



PART ONE

OVERVIEW

INTRODUCTION

There's a scene in the film adaptation of Muriel Spark's classic book, *The Prime of Miss Jean Brodie*, during which Headmistress McKay calls Miss Brodie to the office to chastise her for her somewhat unorthodox teaching methods.¹ Headmistress McKay comments on the precocity of Miss Brodie's students. Miss Brodie accepts this remark as a compliment, not a criticism, and says:

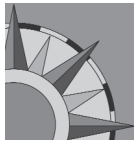
“To me education is a leading out. The word education comes from the root ‘ex,’ meaning ‘out,’ and ‘duco,’ ‘I lead.’ To me education is simply a leading out of what is already there.”

To this, Headmistress McKay responds rather haughtily, saying, “I had hoped there might also be a certain amount of putting in.”

Miss Brodie laughs at this notion and replies, “That would not be education, but intrusion.”

We agree. The process of development should never be intrusive. It should never be about filling someone full of facts or skills. Education should always be about releasing what is already inside.

¹ This scene is from the film version of *The Prime of Miss Jean Brodie*, produced by Robert Fryer and directed by Robert Neame. Screenplay by Jay Presson Allen. Twentieth Century Fox Productions, 1968. Adapted from the novel, *The Prime of Miss Jean Brodie*, by Muriel Spark (New York: Perennial Classics, 1999).



The quest for leadership is first of all an inner quest of self-discovery. Therefore, our *primary* responsibility as facilitators, just as Miss Brodie says, is to “lead out what is already there.”

Because the instrument of leadership is the self, and because the mastery of the art of leadership comes from mastery of the self, leadership development is not about stuffing in a whole bunch of new information or trying out the latest technique. It’s about liberating the leader within. It’s about setting people free. Leadership development is self-development, and leadership developers are the creators of the climate in which self-development flourishes.

And by creating a climate in which self-development flourishes, we help people discover what *they* care about and value. What inspires *them*. What challenges *them*. What gives *them* power and competence. What encourages *them*. When they discover those things about themselves, they’ll know what it takes to lead those qualities out of others.

Jim Whittaker, co-founder of REI, president of Whittaker/O’Malley, Inc., and the first North American to climb Mount Everest, once observed, “You never conquer the mountain. You conquer yourself—your doubts and your fears.” We would say the same for leadership. Leaders don’t conquer their organizations. And they don’t conquer leadership. They conquer their own doubts and fears about leading. It’s our job to make it safe for learners to admit their doubts and confront their fears.

“Leadership development is self-development” is the first of several principles that shape the design and delivery of The Leadership Challenge® Workshop. In the design of leadership development programs, we believe that *principles come before prescriptions*. So before we talk about how to facilitate the workshop, let’s take a look at a few other basic concepts that inform the architecture of the

program. Regardless of content, learning activity, or setting, here are a few important principles that help to shape all our designs:

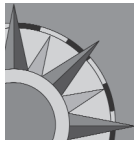
- Leadership is everyone's business.
- Leadership is a relationship.
- Leadership is learned.
- Leaders make a difference.

LEADERSHIP IS EVERYONE'S BUSINESS

Throughout our book, *The Leadership Challenge* (3rd ed.), we tell stories of ordinary people who've gotten extraordinary things done. We talk about men and women, young and old, from a variety of organizations, public and private, government and third sector, high-tech and low-tech, small and large, schools and professional services. Chances are you haven't heard of most of them. They're not famous people or mega-stars. They're people who might live next door or work in the next cubicle. They're people just like you. We focus on leaders like this because we firmly believe that leadership is about relationships, credibility, and what people *do*.

For far too long we've all allowed a number of myths to dominate our thinking about leadership and leadership development. The first of those myths is the one that associates leadership with superior position. It assumes that leadership starts with a capital "L," and that when people are at the top they're automatically leaders. It's part of a larger hero myth that inhibits people from seizing the initiative. "It's not my job," they say, and then they wait for someone to ride in and save the day.

Well, forget it! It's pure myth that only a lucky few can ever understand the mystery of leadership. Leadership is not a place, it's not a position, and it's not a secret code that can't be deciphered by



ordinary people. There's a fundamental truth about leadership that we must all embrace before we can fully develop ourselves or facilitate the development of others. That truth is this: *leadership is everyone's business.*

We must all broaden our concept of leadership to include those on the front lines as well as those in the executive suites. The secret of high-performing organizations is that everyone within them knows that leadership-at-all-levels is expected and rewarded, and that individuals everywhere are responsible for making extraordinary things happen.

LEADERSHIP IS A RELATIONSHIP

Leadership is a relationship between those who aspire to lead and those who chose to follow. Sometimes the relationship is one-to-many. Sometimes it's one-to-one. But regardless of whether the number is one or one thousand, leadership is a relationship.

Evidence abounds for this point of view. For instance, in examining the critical variables for success in the top three jobs in large organizations, Jodi Taylor and her colleagues at The Center for Creative Leadership (CCL) found that the number one success factor is "relationships with subordinates."²

In an on-line survey, the techno-hip readers of *Fast Company* magazine were asked, "Which is more essential to business success five years from now—skills in using the Internet, or social skills?"³ Seventy-two percent selected social skills, compared to 28 percent for Internet skills. Even when Internet literati complete a poll online,

²Telephone interview with Jodi Taylor, Ph.D., Center for Creative Leadership, Colorado Springs, Colorado, April 1998.

³"Where Are We on the Web?" *Fast Company*, October 1999, p. 306.

they realize that it's not the web of technology that matters the most, it's the web of people.

Similar results were found in a study by Public Allies, a nonprofit organization dedicated to creating young leaders who can strengthen their communities. Public Allies sought the opinions of 18- to 30-year-olds on the subject of leadership. Among the items was a question about the qualities that were important in a good leader.⁴ Topping the young respondents' list was "Being able to see a situation from someone else's point of view." In second place was "Getting along well with other people." Young and old alike agree that success in leadership, success in business, and success in life has been, is now, and will be a function of how well we work and play together.

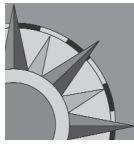
LEADERSHIP IS LEARNED

Whenever we're asked the question "Are leaders born or made?"—which is almost every time we give a speech or conduct a class or a workshop—we give the same answer, always with a smile: we've never met a leader who wasn't born! So are all accountants, artists, athletes, parents, zoologists, you name it. We're *all* born. That's not the issue. It's what we do with what we have before we die that's important.

It's nonsense to assume that leadership is genetic. There's no hard evidence to support that assumption, and worse, it dooms every one of us to accept our limitations as our destiny.

The truth is that leadership is an observable set of skills and abilities that is useful whether one is in the executive suite or on the front line, on Wall Street or Main Street. And any skill can be strengthened, honed, and enhanced if we have the motivation and desire, the practice and feedback, the role models and coaching, and the support and recognition.

⁴New Leadership for a New Century. *Washington, D.C.: Public Allies, 1998.*



It's our collective task to liberate the leader within each and every person. Rather than view leadership as an innate set of character traits, it's far healthier and more productive to assume that it's possible for *everyone* to learn to lead. By assuming that leadership is learnable, we can discover how many good leaders there really are. Somewhere, sometime, the leader within each of us may get the call to step forward—for our school, our congregation, our community, our company, or our family. By believing in ourselves and our capacity to learn to lead, we will be prepared when that call comes.

So how does a person become the best leader possible? To find the answer to that question, we asked the people in our study to tell us how they learned to lead. From our analysis of thousands of responses, three major opportunities for learning to lead emerge. In order of importance, they are:

- Trial and error
- Observation of others
- Education

There's no suitable substitute for learning by doing. Whether it's facilitating team meetings, leading a special task force, heading a fundraising drive, or chairing a professional association's annual conference, the more chances people have to serve in leadership roles, the more likely it is that they'll develop the skills to lead—and the more likely that they'll learn those important leadership lessons that come only from the failures and successes of live action.

Other people are essential sources of guidance. We all remember the parent we looked to for advice and support, the special teacher who filled us with curiosity, the coach who inspired us to give our best, or the first manager who taught us the ropes to skip and the hoops to jump.

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Although third on the list, formal training and education is an essential part of developing leadership skills. That's because training is a high-leverage way of improving the chances of success. People can make mistakes in a safe learning environment. They can also be exposed to lots of different role models—ones they might not find in other places.

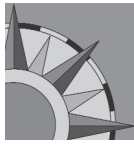
One of the ways we leverage The Leadership Challenge® Workshop is by bringing observation and experience into the program. As you will see when you review the workshop scripts in Part Two of this guide, we use lots of experiential learning activities—including the sharing of personal experiences—and video cases of leader role models. It's this combination of approaches that makes this workshop unique.

LEADERS MAKE A DIFFERENCE

In our classes and workshops we ask people to share a story about a Personal-Best Leadership Experience—a time when they set their own individual standard of excellence. From this exercise we hope they'll discover for themselves the practices of exemplary leadership. We have another objective as well—we want them to discover the power that lies within each one of us to make a difference.

If *people* are to become leaders, they must believe that they can be a positive force in the world. But some management scholars claim that leaders have little impact on organizations, that other forces—internal or external to the organization—are the determinants of success.⁵

⁵See, for example: D. C. Hambrick, and S. Finkelstein, "Managerial Discretion: A Bridge Between Polar Views of Organizational Outcomes," *Research in Organizational Behavior*, 9 (1987), 369–406; and, R. G. Lord, and K. J. Maher, *Leadership and Information Processing: Linking Perceptions and Performance* (Boston: Unwin-Hyman, 1991).



Our evidence strongly demonstrates quite the contrary. Managers, individual contributors, volunteers, pastors, government administrators, teachers, school principals, students, and other leaders who use The Five Practices of Exemplary Leadership® more frequently are seen by others as better leaders.⁶ For example:

- They're more effective in meeting job-related demands.
- They're more successful in representing their units to upper management.
- They create higher-performing teams.
- They foster renewed loyalty and commitment.
- They increase motivational levels and willingness to work hard.
- They promote higher levels of involvement in schools.
- They enlarge the size of their congregations.
- They raise more money and expand gift-giving levels.
- They extend the range of their agency's services.
- They reduce absenteeism, turnover, and dropout rates.
- They possess high degrees of personal credibility.

In addition, people working with leaders who demonstrate The Five Practices of Exemplary Leadership® are significantly more satisfied with the actions and strategies of their leaders, and they feel more committed, excited, energized, influential, and powerful. In other words, the more people engage in the practices of exemplary leaders, the more likely it is that they'll have a positive influence on others in the organization.

⁶See our website: www.leadershipchallenge.com for more information about these and other studies.

STAGE THREE LEADERSHIP

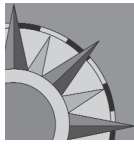
Several years back, we attended a retrospective of Richard Diebenkorn's work with an artist friend, Jim LaSalandra. Toward the end of the gallery walk, Jim made this observation: "There are really three periods in an artist's life. In the first we paint exterior landscapes. In the second, we paint interior landscapes. In the third period we paint ourselves. That's when you begin to have your own unique style." This is the most important art appreciation lesson we've ever received. It applies equally to the appreciation of the art of leadership.

When first learning to lead, we paint what we see outside of ourselves—the exterior landscape. We read biographies and autobiographies about famous leaders. We read trade books by experienced executives and dedicated scholars. We attend speeches by decorated military officers. We buy tapes by motivational speakers, and we participate in training programs with skilled facilitators.

We do all this to master the fundamentals, the tools, and the techniques. Then somewhere along the way we notice that our last speech sounded mechanically rote, our last meeting was boring and routine, and the last encounter felt sad and empty. We awaken to the frightening thought that the words aren't ours. The technique is right out of the text, but it's not from the heart.

This is a truly terrifying moment. We've invested so much time and energy in learning to do all the right things, and they're no longer serving us well. We feel like phonies. We stare into the darkness of our inner territory, and we begin to wonder what lies inside.

For aspiring leaders, this awakening initiates a period of intense exploration. A period of mixing and testing new ingredients. A period of invention. A period of going beyond technique, beyond training, beyond copying what the masters do, beyond taking the



advice of others. And after exhausting experimentation and often painful suffering, there emerges from all those abstract strokes on the canvas an expression of self that is truly your own.

Most leadership development is stuck at stage one. It's mostly about painting exterior landscapes. It's mostly about copying other people's styles. It's mostly about trying to mimic the great leaders.

To become truly great at developing leaders we've got to move beyond stage one. We've got to find our own true voice. That's the leadership development challenge we all face. We must get past asking others to paint what's out there and, instead, invite them to paint what's inside. When they can do that, eventually they'll be introduced to the leader within.

The Leadership Challenge® Workshop is designed to move people to stage three leadership. It's designed so that participants begin by exploring what matters—to them and to their constituents—so that they can begin to lead from a place of personal authenticity and integrity. The journey continues by experiencing ways to enlist and engage others so that everyone can become a better leader regardless of level.

No single workshop—no matter what the topic—can create overnight experts. The Leadership Challenge® Workshop is only one important station on the road to success. Those who take it will find themselves more capable and more committed to mobilizing others to want to struggle for shared aspirations. Sustaining this effort, however, will require constant practice, continuous support, and many more learning opportunities along the way. Leadership development, after all, is a process and not an event. And because it is a never-ending process, the best thing we can do is to enjoy the adventure. May you have a bon voyage!

ABOUT THIS FACILITATOR'S GUIDE

The Facilitator's Guide includes step-by-step instructions, suggested agendas, and detailed scripts you can use to conduct The Leadership Challenge® Workshop for a group of any size and in any setting.

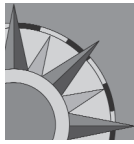
There are seven parts to the guide:

- Part One includes the information you need to prepare for a workshop: an introduction to The Five Practices of Exemplary Leadership® and the *Leadership Practices Inventory* (LPI); an overview of the workshop modules; the steps for planning and setting up a workshop; and more.
- Parts Two and Three provide detailed scripts for conducting a workshop. You can use the scripts as is or customize them for your facilitation style and to meet your group's specific needs.
- Parts Four through Seven contain the pre-work package, master copies of the visuals, instructions for important experiential activities, supplemental materials, and other information to help you prepare for and conduct the workshop.

SUGGESTIONS FOR USING THIS FACILITATOR'S GUIDE

Your Facilitator's Guide is a resource, and the way you use it is up to you. For example, you can follow the scripts as they are written, or adapt them to meet your own needs and those of the leaders with whom you are working.

- Begin by reading the Facilitator's Guide and Participant's Workbook, including the Appendixes, carefully. The more familiar you are with the contents, the easier it will be for you to plan and conduct a successful workshop.



- Once you are familiar with the workshop scripts, we encourage you to make whatever changes in wording and activities that are needed to make the workshop your own. In particular, we recommend that you bring in your own stories and experiences and that you encourage the participants to do the same. The more you do, the more relevant the workshop will be.

NOTE: When making changes to the scripts, be sure that you are still covering all the concepts. Also, we recommend keeping the sequence of concepts and activities essentially the same. You may need to make accommodations for the season and the setting, but we've organized the activities to build on each other. Varying too much from the instructional design could affect the accomplishment of the stated goals.

- If you have not already done so, we strongly recommend that you read our book, *The Leadership Challenge* (3rd ed.). The Five Practices of Exemplary Leadership® that you will teach in this workshop are more fully explained in that book. *The Leadership Challenge* also includes a great many leadership stories you can use in the workshop, along with application activities and action steps for improving leadership behaviors. The book also describes the research and the principles that form the foundation for each of The Five Practices.
- Make sure that you are familiar with the items on the *Leadership Practices Inventory* (LPI), and with the LPI Feedback Report (there's a guide to evaluating the sample report in the Appendix). It's a good idea to complete an LPI questionnaire for yourself—the experience will help you respond more easily to participants' questions.
- Think strategically. Make The Leadership Challenge® Workshop an integral part of other initiatives in your organization that are designed to build leadership competencies or support significant organizational change.