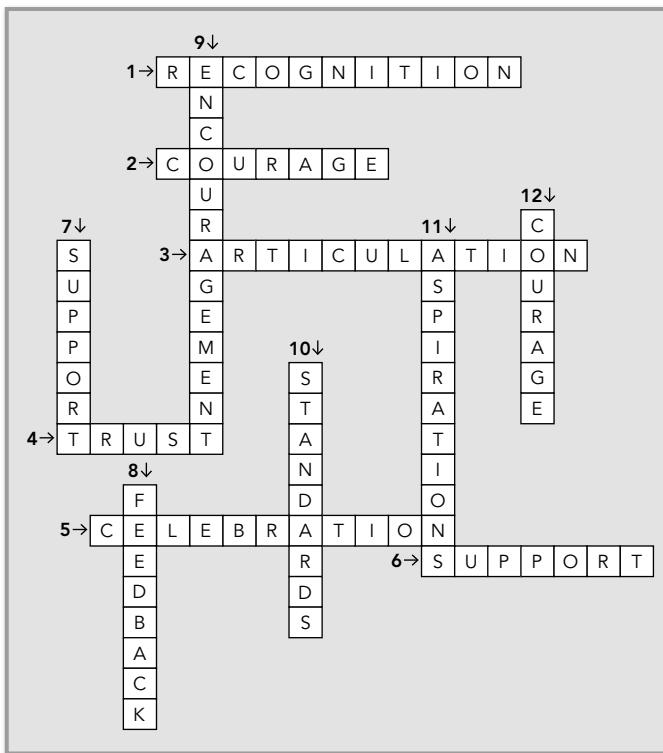
Down

7. ↓ When people are asked to go beyond their comfort zones, the _____ and encouragement of others enhance their resiliency and resistance to stress.
8. ↓ With clear goals and detailed _____, people can become self-correcting and more easily understand their place in the big picture. With regular _____, they can also determine what help they need from others and who, in turn, might benefit from their assistance.

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| <p>2. → You help people find the _____ to do things they have never done before.</p> <p>3. → Authentic celebrations include a proud _____ of the achievements of group members and clearly communicate, "This is what we stand for, this is what we believe in, and this is what we are proud of."</p> <p>4. → People are more willing to follow someone with whom they have a relationship. And the foundation of any relationship is _____.</p> <p>5. → Student leaders demonstrate that recognition and _____ are the norm by getting personally involved.</p> <p>6. → Research across a broad range of disciplines consistently demonstrates that social _____ enhances productivity, psychological well-being, and even physical health.</p> <p>NOTE: The word in 2 → across is found in one other clue in this puzzle.</p> | <p>9. ↓ All exemplary leaders make the commitment to Recognize Contributions. They do it because people need _____ to function at their best and to continue to persist when the hours are long, the work is hard, and the task is daunting.</p> <p>10. ↓ Goals and values provide people with _____ that concentrate their efforts. Goals are typically short-term, whereas values (or principles) are more enduring. Values and principles serve as the basis for goals. They're your _____ of excellence and your highest aspirations, and they define the arena in which to set goals and metrics.</p> <p>11. ↓ The stories you tell give up-close-and-personal accounts of what it means to put into practice shared values and _____. In the process, you create organizational role models to whom everyone can relate.</p> <p>12. ↓ If you want people to have the _____ to push through tough times, you need to encourage them yourself.</p> |
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Use these words to write a summary paragraph on the topic.

Solution:



Across

- Goals enhance the significance of RECOGNITION because the acknowledgment is for something a person set out to accomplish or exemplify. RECOGNITION is most meaningful when you reward appropriate behaviors and achievement of something everyone knows is highly desirable.
- You help people find the COURAGE to do things they have never done before.

Down

- ↓ When people are asked to go beyond their comfort zones, the SUPPORT and encouragement of others enhance their resiliency and resistance to stress.
- ↓ With clear goals and detailed FEEDBACK, people can become self-correcting and more easily understand their place in the big picture. With regular FEEDBACK, they can also determine what help they need from others and who, in turn, might benefit from their assistance.

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| <p>3. → Authentic celebrations include a proud <u>ARTICULATION</u> of the achievements of group members and clearly communicate, "This is what we stand for, this is what we believe in, and this is what we are proud of."</p> <p>4. → People are more willing to follow someone with whom they have a relationship. And the foundation of any relationship is <u>TRUST</u>.</p> <p>5. → Student leaders demonstrate that recognition and <u>CELEBRATION</u> are the norm by getting personally involved.</p> <p>6. → Research across a broad range of disciplines consistently demonstrates that social <u>SUPPORT</u> enhances productivity, psychological well-being, and even physical health.</p> <p>NOTE: The word in 2 → across is found in one other clue in this puzzle.</p> | <p>9. ↓ All exemplary leaders make the commitment to Recognize Contributions. They do it because people need <u>ENCOURAGEMENT</u> to function at their best and to continue to persist when the hours are long, the work is hard, and the task is daunting.</p> <p>10. ↓ Goals and values provide people with <u>STANDARDS</u> that concentrate their efforts. Goals are typically short-term, whereas values (or principles) are more enduring. Values and principles serve as the basis for goals. They're your <u>STANDARDS</u> of excellence and your highest aspirations, and they define the arena in which to set goals and metrics.</p> <p>11. ↓ The stories you tell give up-close-and-personal accounts of what it means to put into practice shared values and <u>ASPIRATIONS</u>. In the process, you create organizational role models to whom everyone can relate.</p> <p>12. ↓ If you want people to have the <u>COURAGE</u> to push through tough times, you need to encourage them yourself.</p> |
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About the Authors

Jim Kouzes and **Barry Posner** have been working together for over forty years, studying leaders, researching leadership, conducting leadership development seminars, and providing leadership in various capacities, with and without titles. They are co-authors of the award-winning, best-selling book *The Leadership Challenge*, which has sold over three million copies worldwide and is available in more than twenty-two languages. It has won numerous awards, including the Critics' Choice Award from the nation's book review editors and book-of-the-year awards from the American Council of Healthcare Executives and Fast Company. *The Leadership Challenge* is listed in *The Top 100 Business Books of All Time* as one of the Top 10 books on leadership. *The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader* has become a standard leadership development book and resource for young people and students from middle to high school, undergraduate to graduate levels. More than 500 colleges and universities use *The Student Leadership Challenge* and *The Student Leadership Practices Inventory* in their classes, seminars, programs, and workshops.

Jim and Barry have co-authored more than a dozen other award-winning leadership books, including:

- *Everyday People, Extraordinary Leadership: How to Make a Difference Regardless of Your Title, Role, or Authority*
- *Leadership in Higher Education: Practices That Make a Difference*
- *Stop Selling and Start Leading: How to Make Extraordinary Sales Happen*
- *Learning Leadership: The Five Fundamentals for Becoming an Exemplary Leader*
- *Turning Adversity into Opportunity*
- *Finding the Courage to Lead*
- *Great Leadership Creates Great Workplaces*
- *Credibility: How Leaders Gain and Lose It, Why People Demand It*
- *The Truth About Leadership: The No-Fads, Heart-of-the-Matter Facts You Need to Know*
- *Encouraging the Heart: A Leader's Guide to Recognizing and Rewarding Others*
- *A Leader's Legacy: Extraordinary Leadership in Australia and New Zealand*
- *Making Extraordinary Things Happen in Asia: Applying the Five Practices of Exemplary Leadership*

Jim and Barry developed the widely used and highly acclaimed *LPI: Leadership Practices Inventory* and *The Student Leadership Practices Inventory (S-LPI)*. These 360-degree questionnaires provide insights into how frequently leaders use empirically identified behaviors as essential to bringing out the best in people and teams. Worldwide, nearly one million students have completed the Student LPI, and over five million people have taken the LPI. Over a thousand research studies around the globe have been based on the Five Practices of Exemplary Leadership® framework. More information about these books, inventories, and studies is available at www.leadershipchallenge.com.

Among the honors and awards that Jim and Barry have received are the Association for Talent and Development's (ATD) highest award for their Distinguished Contribution to Workplace Learning and Performance, named Management/Leadership Educators of the Year by the International Management Council, ranked by *Leadership Excellence* magazine in the top 20 on their list of the Top 100 Thought Leaders, named by Coaching for Leadership in the Top 50 Leadership Coaches in the nation, considered by *HR Magazine* as one of the Most Influential International Thinkers, and listed among the Top 75 Management Experts in the World by *Inc.* magazine.

Jim and Barry are frequent keynote speakers, and each has conducted leadership development programs for hundreds of organizations, including Apple, Applied Materials, ARCO, AT&T, Australia Institute of Management, Australia Post, Bank of America, Bose, Charles Schwab, Cisco Systems, Clorox, Community Leadership Association, Conference Board of Canada, Consumers Energy, Deloitte Touche, Dow Chemical, Egon Zehnder International, Federal Express, Genentech, Google, Gymboree, Hewlett-Packard, IBM, Jobs DR-Singapore, Johnson & Johnson, Kaiser Foundation Health Plans and Hospitals, Intel, Itaú Unibanco, L.L.Bean, Lawrence Livermore National Labs, Lucile Packard Children's Hospital, Merck, Motorola, NetApp, Northrop Grumman, Novartis, Oakwood Housing, Oracle, Petronas, Roche Bioscience, Siemens, 3M, Topgolf Callaway Brands, Toyota, U.S. Postal Service, United Way, USAA, Verizon, VISA, the Walt Disney Company, and Westpac. In addition, they have presented seminars and lectures at well over 100 college and university campuses.

Jim Kouzes is a fellow at the Doerr Institute for New Leaders at Rice University and has been the Dean's Executive Fellow of Leadership at the Leavey School of Business, Santa Clara University. He lectures on leadership worldwide to corporations, governments, and nonprofits. He is a highly regarded leadership scholar and an experienced executive. The *Wall Street Journal* hailed him as one of the twelve best

executive educators in the United States. Jim has received the Thought Leadership Award from the Instructional Systems Association, the most prestigious award given by the trade association of training and development industry providers, and the Golden Gavel, the highest honor awarded by Toastmasters International.

Jim served as president, CEO, and chairman of the Tom Peters Company for eleven years, and led the Executive Development Center at Santa Clara University for seven years. He was the founder and executive director for eight years of the Joint Center for Human Services Development at San Jose State University and was on the staff of the School of Social Work, University of Texas. His career in training and development began in 1969 when he conducted seminars for Community Action Agency staff and volunteers in the war on poverty. Following graduation from Michigan State University (BA with honors in political science), he served as a Peace Corps volunteer (1967–1969). You can reach Jim directly at jim@kouzes.com.

Barry Posner chairs the Management and Entrepreneurship Department at the Leavey School of Business, Santa Clara University, where he previously served for six years as associate dean for graduate education, six years as associate dean for executive education, and twelve years as Dean of the School. He holds the Michael J. Accolti, S.J. Professorship, teaching leadership courses with both undergraduate and graduate students. He has been a distinguished visiting professor around the globe: Hong Kong University of Science and Technology, Sabanci University (Istanbul), University of Western Australia, University of Auckland (New Zealand), and Seattle University.

At Santa Clara, Barry has received the President's Distinguished Faculty Award, the Leavey School's Extraordinary Faculty Award, and several other outstanding teaching and academic honors. An internationally renowned scholar and educator, he is the author or co-author

of more than 100 research and practitioner-focused articles. He serves on the editorial review board for the *Leadership & Organizational Development Journal*, *Journal of Business Ethics*, *Administrative Sciences*, and *Frontiers in Psychology*.

Barry received his baccalaureate degree with honors in political science from the University of California, Santa Barbara; his master's degree in public administration from the Ohio State University; and his doctoral degree in organizational behavior and administrative theory from the University of Massachusetts, Amherst. Having consulted worldwide with many public and private sector organizations, he also works strategically with several community-based and professional organizations. He has served previously on the board of the American Institute of Architects (AIA), Big Brothers/Big Sisters of Santa Clara County, Center for Excellence in Nonprofits, Junior Achievement of Silicon Valley and Monterey Bay, Public Allies, San Jose Repertory Theatre, SVCCreates, Sigma Phi Epsilon Fraternity, Uplift Family Services, and several startup companies. Barry can be reached at bposner@scu.edu.

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