
An Instructor's Guide to
The Leadership Challenge

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Leadership is an observable, learnable set of practices. Leadership is not something mystical and ethereal that cannot be understood by ordinary people. Given the opportunity for feedback and practice, those with the desire and persistence to lead—to make a difference—can substantially improve their abilities to do so.

—*The Leadership Challenge*

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PREFACE

Teaching Leadership

Can leadership be taught?

Our answer is an unequivocal “yes.”

Isn't it amazing we have never been asked the question “Can management be taught?” We just assumed people can be educated and trained to be managers—and further developed into even better managers. Based upon this belief billions of dollars have been invested in undergraduate and graduate programs. Imagine what might be possible if everyone assumed the same about leadership.

Leadership is not just about leaders. Nor is leadership about some position or place in an organization or community. In today's world—of unrelenting changes in technology, marketplaces, organizational alliances, mergers, and partnerships; of increasing global competitiveness; of accelerating diversity of ideas along with a rainbow coalition of individual backgrounds, beliefs, abilities, and experiences; of continuing reengineering of processes and right-sizing of organizations and flattening of organizational forms—leadership must be everyone's business.

The caliber of managers has been raised by assuming people can learn attitudes, skills, and knowledge associated with good management practice. The same can be done with leadership. Viewing leadership as a nonlearnable set of character traits dooms societies, and their organizations, to having only a few good leaders. It is far healthier and more productive to start with the assumption that it is possible for everyone to lead.

We believe in self-fulfilling prophecy. Once we assume that leadership is learnable, we discover how many good leaders there really are. People do tend to perform to the level of their own and other people's expectations, and

this phenomenon is well documented across adults in the workplace and children in school. If we, as teachers (or parents, or managers, or friends) begin with the assumption that some people have leadership skills and some people don't, then we are likely to get exactly the kind of leaders we expect.

Certainly we should not mislead people into believing they can attain unrealistic goals. Neither should we assume only a few will ever attain excellence in leadership or in any other human endeavor. Those who are most successful at bringing out the best in others are those who set achievable but stretching goals and believe they have the ability to develop the talents of others. You must believe leadership can be taught.

We would not have written *The Leadership Challenge* if we did not believe it is possible for ordinary people to learn how to get extraordinary things done. We would not have bothered unless we believed ordinary people can become extraordinary leaders. Chances are you also believe leadership can be learned, or you would not be teaching (or contemplating teaching) a leadership class. Maybe the qualities of leadership will be exhibited on behalf of the school, or the church, or the community, or the scouts, or the union, or the corporation, or the family. In our studies, everyone has had a leadership story to tell. Somewhere, sometime, the leader within each of us gets the call to step forward.

Harry Levinson and Stuart Rosenthal, both psychiatric experts, make this comment about the development of leaders: "Our point of view is that some people want to be leaders and see themselves as leaders. Others rise to the occasion. In either case they see what has to be done and do it. They provide stability and support while defining goals and providing reassurance. Sometimes they become leaders when they become angry about something, catch fire, and start to lead. . . . [People] become leaders when they learn to take a stand, to take risks, to anticipate, initiate, and innovate."

The same can be said for the leaders we studied. Many of them did not initiate the personal best leadership projects they wrote and talked about, yet they rose to the occasion. Some got angry and caught fire. Others accepted an assignment and then found something within them they had not known they had. None of us may know our true strength until challenged to bring it forth. As author and social activist Rita Mae Brown has noted: "People are like tea bags. You never know how strong they'll be until put into hot water."

And what exactly is leadership?

There are over 225 definitions of leadership found in the literature. Pick one! Of course, we offer what works best for us in our work with students

(and with managers, government officials, community organizers, health care providers, and educational administrators), but we don't claim the last word on "defining" leadership. It's been said, "You can't capture a river in a bucket," and we believe the same can be said about trying to define leadership. We can investigate, analyze, and examine leadership, but in this endeavor we too often fail to capture its true essence.

Historian Arthur M. Schlesinger, Jr. has pointed out: "The very concept of leadership implies the proposition that individuals make a difference to history." This point is underscored by our stories of ordinary people at their personal best as leaders. When Philip L. Smith, as president and chief operating officer of General Foods, discussed leadership with groups of senior managers in the company's executive development program, he asked each to "share a story about a leader or leaders who have had a profound impact upon his or her life and values." As a result of this free and open exchange, he reported that participants get a strong message: "Just as they have been influenced by leaders, so too can they have a lasting and compelling impact on the people they manage."

Virtually all of us can name at least one leader whose compelling impact we have felt. Sometimes it's a well-known figure out of the past who changed the course of history. Sometimes we choose contemporary role models who served as examples of success. Still others are those who helped us learn—coaches, teachers, parents, friends, managers. Leaders make a difference, and that's why we care so much about the development of leadership, especially among college students. In a series of studies involving college student leaders (summarized later), leadership is consistently linked with organizational effectiveness across clubs, teams, dorms, fraternity/sorority chapters, community services, and student government.

We believe leadership is a set of skills. Like any skill, with the proper motivation and desire, with practice and feedback, through role models and coaching, this skill can be strengthened, honed, and enhanced. The set of skills articulated in *The Leadership Challenge* do not explain 100 percent of the variance when it comes to leadership—but what social science model does? We explain a substantial (and statistically significant) amount of the variance, and our framework is a relatively simple and understandable place to start learning about being a leader. This framework has proved quite useful and robust across a variety of disciplines not only for teaching about leadership but in helping students acquire and develop their leadership skills.

How does one become the kind of person who makes a difference? How do you teach people to become the best leaders possible? In our own studies,

as well as others by the Center for Creative Leadership and corporations like Honeywell, three major opportunities for learning to lead emerge: (a) trial and error, (b) observation of others, and (c) formal education and training. You will see these three elements prominently incorporated in the course designs that follow. Some instructors have built their course specifically upon *The Leadership Challenge*, and others have simply included it as one of many other resources in their course design.

Are there important skills for developing leadership not included in *The Leadership Challenge*? There is plenty of room for you to add other ideas and concepts to those we've provided, and we welcome your feedback and suggestions. Information on how to contact us is included at the end of this Guide.

It is our intention, both in studying and writing about leadership, to work with others who share a belief that there is a leader within each person—yearning to make a difference. Our responsibility as teachers is to foster that belief, promote the self-confidence necessary to step forward, and build the skills required to become a positive force in the world.

We enlist your support, and welcome you to the campaign.

Santa Clara, California
May 1995

James M. Kouzes
Barry Z. Posner

SECTION I

Sample Course Designs in Leadership Development

In this section you will find the actual syllabi from a number of leadership courses. Some of these are undergraduate courses, others are graduate level. Likewise, some of these are taught on a quarter basis, while others are taught on a semester term. None are intended as templates, but rather as guides for how The Leadership Challenge might be used as the basis for a leadership course. You may select additional textbooks, readings, and materials, as well as pick and choose among the resources provided within these courses.

- Undergraduate/business (Santa Clara University)
- Undergraduate/business (Indiana University)
- Undergraduate/consumer sciences (Iowa State University)
- Undergraduate/education (Kansas Newman College)
- Graduate/MBA (Santa Clara University)
- Graduate/MBA (Wharton, University of Pennsylvania)
- Graduate/leisure studies (University of Alberta)
- Graduate/education (Youngstown State University)

The following is an undergraduate elective offered in the Management Department, Santa Clara University, by Barry Posner. The class meets on a quarter schedule (ten weeks), two days per week for 105 minutes.

SPECIAL TOPICS: LEADERSHIP

Overview

This course is about being a leader. It assumes a personal level of interest in the subject: the purpose in learning about leaders and leadership is to enable each student to become a better leader. Considerable introspection and exploration of the inner territory is expected.

The Kouzes Posner leadership framework will form the conceptual foundation of our investigation. Each assignment is intended to provide further evidence either strengthening our understanding and faith in this approach and/or expanding and filling in gaps around this paradigm (social science models do not explain 100 percent of the variance).

Assignments

The primary text for this class is *The Leadership Challenge: How to Keep Getting Extraordinary Things Done in Organizations* by James M. Kouzes and Barry Z. Posner. Additional readings and handouts will be distributed throughout the quarter; several surveys will be administered as well.

Students will read two additional books of their choice (as approved): one should be a biography and the other a novel. Both should be capable of being analyzed—in writing—from a leadership perspective.

In learning teams, students will attend a play or view a movie/video and prepare a written analysis, again from a leadership perspective. In addition, learning teams will complete, as a group, a community service project of their choosing (as approved).

Each student will complete a learning journal, developed throughout the course, and summarized by the end of the term. Each student will also be responsible for making an oral presentation—using the biography, novel, movie, or theatrical experience as the basis of sharing leadership lessons, insights, and applications. At the beginning of the term, each student will complete the personal best leadership experience survey, and at the conclusion of the course will complete a case study of another person's personal best leadership experience.

Evaluation

Students will be evaluated (receive a grade) based upon the following inputs:

1. Written Assignment on biography
2. Written Assignment on novel
3. Oral Presentation
4. Team Assignment on movie/theater
5. Team Assignment on community service project
6. Personal Best Leadership Case Study
7. Learning Journal (25%)

The last assignment (#7) will be evaluated primarily by the instructor and will count for one-fourth of the student's evaluation. Each student will assign weights to the remaining assignments, within these guidelines: (a) at least 5 percent be assigned to each assignment (which is the default option in the event that no percentage is indicated), (b) weights be allocated in increments of 5 percent, and (c) allocations are made sequentially (that is, as assignments are turned in and due).

In reviewing the schedule, it should be clear that students (and learning teams) have considerable responsibility for their own development and are responsible for planning and pacing themselves.

Every effort will be made to provide students with constructive feedback on any assignment completed early, which may then be revised and reevaluated. For some assignments, class members and learning teams will be responsible for determining performance criteria and standards.

Guest Speakers

Students will be solicited regarding their interest in guest speakers, with an effort to provide a mixture of leaders from a wide variety of businesses (institutions) and perspectives. Some possibilities include: Paul Locatelli (SCU President), John Privett (Jesuit Provincial), Michael Dougherty (President, Gymboree), Cheryl Breetwor (founder and CEO, ShareData), Heather Goia (President, The Tom Peters Group/Learning Systems), Peter Read (CEO, Canned Foods Grocery Outlets), Art Savage (President, San Jose Sharks), Lynn Luckow (President, Jossey-Bass Publishers), Sunne McPeak (Executive Director, Bay Area Economic Forum), Gayle Hamilton (Division Manager, PG&E), among others. These sessions will be informal, over morning coffee, tea, and danish!

Course Schedule

1. Introduction and Overview
2. Managers, Leaders. . . . So What's the Difference?
3. Being at Our Personal Best as Leaders (Appendix A Due)
Small groups discussion of each person's personal best leadership experience and summary (consensus of key leadership actions across different experiences) presented to class; summary of key leadership practices across all small groups/individuals.
4. Strategies and Practices of Exemplary Leaders (Chapters 1–2)
Overview and summary of Kouzes Posner leadership framework and comparison with “model” proposed from previous class by students.
5. Self-Assessment as a Leader (LPI-Student Due)
Scoring and interpretation of strengths and areas for improvement as a leader according to Kouzes Posner leadership framework.
6. Learning Teams: Ready, Set, Go
Opportunity for learning team members to (a) share their LPI-Student feedback with one another, including lessons learned and areas they hope to strengthen through class and (b) begin planning several group/team assignments.
7. Challenging the Process (Chapters 3–4)
Overview of this leadership practice. Discussion of what makes risks manageable for class members. Can include several in-class experiential exercises.
8. Inspiring a Shared Vision (Chapters 5–6—Community Service Project Proposal Due)
Overview of this leadership practice. Analyze techniques from Martin Luther King's “I have a dream” speech, Chamberlain's speech to the army deserters in the movie *Gettysburg*, etc. How do students answer the question: What makes a college education worthwhile?
9. Enabling Others to Act (Chapters 7–8)
Overview of this leadership practice. Discussion of characteristics of best and worst teams they have ever been on. Consideration of how trust develops. Stages of group development (some linkages to their learning teams). Several problem-solving group exercises possible.
10. Modeling the Way (Chapters 9–10—Learning Journal Due; Feedback)
Overview of this leadership practice. Discussion of role models in their life, and characteristics of these people. Consideration of self-

fulfilling prophecy idea. Several personal values clarification exercises useful. Connection between modeling and credibility, especially in relationship to one's use of time.

11. Encouraging the Heart (Chapters 11–12)

Overview of this leadership practice. Discussion of how motivation ideas fit into leadership framework, especially on connecting performance/values and recognition (reinforcement). Brainstorming of nonfinancial rewards, as well as possible wild and zany appreciations. Produce an actual “thank you” note for someone (in or out of the class). Can also have each learning team be responsible for some “celebration” activity at the end of the term.

12. Learning Teams: Protocols for Guest Speakers

From discussion of “If you could have a famous leader over for dinner, what would you want to ask him or her about leadership?” follows small group discussion of questions they want to pose to upcoming guest speakers and/or learn from guest speakers.

13. Leaders Make a Difference (Guest Speaker)

14. Leaders Make a Difference (Guest Speaker)

15. Leaders Make a Difference (Guest Speaker)

16. Leaders Make a Difference (Guest Speaker)

17. Learning Teams: Standards for Presentations

Learning teams develop guidelines for student presentations, including evaluation and feedback forms and grading mechanisms. Class reviews strategies for making a good presentation.

18. Student Presentations

19. Student Presentations

20. Student Presentations

Special Topics: Leadership *Biography* Assignment

NAME: _____

What percentage do you want this assignment to count in your overall evaluation?

_____ Approved: _____

NOTE: Please use this as the cover page for your written assignment, which is due no later than xxxx.

While there is no one best format for this written assignment, here are some of the questions and issues you will probably want to address (although this list is not meant to be exhaustive or inclusive):

How would this person define leadership? What was her leadership philosophy? How did he learn to lead? How well does the Kouzes Posner leadership framework explain this person's leadership adventures? For example, did this person challenge the process? Was she inspirational, and, if so, in what ways? How did this person build a team and strengthen others? Did he practice what he preached? How did she handle mistakes? Did this person recognize others, and celebrate accomplishments? Are there areas where you can personally identify with this leader's circumstances, struggles, insights, etc.? What were this person's vulnerabilities? Where or how could they have been more effective? What did you learn from this person's experience that can help you be a better leader yourself?

What **biography** do you want to read? Please list by title and author, and indicate in a few sentences why this is of interest.

Special Topics: Leadership *Novel* Assignment

NAME: _____

What percentage do you want this assignment to count in your overall evaluation?

_____ Approved: _____

NOTE: Please use this as the cover page for your written assignment, which is due no later than xxxx.

While there is no one best format for this written assignment, here are some guidelines (although this list is not meant to be exhaustive or inclusive):

What's the leadership issue (dilemma, struggle, point of view, etc.)? What's the universal, or modern, equivalent? Provide a personal example/application. How is the issue dealt with and resolved? How do you feel about the handling of this issue? What made it "right" or "wrong" and what other choices and actions might have been taken (and why)? Do any aspects of the Kouzes Posner leadership framework apply? Not apply (what does this mean)? What lessons, and insights, about being an effective leader do you derive from this analysis?

What **novel** do you want to read? Please list by title and author, and indicate in a few sentences why this is of interest.

Special Topics: Leadership *Community Service Assignment*

NAMES: _____ ()
_____ ()
_____ ()
_____ ()
_____ ()
_____ ()
_____ ()

Please place in parenthesis next to each person's name the percentage he or she wants this assignment to count in his or her overall evaluation.

Approved: _____

NOTE: Please use this as the cover page for your written assignment, which is due no later than xxxx.

Upon completion of this project, a written report is expected from the learning team. It should address these issues (although this list is not intended to be exhaustive or inclusive):

Did you achieve your objective(s)? What did you learn (about yourselves individually, and as a team)? For example, did your team make decisions effectively? How was leadership shared within your group? If you did this again, would you do it the same or differently? Did you observe leadership within the organization/agency you were engaged with? Is leadership of

volunteers different? What roles do trust and hope play in leadership? Can you apply any insights from the Kouzes Posner leadership framework (either in your own learning team and/or in the setting/situation you took part in)?

Briefly describe your intended **community service project**. What are you going to do? Why did you decide to do this? What do you hope to accomplish? What do you hope to learn?

Special Topics: Leadership *Movie/Play* Assignment

NAMES: _____ ()
_____ ()
_____ ()
_____ ()
_____ ()
_____ ()

Please place in parenthesis next to each person’s name the percentage he or she wants this assignment to count in his or her overall evaluation.

Approved: _____

NOTE: Please use this as the cover page for your written assignment, which is due no later than xxxx.

While there is no one best format for this written assignment, here are some guidelines (although this list is not meant to be exhaustive or inclusive):

- What’s the leadership issue (dilemma, struggle, point of view, etc.)?
- What’s the universal, or modern, equivalent? Provide several personal examples/applications. How is the issue dealt with and resolved? How do you feel about the handling of this issue? What made it “right” or “wrong” and what other choices and actions might have been taken (and why)?
- Do any aspects of the Kouzes Posner leadership framework apply?
- What lessons, and insights, about being an effective leader do you derive from this analysis?

What **movie** or **play** do you want to watch? Please list by title, and indicate in a few sentences why this is of interest.

Special Topics: Leadership Case Study Assignment

NAME: _____

What percentage do you want this assignment to count in your overall evaluation?

_____ Approved: _____

NOTE: This assignment is due on xxxx.

This assignment essentially asks you to validate the Kouzes Posner leadership framework by doing your own research, in the form of a case study. Select an individual you feel has made a difference, a person you admire or potentially admire as a leader. Interview this person about his or her personal best leadership experience. Write up this case study, using the Kouzes Posner leadership framework, indicating areas of agreement, and disagreement, between your evidence and that predicted by the model. Use examples and quotations to illustrate your point and remember that your presentation should be written as an essay and not as an interview. Conclude with comments about (a) the efficiency of the leadership framework, and (b) personal lessons and insights on leadership based upon your case study data.

The following is an undergraduate honors course taught in the Business School at Indiana University by Anne McCarthy. It is a semester class (16 weeks), which meets twice a week for 75 minutes.

HERMAN B. WELLS HONORS SEMINAR IN LEADERSHIP

Required Materials

1. *The Leadership Challenge*. J. Kouzes and B. Posner
2. *Reframing Organizations*. L. Bolman and T. Deal
3. Case packet at I.U. Bookstore

Course Content

This course consists of three topic areas. The first is a look at the components of leadership. The second topic is a look at organizations through multiple lenses. The third topic area is the underlying theme upon which the course is based—that is, the premise that most people can become leaders and that the ability to lead begins with the process of self-discovery. Therefore, this course has an experiential component—if people could lead by following, then it would be appropriate to teach this class in the standard method (where the professor structures the material and class sessions, tells students what to do, and is the sole provider of feedback and evaluator of performance).

However, only some aspects of what it takes to lead a group successfully can be learned by following. Therefore, the class is structured to give you an opportunity to practice your leadership skills and analyze yourself in order to prepare for future leadership positions. Thus, you will be expected to give and take constructive critique. One objective of the course is for you to understand why you behave as you do and then to choose whether or not you will behave that way in the future. You may have to face some comments on your behavior that are uncomfortable. The ideal is to listen to what is said without becoming defensive, and then use that information for personal change and growth. Many of you may find this very difficult and, yet, very worthwhile.

Learning Objectives

The overall objective of this course is to strengthen your capacity to fulfill leadership roles in organizations by:

1. Developing your ability to use multiple frameworks for insightful analysis and effective leadership action.

2. Strengthening your awareness and understanding of interpersonal and group behavior within organizations.
3. Adding to your leadership skill set.

Course Grading and Assignments

The final grade will be based on the following:

Assignment	Points
Essay on Leadership	50
Personal Growth Goal	100
Individual Film Analysis	100
Casework: Case write-ups (2)	100
Making a Difference Essay	50
Final Paper	300
Leadership Choice Project	200
Outdoor Leadership Challenge	optional (class decision)

Notes on Grades and Assignments

1. This class will be conducted in accordance with the Indiana University School of Business Undergraduate Program Honor Code. This student-written code proclaims a commitment to the ethical principles of honesty, integrity, and fair academic competition. Please read the Undergraduate Program Student Honor Code, which is attached to this syllabus. You have my word that cheating and dishonesty in this course will be prosecuted vigorously. You are encouraged to report any cheating incident to me or the Honor Code Committee.

2. While we all understand that class attendance is an expected part of signing up for a course, I would like to stress how important it is to me that you attend class. First, I appreciate your attending the class. It allows me to get to know you. Second, attendance is essential given the nature of this course. Learning is a social activity. Humans learn most and best when they set out their ideas in a public forum and submit them to the evaluation of peers. Even more important, leadership does not occur in a vacuum. While the books are helpful and interesting, they are not a substitute for classroom experience. Much of what we do will be on-the-spot experiential learning. If that kind of learning is to happen in this course for you, your classmates, and me, you need to come to class and to come prepared. Although symbolically I would much rather reward you for attending class, structurally it is easier to keep track of absences. The following requirements regarding class attendance and assignments derive from these considerations. You are asked

to attend every class. Class attendance will be monitored by a sign-up sheet circulated each class session. You are responsible for putting your name on the list. Since this is the only way your attendance can be verified, if you do not sign you will be considered absent. You will be allowed 2 absences. After that, each absence will cost you 5 points from your final letter grade. The only excuses that will be accepted without penalty are written doctor exemptions.

3. Unexcused absences on the day of an assignment, exercise, or presentation will result in a grade of zero (0) for that exercise. For excused absences, the write-up will need to be submitted to me, my secretary, or in my mailbox the morning of the due date. Late papers on unexcused absences or excused absences will be reduced in grade by 1 full grade for each day (not class period) late.

4. All assignments need to be typed.

5. Please do not put your name on your assignments. Please use your social security number instead.

Class Schedule

Monday	Overview of course
Wednesday	Discussion: What is Leadership? Leadership essay due. Please be prepared to discuss your views in class.
Monday	What makes a Leader? Read: Kouzes & Posner, Chapter 1 Bolman & Deal, Chapter 2 Sign up for individual appointments
Wednesday	What Followers Expect Read: Kouzes & Posner, Chapter 2 Personal Goal Statements due
Monday	Decision Leadership Challenge (NOTE: This class session is devoted to the class determining whether or not they want the Outdoor Leadership Challenge experience to be graded or not, and, if so, the criteria to be used.)
Wednesday	Preparing to work as a group Read: Kouzes & Posner, Chapter 7
Saturday	Outdoor Leadership Challenge (9:00 a.m.–6:00 p.m.) Bradford Woods

Monday	<p>Providing Vision Read: Kouzes & Posner, Chapter 5</p>
Wednesday	<p>Guest Speaker James Baker, CEO and President of Arvin Industries Plus: Evening Class—Leadership Video (e.g., <i>Twelve O'Clock High</i>; <i>Billy Budd</i>)</p>
Monday	<p>Leading Change Read: Kouzes & Posner, Chapter 6, pp. 118–129 Prepare: Alto Chemicals 1. How has Alto's stabilizers strategy evolved over the years? In what significant ways is Graaff's revised strategy different from before? 2. What explains the sales force's opposition to the strategy? 3. What should Graaff do now?</p>
Wednesday	<p>Leading Change (cont.) Read: Kouzes & Posner, Chapters 3 & 4 Prepare: Luxor 1. Why is Luxor making a transition to a new strategy? 2. What are some of the effects of the transition? 3. Develop an action plan for Mr. Johnson. What should he do?</p>
Monday	<p>Empowering Others Read: Kouzes & Posner, Chapter 8</p>
Wednesday	<p>Evening Class: Leadership Video (e.g., <i>Alive</i>; <i>Flight of the Phoenix</i>; <i>Crimson Tide</i>)</p>
Monday	<p>The Power of Reframing Read: Bolman & Deal, Chapter 1 Description of Leadership Choice Project due</p>
Wednesday	<p>Reframing: Structural and Human Resource Frames Read: Bolman & Deal, Chapter 3, pp. 43–64, Chapter 5, Chapter 6, Chapter 7, Chapter 8, pp. 177–180</p>
Monday	<p>Reframing: Political and Symbolic Frames Read: Bolman & Deal, Chapter 9, pp. 183–200, Chapter 10, pp. 205–219, Chapter 11, pp. 237–240, Chapter 12, Chapter 14</p>
Wednesday	<p>Evening class: Leadership Video (e.g., <i>Hoosiers</i>)</p>
Monday	<p>Putting it into Practice Read: Bolman & Deal, Chapter 16 Personal Case due Sign up for individual appointments</p>

Wednesday	<p>Using Frames for Analysis Read: Bolman & Deal, Chapter 17 Prepare: Karen Leary 1. How has Ms. Leary taken charge of the Elmville branch office? 2. What is your evaluation of Mr. Chung's performance? 3. If you were Ms. Leary, how would you respond to Mr. Chung's request for a private office? What factors would you consider? What specific actions would you take to improve Mr. Chung's performance as well as your working relationship with him?</p>
Monday	Using Frames for Analysis (cont.)
Wednesday	<p>Visit with Chancellor Wells Film Analysis due</p>
Monday	<p>Reframing Leadership Read: Bolman & Deal, Chapter 20 Prepare: Bob Knowlton 1. What are the problems facing Bob Knowlton? 2. Why doesn't Jerrold see that there is a problem? 3. How does Knowlton define leadership? How does Jerrold?</p>
Wednesday	<p>Architects & Catalysts Read: Bolman & Deal, Chapter 21 Prepare: Komatsu 1. What are the sources of Komatsu's success? 2. How was this company able to challenge Caterpillar when so many larger and better established companies—like International Harvester, John Deere, and J.I. Case—had failed? 3. What recommendations would you have for Ryoichi Kawai?</p>
Monday	<p>Food Corp Lecture and role selection Leadership Choice Project due</p>
Wednesday	Food Corp Preparation
Friday	<p>Food Corp Simulation (8:00 a.m.–4:00 p.m.) (NOTE: Available from New York University on a licensing fee basis.)</p>
Saturday	Food Corp Debrief (11:00 a.m.–3:00 p.m.)
Monday	<p>Becoming a Leader Read: Kouzes & Posner, Chapter 13 Bolman & Deal, Chapter 23</p>

Wednesday	Making a Difference Essay and Goal Evaluation due
Monday	Release time
Wednesday	Release time
Monday	Release time
Wednesday	Release time
Monday	Final Paper due

Personal Goal Statement

You will need to identify a personal growth goal for the course. You will need to put this goal in behavioral and measurable terms and submit it to me as a contract early in the course. In a short conference, we (you and I) will determine if your goal is sufficiently challenging and measurable. If sufficient, then your goal will be approved and we will both sign the contract. Since you will provide in your contract the criteria for grading your accomplishment of your goal, you will be grading yourself. At the end of the course, you will be asked to submit a grade for yourself with a justification and explanation of your accomplishment according to the criteria you set at the beginning of the course. This personal goal is worth a maximum of 100 points toward your final grade.

Personal Case

Your personal case paper details a leadership experience that was significant or challenging for you. Ideally, you should be the person confronted with the leadership dilemma. If that is not possible, then describe a case in which you were directly affected by someone else's leadership. In the case, describe the event, do not analyze or interpret. In your final paper, you will have the opportunity to analyze and interpret your case.

Writing a case can be difficult. Write your case in first person. Describe in great detail what happened, including your own thoughts and feelings. It is better to give as much detail as possible, you can always cut out parts later. Examples of events include meeting deadlines, making tough decisions, and resolving major conflicts. Look at the leadership examples in the Kouzes and Posner book for ideas. Organizational settings include clubs, teams, committees, groups, schools, and work.

Here is a brief format. Remember that the purpose of this paper is for you to set the stage for using the frameworks in the Bolman and Deal book to analyze your dilemma.

1. Set the stage with a relatively brief description of the organizational setting and your role in it. Provide a chart of the organization.

2. Focus on direct description of events. If there was a significant meeting, provide a description of what people actually said and did in it.
3. Think about the following as possible elements:
 - (a) structural issues
 - (b) human resource issues
 - (c) politics
 - (d) symbols
4. End with a question or unsolved problem—What should I do? Do not answer this question or indicate what actually happened.
5. You may choose to disguise the identity of the organization and the individuals. Your papers are completely confidential. I do not use them as examples for future classes, thus I do not have examples to show you.
6. I will provide feedback on your written case, and you are free to amend or rewrite it before you use it for your case analysis paper.

Casework

Case write-ups should generally be about 2 to 3 pages. Use the first page to page and a half for analysis of the leadership challenge described in the case. The questions in the syllabus will help guide your thinking. Do not answer the questions one by one. This is not an appropriate write-up. Devote the remainder of the write-up to recommendations and action plans (most of the cases ask for a plan of action).

Individual Film Analysis

For this assignment, you will need to view and write an analysis of the leadership behavior in one of the movies listed below. Start by briefly describing the leadership event(s) that took place. Next, use the theory from the books and our observations from class to explain what happened and why it happened. Finally, answer the question: How might the lessons from the movie make a difference in what I may choose to do in future leadership positions?

The Flight of The Phoenix

Platoon

Mosquito Coast

Norma Rae

Glory

Stand and Deliver

Hoosiers

Leadership Choice Project

This is a project of your own creation. You decide what you want to do and how to do it. You may choose to work on this individually or in a group. The only constraint is that the project must in some way be related to leadership. You must submit an explanation of your project for approval by xxx (about halfway through the course).

Here are some examples, but these are only intended to stimulate your own creative thinking:

- Think about what we do in class and what you especially like or think is useful. Turn it into a project.
- Think of something you have difficulty doing and turn it into a project or exercise.
- Arrange a guest speaker.
- Conduct interviews.
- Create video clips.
- Participate in service projects.
- Research leadership training programs.
- Create a leadership exercise.
- Compare and contrast leaders through reading autobiographies or biographies.
- Do something within the university, the school, or an organization that you have always wanted to do or for which you see a need arising at the moment.

Becoming a Leader Essay

Take a period of time to engage in quiet retrospection. Think about this semester—what we have done inside and outside of the classroom, the books you have read, the videos you have watched, etc. What have YOU come to believe leadership is? How does this differ or not differ from your original thinking at the beginning of the semester? What sort of beginning have you made toward becoming a better leader and what do you feel you have left to do? As you think back on the course, what insights do you have that you didn't before—about yourself, about your classmates, about the world we live in?

Final Paper

The final paper asks you to do a four-frame analysis of your personal case situation. The purposes of the paper are to:

1. provide opportunities to work with and integrate the four frames as a useful tool for diagnosis and action,

2. integrate your learning from the course and apply it to a real life situation,
3. provide you with insight into how you might behave in future leadership situations.

First, use the structural, human resource, political, and symbolic frames to analyze (a) what happened in your personal case and (b) what alternative courses of action were suggested for you by each of the frames. Devote equal attention to each of the four frames.

Second, rethink your role in the case in light of the four-frame analysis. In other words, what would you now do differently if you could relive your personal case? Why?

Finally, remember that it is important for you to go beyond description to analysis and recommendation.

This is an undergraduate course taught in the Department of Family and Consumer Sciences Education & Studies, Iowa State University, by Swarna Viegas and Dr. Judy Brun. This course meets twice each week, in a lecture and discussion section format, over the eight-week quarter. Each class session is fifty minutes long.¹

INTEGRATIVE APPROACHES IN FAMILY AND CONSUMER SCIENCES

Course Description

Seminar on ways to strengthen leadership skills to work across family and consumer sciences disciplines to address contemporary social issues that affect individuals and families.

Objectives

The students will

1. Identify practices, qualities and styles of leadership, that build integrative approaches in Family and Consumer Sciences.
2. Analyze needs, motivations, goals, values, skills, practices, and styles in relation to leadership.
3. Develop personal strategies to improve leadership practices and achieve career leadership goals.

Course Outline

WEEK #1: COURSE INTRODUCTION AND EXPECTATIONS.

Administration of the Leadership Practices Inventory (*LPI*).

Unit 1: Understanding Leadership

How do selected leadership theories contribute to understanding the concepts and processes of leadership? What is leadership?

Suggested Reading: Frank (1993)

WEEK #2: LECTURE 1 (Kouzes & Posner: pp. 1–27)

Why is leadership important in the family and consumer sciences professions? What are the skills necessary for successful leadership? What are the tasks of a leader?

WEEK #2: DISCUSSION

What are some leadership styles? What are your primary and secondary leadership styles? How adaptable are your leadership styles? How can leadership styles be best used in practical situations? What is a goal and why is it important to set leadership goals? What are the roles of needs, motivations, and values in setting leadership goals? What motivates leaders or managers to want to lead? How do your needs, motivations, and values relate to your leadership goals? What are the steps in setting goals? What are the criteria of "good" leadership goals?

Handouts on leadership styles

WEEK #3: LECTURE 2 (Kouzes & Posner: pp. 29–78)

Unit 2: Leadership Practices

Leadership Practice 1: Challenging the process

What are the roles of a leader in initiating and managing change?

What are the conditions that encourage change or risk taking?

WEEK #3: DISCUSSION

How does one create a climate for change and risk taking?

WEEK #4: LECTURE 3 (Kouzes & Posner: pp. 79–129)

Leadership Practice 2: Inspiring a shared vision

What is a vision? What are the sources for creating a shared vision?

How do you communicate a shared vision? What is a mission statement? How does one write a mission statement?

Application Exercise 1 due

WEEK #4: DISCUSSION (Kouzes & Posner: pp. 131–160)

What is synergy? What is Covey's Win-Win approach to team building?

What are some examples of synergy? What are the task and maintenance roles of a leader?

WEEK #5: LECTURE 4 (Kouzes & Posner: pp. 161–185)

Leadership Practice 3: Enable others to act

What is power? What are the types of power as classified by Raven & French (1959) and Craig & Craig (1979)? What are some positive uses of power?

Application Exercise 2 due

Suggested Reading: Murrell & Vogt (1991)

WEEK #5: DISCUSSION

What is delegation? Why delegate? Why is it not done? What are some common mistakes in delegation? How does one delegate successfully?

Suggested Reading: Lowy & Finestone (1986)

WEEK #6: LECTURE 5 (Kouzes & Posner: pp. 187–216)

Leadership Practice 4: Model the way

How can you adopt a self-directed approach toward leadership and professional development, and help others to do the same?

Application Exercise 3 due

Suggested Reading: Lamble (1983)

WEEK #6: DISCUSSION (Kouzes & Posner: pp. 287–307)

How should you renew yourself and help others to do the same?

Suggested Reading: Covey (1987: pp. 287–307)

WEEK #7: LECTURE 6

How can you plan time effectively? How should you set priorities?

How should you make use of prime time effectively? How does one deal with time wasters: telephone calls, drop-in visitors, paperwork, procrastination?

Assignment due: What is your leadership goal in a field of family and consumer sciences? What are the leadership and management skills necessary for success in the aspired leadership position? Describe your plan to acquire these skills in terms of actions you will take and resources you might need. (Not more than four pages, typed double-spaced).

Suggested Reading: Cormier (1983)

WEEK #7: DISCUSSION

What are some strategies for effective communication within and outside the organization?

WEEK #8: LECTURE 7 (Kouzes & Posner: pp. 239–276)

Leadership Practice 5: Encourage the heart

How can leaders recognize the contribution of members of a group?

What are some strategies to encourage the heart? What are the steps in praising or reprimanding others?

Application Exercise 4 due

WEEK #8: DISCUSSION (Kouzes & Posner: pp. 277–302)

Concluding remarks on leadership development.

Instructor and course evaluation.

Final administration of the Leadership Practices Inventory.

Application Exercise 5 due

Application Exercises

Assume that you have a leadership position in a family and consumer sciences field. Describe each of the following and document your ideas with references, other resources, and examples. Please make reference to the assumed leadership position in each Application Exercise.

Exercise Number and Topic

(Not more than 3 pages each, typed and double-spaced.)

1. How will you challenge the process?
2. What is your vision for your department or organization?
How will you inspire a shared vision?
3. How will you enable others to act?
4. How will you model the way?
5. How will you encourage the heart?

Evaluation	Points
Assignment (re: leadership goals)	50
Application Exercises (10 each)	50
Grading criteria for Assignment	(50 points total)
Realistic assessment of leadership and management skills required for success in aspired position	(20)
Plan for achieving leadership and management skills	(30)
Grading criteria for each Application Exercise	(10 points total)
Thorough knowledge of content	2
Depth of analysis	3
Ideas illustrated with examples	3
Innovative resources used	2

Text

Kouzes, J. M. & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.

Suggested Readings (Parks Library: Reserve Section)

Cormier, R. (1983). Time management. *Canadian Home Economics Journal*, 33(3), 120–123.

Covey, S. R. (1987). *The seven habits of highly effective people*. New York: Simon & Schuster, 287–307.

Frank, M. S. (1993). The essence of leadership. *Public Personnel Management*, 22(3), 381–389.

Lamble, W. (1983). Professional development planning: A self-directed approach. *Canadian Home Economics Journal*, (3), 124–126, 135.

Lowy, A. & Finestone, P. (1986). Delegation: A process as well as a strategy. In J. W. Pfeiffer (Ed.). *The 1986 annual: Developing human resources*. San Diego: Pfeiffer, 163–169.

Murrell, K. L., & Vogt, J. F. (1991). The manager as leader in an empowering organization: Opportunities and challenges. In J. W. Pfeiffer (Ed.). *The 1990 annual: Developing human resources*. San Diego: Pfeiffer, 297–305.

Note

1. This course originated from a research and development project entitled “Leadership Development for Family and Consumer Sciences Undergraduates” and was funded by the American Association of Family and Consumer Sciences with money from the interest portion of the Massachusetts Avenue Building Assets Fund.

The following is a required three-hour credit undergraduate course within the Total Quality Management (TQM) Bachelor of Science degree program at Kansas Newman College; the course also serves as an elective for Bachelor of Science and Business Administration (Management concentration) degrees. Class sessions are three hours long, with each session occurring two nights a week for five weeks. The instructor is Sheryl Stanley.

LEADERSHIP & GROUP DYNAMICS

Texts

The Team Handbook, Scholtes
The Leadership Challenge, Kouzes and Posner
Leadership Practices Inventory, Kouzes and Posner
 Myers-Briggs Type Indicator (MBTI)® Form G Self-Scorable Revised
Introduction to Type, Myers
Introduction to Type in Organizations, Hirsch and Kummerow
Meeting Effectiveness Situation Participant Booklet, Human Synergetics International

Course Description

The purpose of this course is for students to understand and develop skills in leadership and group member behaviors with an emphasis on application in a team setting. The student will study and evaluate various leadership styles and become familiar with the dynamics of group behavior.

Course Outcomes:	Grading Criteria:
1. Participation (10%)	90–100 A
2. Midterm Exam (35%)	80–89 B
3A. Paper (35%)	70–79 C
3B. Presentation (20%)	60–69 D
	0–59 F

Attendance Policy

The process of learning in this class is a team effort requiring attendance by all team members. Tardiness and absences will adversely affect course grade. Unexcused absences may result in an unsatisfactory grade or course withdrawal. All absences require satisfactory completion of make-up work by the next class session. Late work will affect course grade.

Class Schedule

The attached schedule serves as a guide. Schedule and topics may vary without prior notice depending on class progress and process improvements as we proceed.

Course Objectives, Outcomes, and Guidelines

1. *Objective* (10%)

The student will demonstrate the ability to write, speak, and participate effectively in all course work. The student will participate in reflection and self-assessment through journal writing.

Outcome

The student will participate in class discussions and exercises, and complete an in-class journal at the end of each class session.

Guidelines

Participation is critical for learning, therefore, participation in discussion and class/team exercises is required.

At the end of each class session, the student will write a journal entry (separate from class notes and approximately four short paragraphs in length) reflecting on:

- what you have learned that class session.
- how you can use what you have learned.
- areas for your personal growth.
- ways to improve the class session.

An optional form with prepared format is attached for you to copy and use. The instructor will collect, summarize, and review specific comments and trends from the journals for the class.

2. *Objective* (35%)

The student will describe and/or summarize learning from the required readings.

Outcome

The student will complete a mid-term examination.

Guidelines

The exam will cover information from the texts, class lectures, and class exercises. The exam will be a team examination. The minimum team size is four; otherwise, team size and membership is up to each team.

3. *Objective* (55%)

The student will analyze selected approaches to leadership.

Outcome

The student will complete a paper (3A for 35%) and make a class presentation (3B for 20%) over the same material.

Guidelines

(See “TQM 363 Paper Guidelines and Grading Criteria” and “Paper Evaluation Form.”)

Class Schedule (Summary Example)

DAY 1

Generation of student class expectations

Review of syllabus

MBTI video

Explanation of MBTI, and administration and interpretation of instrument

Team Handbook assignment

DAY 2

Group dynamics introduction

Administration and discussion of meeting effectiveness exercise

Problem solving and process management models

Team Handbook assignment

DAY 3

Decision-making techniques

Conflict discussion and exercise

“Groupthink” video

Team Handbook assignment

DAY 4

Midterm

DAY 5

Class generation of leader practices and behaviors

Presentation and discussion on history of leadership, managing versus leading, and various leadership models

Leadership Challenge assignment

DAY 6

Administration of Leadership Practices Inventory (*LPI*)
Discussion of *LPI* booklet and interpretation of *LPI* results
LPI booklet exercise
"Leadership Challenge" video
Leadership Challenge assignment

DAY 7

Panel of community and industry leaders

DAY 8

"Personal Best Leadership Questionnaire" exercise and discussion
"Power of Vision" video
"Power" lecture
Leadership Challenge assignment

DAY 9

"Personal Vision" exercise and discussion
Completion of *Leadership Challenge* key points

DAY 10

Class presentations
Review of class expectations

LEADERSHIP & GROUP DYNAMICS

Journal Entry for
Reflection & Self-Assessment (Objective I)

NAME _____

DATE _____

I. What I have learned in this class session:

II. How I can use what I have learned:

III. Based on the information I have been exposed to, areas I could explore for personal growth:

IV. Ways to improve this class session:

Paper Guidelines and Grading Criteria (Objective 3)

As teams, write a paper and prepare a class presentation based on the paper. The minimum team size is four; otherwise, team size and membership is up to each team.

Grades for the paper include evaluations by:

1. the instructor
2. the team members of their own effort, and
3. the team members of the individual effort of each team member and their team.

Grades for the presentation include evaluations by:

1. the instructor
2. the team members of their own effort
3. the team members of the individual effort of each team member on their team, and
4. all class members (not on the team) of the presentation as a whole (i.e., not evaluations of individual team members).

Papers should analyze, through comparing and contrasting,

- a minimum of two approaches/theories/models of leadership, or
- a minimum of two approaches/theories/models of specific leaders, or
- a combination of the two options.

Topic selection is to be approved by the instructor. The paper and presentation should be creative, clearly communicated (well written and presented), typed double-spaced, 8 to 10 pages. Include a bibliography with a minimum of four sources. Articles may be used as references but the main portion of your research should stem from reading a *minimum of two books*.

A critique of the graded paper will be provided to each student. Papers are not returned to students, but an appointment can be scheduled to review the paper (at student's request).

Paper Evaluation Form (Objective 3)

I. Content (75 pts.)

Introduction (10 pts.)

1. Provides background information on the subject
2. Provides the “main idea” of the paper
3. Establishes the focus and direction for the rest of the assignment

Body (55 pts.)

Identifies components for and develops the main and any secondary ideas within the paper.

Conclusion/Evaluation (10 pts.)

Summarizes the key points of the paper. Provides an opinion on the value/success of the main and secondary ideas. Projects your ideas logically into their future directions.

II. Format (25 pts.)

1. The paper is correctly typed, double-spaced, with required margins (1" sides, bottom, and top).
2. The initial lines of all paragraphs and the second (and subsequent lines) of the bibliographical entry have been indented five spaces. Other lines, including the identification block, are blocked at the left margin.
3. Bibliographical data is correctly entered.
4. Page numbers are correctly located at the bottom center of each page.
5. The assignment is unified and presents a single overall idea.
6. The sentences and paragraphs are related by transitional word/phrases, repetition of key words, and other devices, which create a smooth and orderly movement of ideas.
7. The assignment is fully developed: sentences and paragraphs rely on concrete, specific, and detailed language and examples.
8. The sentences are free of major structural errors (fragments or run-ons). That is, every sentence has a subject, verb, expresses a complete idea—and is *not* incorrectly connected to the following sentences.
9. There are no errors in agreement (subject/verb).
10. All rules of tense, punctuation, capitalization, and spelling have been correctly observed.
11. Usage—word choice—is appropriate, and no slang, colloquialisms, or jargon are present (unless consistent with the need and purposes of the paper).

LEADERSHIP & GROUP DYNAMICS

Evaluation of Team Participation for Team Presentation

Your name: _____

List the names of team members by the numbers below. Indicate their contribution to the team presentation development, etc., by assigning points for each person (include yourself). The maximum number of points possible for each person is 100.

1. Your name:

2.

3.

4.

5.

6.

7.

8.

List any comments you have about the above point assignments below:

NOTE: All student evaluations are kept confidential and will be seen only by the teacher.

LEADERSHIP & GROUP DYNAMICS
Evaluation of Team Participation for Team Paper

Your Name: _____

Name of person you are evaluating: _____

(Complete this form for each team member, including yourself.)

Scale: 1 = Excellent 4 = Fair
 2 = Good 5 = Poor
 3 = Average

1. Communication

Shared ideas during meetings, encouraged input, listened actively, took responsibility for contacting team leader/members (did not merely wait to be informed).

1 2 3 4 5

2. Cooperation

Participated fully in all group activities, focus was goal-oriented for group success while maintaining group social needs.

1 2 3 4 5

3. Work Responsibilities

Accepted an equitable share of the work load, actively compensated for necessary absence.

1 2 3 4 5

4. Team Dynamics

Worked within the framework agreed on by the group, assignments submitted to team leader in a timely manner, kept team leader informed of progress, was available for team meetings, was available by phone.

1 2 3 4 5

5. Attitude

Demeanor/behaviors enhanced potential for group's success; team interaction was characterized by enthusiasm, positive attitude, and goal orientation.

1 2 3 4 5

(IF YOU HAVE COMMENTS, WRITE THEM ON THE BACK; ALL RESPONSES ARE CONFIDENTIAL AND WILL BE SEEN ONLY BY THE TEACHER.)

LEADERSHIP & GROUP DYNAMICS
Evaluation of Team Presentation by Class

Do not sign your name to this form. These forms will be provided to the team evaluated if requested by the team after final grades are determined.

Name of team: _____

Scale: 1 = Excellent 4 = Fair
 2 = Good 5 = Poor
 3 = Average

Visual Aids (legible, professionally done, supported presentation by emphasizing main points)

1 2 3 4 5

Relevance (content pertained to the subject of leadership)

1 2 3 4 5

Creativity (presenters kept the attention of the audience, paper not read to audience, ingenuity shown in presentation)

1 2 3 4 5

Presentation flow (clear method of presentation; fluent, enthusiastic, logical thought process; ability to communicate information to the audience)

1 2 3 4 5

Content (knowledgeable on topic, theoretical and practical applications presented at level appropriate for college level study)

1 2 3 4 5

Comments regarding the above or other points:

The following is an MBA course (elective) offered in the Management Department, Santa Clara University, by Barry Posner. The class meets for ninety minutes, two nights per week, over a quarter (ten weeks).

SOCIAL PSYCHOLOGY OF LEADERSHIP

Overview

This is a class on leadership. The focus is not so much on leadership in terms of content, but more so about leadership processes and in developing your self-confidence and the skills necessary to lead. We will build upon the conceptual foundations provided from your previous management courses (such as Mgt 260: Organizational Theory and Design, and Mgt 268: Organizational Behavior), structuring opportunities for further understanding of theoretical ideas but emphasizing more their practical application.

Considerable outside reading, writing, and qualitative research assignments are required. You are expected to be an active participant in this learning process, which requires, among other things, a willingness to be introspective, open-minded, compassionate, and hardworking. If you have no or little interest in being a leader, please take some other class.

Readings

The primary text for the class is *The Leadership Challenge* (Kouzes & Posner), which is supplemented by five (5) additional books, written primarily by business executives: *If It Ain't Broke, Break It!* (Kriegel), *Art of the Long View* (Schwartz), *Maverick* (Semmler), *For Love and Profit* (Autry), and *Our Wildest Dreams* (Godfrey). You will read each of these books and comment upon them in both written and oral argument.

Class Preparation, Memos, and Presentations

You should think about most of the written assignments for the class as brief one- to two-page memorandums on a particular question (subject or topic). Generally, they will not require references or footnotes, nor editorial beginnings and endings. You must, however, clearly address (answer) the assigned question. Written assignments must be typewritten and double-spaced. As these are often the basis for classroom discussions, no late assignments will be accepted. Additionally, each student will make at least one "formal" oral presentation (typically about five minutes). Finally, some students will find it necessary (also useful) to meet with one another regarding assignments outside of normal class times.

Evaluations

Much of the class will involve peer- and self-evaluations (and if this makes you uncomfortable, please do not continue with this course). You should receive considerable feedback from a variety of perspectives. Liberating the leader within is the instructor's primary role. Throughout the assignments will be opportunities to explore the inner territory, foster an appreciation for the leadership relationship, obtain feedback on leadership capabilities, recognize and accept leadership challenges.

Your final assignment will involve a self-assessment based upon your discoveries, explorations, and the feedback of your peers and instructor on your contributions and assignments. A leadership ("Personal Best") case study will also be required at the completion of the course. Review of your portfolio of class materials and assignments will be used to determine your final grade for the course.

Course Schedule

1. Introduction and Overview

2. Learning to Lead

MEMO: What are the differences between managers and leaders? How does one learn to lead? Reference the views of at least two other people than yourself.

ASSIGNMENT: Prepare a two- or three-paragraph biography. Incorporate a photograph (suitable for duplication) and indicate a telephone number where you could be reached. Use this opportunity to describe yourself both professionally and personally.

3. Being at Our Personal Bests as Leaders

ASSIGNMENT: Complete Personal Best Questionnaire (Appendix A)

4. How WE Got Extraordinary Things Done

5. Kouzes Posner Leadership Model

READING: THE LEADERSHIP CHALLENGE (TLC: Ch 1–2)

6. Challenging the Process I

READING: TLC (Ch 3–4)

MEMO: MY USABLE IDEA FROM KRIEGEL

7. Challenging the Process II

ASSIGNMENT: Complete “The Lifeline of a Leader”

8. Inspiring a Shared Vision I

READING: TLC (Ch 5–6)

MEMO: MY USABLE IDEA FROM SCHWARTZ

ASSIGNMENT: One of the position application requirements for a senior management position is a one-page statement on your leadership philosophy. What would you write?

9. Inspiring a Shared Vision II

MEMO: What is the central ethical issue raised by McCoy? Were his actions proper? Explain a crossroads experience of your own.

10. Inspiring a Shared Vision III

ASSIGNMENT: DWYSYWD (Do What You Said You Would Do) FROM KRIEGEL

11. Enabling Others to Act I

READING: TLC (Ch 7–8)

MEMO: MY USABLE IDEA FROM SEMMLER

12. Enabling Others to Act II

ASSIGNMENT: DWYSYWD FROM SCHWARTZ

MEMO: What is a team and what differentiates good ones from bad ones? What influence(s) can a leader have with/over a team? Discuss these issues with several members of your own team and indicate areas of agreement and controversy.

13. Enabling Others to Act III

14. Modeling the Way I

READING: TLC (Ch 9–10)

MEMO: MY USABLE IDEA FROM AUTRY

15. Modeling the Way II

ASSIGNMENT: Complete “Make Your Point Exercise”

ASSIGNMENT: DWYSYWD FROM SEMMLER

16. Modeling the Way III

MEMO: In consideration of the Sam Neaman case study, describe the process of leading change.

17. Credibility: Constituent's Perspectives

READING (Optional): Kouzes and Posner (*Credibility*)

18. Encouraging the Heart

READING: TLC (Ch 11–12)

MEMO: MY USABLE IDEA FROM GODFREY

ASSIGNMENT (oral): “Celebrating our Heroes”

19. Lessons from Leaders (Guest Speakers)

READING: TLC (Ch 13)

ASSIGNMENT: DWYSYWD FROM AUTRY

20. Lessons from Leaders (Guests)

21. Feedback as Leaders

ASSIGNMENT: DWYSYWD FROM GODFREY

This is a semester (fifteen-week-long) MBA course taught at the University of Pennsylvania, Wharton School, by Joe Harder. The course meets twice weekly for eighty minutes.

EXECUTIVE LEADERSHIP

Required Materials

John Gardner, *On Leadership*

James Kouzes & Barry Posner, *The Leadership Challenge*

Jeffrey Pfeffer, *Managing with Power*

Bulk pack available from Wharton Reprographics

Occasional materials distributed in class

Course Objectives

A fundamental task of managers is to accomplish group purpose. In this course, we will explore some ways in which managers can do so. The course is divided into five main sections. We will begin with an overview of leadership, where we come to some common understandings about the topic. The primary source for our reading will be John Gardner's book.

Traditionally, many of the approaches to leadership have involved notions of exchange and rationality. In the second section of the class, we will focus some on the history of leadership research and on these "transactional" approaches to leadership. One of our concerns in this section will be on different leadership styles, and it is here that we will explore contingency models of leadership.

We will then contrast transformational (or charismatic) leadership with transactional leadership. In this section, we will read the Kouzes and Posner book. This is also where we will focus on our own "personal best" leadership experiences and our own leadership practices.

Power and leadership are not the same thing, yet effective leaders must use power. In the fourth section of the class we will turn to a study of power and influence in organizations. We will use Jeff Pfeffer's book on power as the primary reading source. Power and influence are present in all organizations to some extent, and in many to a great extent. An objective will be to make power and influence processes conscious and analyze them in detail. We will also work to develop (1) a conceptual understanding of power, (2) your clinical or observational skills in watching power and influence processes, and (3) an opportunity for you to determine your own comfort

level with various power strategies and tactics as well as confronting the question of how much power and influence you really want to exercise.

The final section of the course turns our attention to empowerment, or the sharing of leadership and power. As organizations become less hierarchical and more oriented toward distributing authority throughout the system, this issue becomes paramount.

Course Requirements

Participation

Because of the nature of this course, active participation in case and class discussions is paramount. You will be evaluated on your contribution to the class. It is obviously difficult to contribute to the class if you are absent. A contribution to class discussion is a comment that possesses one or more of the following properties: (1) offers a different and unique, but relevant, insight to the issue, (2) moves the discussion and analysis forward to generate new insights, (3) builds on the preceding discussion, (4) relates a personal anecdote or experience in a way that helps to illuminate the ideas being discussed, (5) uses logic, evidence, and creative thinking, and (6) is more than merely an expression of an opinion or feeling.

In addition, guest speakers will play a prominent part in this class. These leaders are giving their time freely in order to allow us to study their experience. It reflects poorly on Wharton, this class, and you as students if attendance at these sessions is not close to perfect. Thus, while attendance per se will not be graded for most sessions, it will be for guest speakers. Participation will count as 25 percent of your overall grade.

“Personal Best” Write-up

The Kouzes and Posner book presents an exercise in which you analyze your own personal best leadership experience. This should be done in a written format, and will be due on xxx. The personal bests will be an integral part of the class. Thus, while not graded, they are a “threshold” assignment: You cannot pass the class if you do not write yours up.

Journals

As a method for encouraging reflection, introspection, and conceptual enrichment you will be asked to keep a journal in which you write about each guest speaker, and any other particularly meaningful in-class or out-of-class experiences. The journals will be collected and graded twice during the semester, on xxx and xxy. It is the intent of this assignment that the experi-

ence of having guest speakers moves beyond mere “war stories” toward further building your appreciation of leadership. In particular, journals might focus on what you learned, what surprised you, how other speakers or readings altered your understandings, and how you might use this knowledge in real-world leadership situations. You might also write about events that occur outside of class that are relevant to your understanding of leadership, such as books, articles, or cases you read, or your participation in leadership activities throughout the semester.

You should be diligent in keeping your journal, since fresh observations are easier to record than remembered ones. Journal entries need only be a page or so, but can obviously be longer. (Please type them double-spaced so there is room for comments). Journals will be graded on the quality of thought they demonstrate and the level to which class experiences are integrated with each other, the readings, and real-life leadership. The journals will be worth 25 percent of your grade.

Leadership Reports

Two reports will be required. One should be on a leadership book other than those that are assigned to the class. A nonexhaustive list of possible topics will be handed out. The other can be one of two things. First, it could be a book report on a biography or autobiography of a leader (whether current or historical, public or private, good or evil). Second, it could be a report on a noted leader’s personal best leadership experience. Selected reports will be duplicated and disseminated to the class, so that others may benefit from your scholarship. The best papers will not merely summarize particular works, but will illuminate bridges between common class experiences (e.g., readings, speakers, discussions, cases) and the book being written up. The reports will be due on xxx and xxy. Each of the two reports will comprise 10 percent of your grade.

Individual Project

Each of you will be required to get involved in some activity this semester that will give you the opportunity to apply your leadership or power skills. This might be something as simple as a study group, but I would *strongly* encourage an endeavor that is less a normal part of MBA life. Involvement in the arts, in a political campaign, or with a charitable organization might be a better test of your skills.

An eight- to ten-page paper will be due one week after the final day of class (xxx) in which you discuss your experience and come to your own understanding of leadership and power in organizations. This will be worth 30 percent of your grade.

Class Schedule

Date	Topic
I. Overview of <i>Leadership and Power</i>	
Tue	Introduction
Thu	Why Leadership? Reading: <i>On Leadership</i> Chapters 1–5 CASE: Steve Jobs (handed out before class)
Tue	The Varieties of Leadership Reading: <i>On Leadership</i> Chapters 6–9 CASE: The Vanatin Case (handed out before class)
Thu	The Importance of Leadership Reading: <i>On Leadership</i> Chapters 10–13 <i>Guest Speaker: Russell Palmer, former Wharton School dean</i>
Tue	Attributes and Tasks of Leaders Reading: <i>On Leadership</i> Chapters 14–17 <i>Guest Speaker: Russell Palmer, former Wharton School dean</i>
II. Leadership Models	
Thu	Historical Approaches to the Study of Leadership—Traits and Behaviors Readings: Tannenbaum & Schmidt: “How to Choose a Leadership Pattern”; Ware, “Some Aspects of Problem-Solving and Conflict Resolution in Management Groups”
Tue	The Choice of Leadership Style Reading: Gardner, <i>Excellence</i> Chapter 13, “The Full Range of Human Excellence.” ASSIGNMENT: Personal bests due (light reading week)
Thu	Applying Ideas from Transactional Leadership CASE: The Nuclear Tube Assembly Room (A) (condensed) and Process Engineering Proposal
Mon	MONDAY NIGHT AT THE MOVIES FEATURE PRESENTATION: <i>Twelve O’Clock High</i> , starring Gregory Peck
Tue	Matching Leadership Style with the Situation Readings: Hersey & Blanchard, “Life Cycle Theory of Leadership”; Hersey & Blanchard, “Leader Behavior” CASE: <i>Twelve O’Clock High</i>
Thu	Personal Best Leadership Experiences In-class exercise: Discussion of personal bests in dyads and triads

- Tue The Choice of Leadership Style
CASE: Karen Leary (A) [B and C will be done in class]
- III. Transformational or Charismatic Leadership
- Thu What's Different About Transformational Leadership?
Readings: *The Leadership Challenge*, Chapters 1–4; Tichy & Devanna, *The Transformational Leader*, Chapter 1, “The Themes, The Protagonists, The Transformational Drama”; House, et al., “Personality and Charisma in the U.S. Presidency: A Psychological Theory . . .” (skim)
CASE: Vince Lombardi (In-Class Video)
- Tue The Importance of Vision
Readings: *The Leadership Challenge*, Chapters 5–8; Jick, “Vision Thing”
CASES: *Le Bec Fin*, Lou Gerstner’s “Vision” for IBM (to be handed out)
- Thu Communicating a Vision
Reading: *The Leadership Challenge*, Chapters 9–12
Guest Speaker: Tom Gerrity, Wharton School dean
- IV. Influence Tactics in Organizations
- Tue Why Power Is Important in Organizations
Reading: *Managing with Power*, Chapters 1–2
Guest Speaker: John Reid, Sr. VP, Chase Manhattan Bank
- Thu Leadership as Symbolic Management
Readings: *Managing with Power*, Chapter 15 (note: out of order); Schein, “The Role of the Founder in Creating Organizational Culture”; Martin & Siehl, “Organizational Culture and Counterculture: An Uneasy Symbiosis”
CASE: Mary Kay Cosmetics
- Tue Assessing and Anticipating Power
Reading: *Managing with Power*, Chapters 3–5
Guest Speaker: Susan Stalnecker, Director, Finance and Global Business Support, DuPont Agricultural Products
- Thu Sources of Power
Reading: *Managing with Power*, Chapters 6–9
CASE: Donna Dubinsky and Apple Computer (A)
ASSIGNMENT: Journal submitted #1
- Tue The Interrelated Aspects of Leadership
Guest Speaker: Tom Gerrity, Wharton School dean
Reading: *Managing with Power*, Chapters 12–13 (note: out of order)

- Thu No class—a partial compensation for movie showings
- Tue Leading Diverse Constituencies
Guest Speaker: Jerry Florence, General Director of Marketing and Product Planning, Nissan Motor Division
ASSIGNMENT: Leadership report #1 due
- Wed **WEDNESDAY NIGHT AT THE MOVIES FEATURE PRESENTATION:**
Twelve Angry Men, starring Henry Fonda
- Thu Strategies and Tactics
 Readings: *Managing with Power*, Chapters 10–11; Cohen & Bradford, “Influence Without Authority: The Use of Alliances, Reciprocity and Exchange to Accomplish Work”
 CASE: *Twelve Angry Men*
- Tue High Reliability Leadership
 Readings: *Managing with Power*, Chapters 14–16; Roger Boisjoly and Challenger; Biddle, “What Destroyed Challenger?”
 CASE: Carter Racing
- Thu Leadership and Diversity
 Readings: Powell, “One More Time: Do Female and Male Managers Differ?”; Webber, “Changes in Perception and Behavior in Mixed Gender Teams”; Rosener, “Ways Women Lead”
 CASE: Suzanne de Passe at Motown Productions
- Tue *Guest Speaker* (to be announced)
- Thu Leadership, Crisis, and the Media
 Reading: Chen & Meindl, “The Construction of Leadership Images in the Popular Press: The Case of Donald Burr and People Express”
 CASE: Parker Brothers
Guest Media Representatives: Gil Fuchsberg, Wall Street Journal, and Larry Robbins, Wharton Communications Program

V. Empowerment

- Tue Encouraging self-leadership
 Readings: Kanter, “Empowerment”; Eccles & Crane, *Doing Deals*, Chapter 6, “The Self-Designing Organization”
 CASE: Johnsonville Sausages
ASSIGNMENT: Leadership report #2 due
- Thu Wrap Up
ASSIGNMENT: Journal submitted #2
- Thu **ASSIGNMENT:** Final papers due

Guidance for Leadership Reports

As with this course as a whole, the intent of this assignment is for you to build on your existing understanding, appreciation, and application of leadership and power concepts. This assignment was designed with a great deal of latitude, and I hope that you have felt free to customize it along lines that will most enrich your learning. Additionally, because others in the class may read your report, there is the potential to leverage that learning.

Whether you have chosen (assuming of course that you already have) to read a book on leadership, to read a biography, or to interview a leader, you should focus in your report on adding value to our collective leadership experience. That is, all of us have shared some common experiences, readings, theories, and observations of leadership and power through our class sessions and outside readings. Your report should provide some summary of the material you looked at, but also situate it within the broader context of the common elements of our class. This is the value added that will make it more than “just” a book report. At the same time, since you are the person reading the book or interviewing the leader, it is acceptable to have a more personal bent to your write-up. Don’t just write this for other members of the class; write it for yourself as well.

Criteria for Evaluating Written Work

As a leader or manager, you are going to have to be precise in your written communications. People with whom you communicate will continually be suffering from information overload. Therefore, you will have to organize your thoughts clearly and make your points logically and with supporting rationale. This leads to the following suggestions:

1. Organize your report. What is the main point? How will you support it?
2. Link your ideas to class concepts. Integrate with other readings, speakers, etc.
3. Show your own independent thinking. Focus on new understandings.
4. Present your ideas cleanly, clearly, and logically. Style is important.

In the past, these reports have been approximately five pages long, double-spaced, but that’s purely a guideline. Use your discretion to match the assignment to the value that you uncover.

Journal Guidance

One bit of feedback I have received concerns the lack of specificity about what the journals should cover, how they will be graded, and so on. While one of my goals for the journals was to allow you each to customize the class to your needs, wants, and particular set of understandings, I am also willing to make an attempt to remove some of the ambiguity.

Grading

As the course outline suggests, journals will be collected and graded twice. The criteria for grading the journals include integration of guest speakers, discussions about guest speakers, and other classroom experiences with readings, lectures, and real-life leadership experiences (yours or others'); the quality of thought that goes into the journal entries; and the degree of completeness of the journal.

Ideas for Entries

For each class “event” you might focus in your journal on what you learned, what surprised you, how other speakers or experiences changed your understanding of this event, and how you might use this knowledge in your subsequent leadership opportunities. It is also fair game to write about experiences from outside of class that are relevant to your understanding of leadership (e.g., books, articles, or cases you read; television shows or movies you watch; or your own leadership experiences).

To get things going with even more specifics, I have listed some questions we’ve focused on (or around) to this point in the class:

- Must one be a good communicator to lead?
- Is following a leader primarily cognitive or emotional?
- How important is “legend” in our current evaluations of the two deans? (that is, Tom is current; Russ is historical)
- Are their different styles appropriate for the Wharton School at different points in time, and with different situational and contextual realities?
- What should a leader do at transition time?
- How important is symbolic behavior for leadership?
- How can a leader focus on renewal if his/her charter is to maintain the status quo?

- Is there a difference between focusing inside the organization and responding to external constituents?
- Which dean would you rather work for? Does this differ if the focus is a one-time project versus an ongoing relationship?
- Which dean would you trust more?
- What are some substitutes for leadership?

This is a graduate course offered in the Faculty of Physical Education and Recreation, the University of Alberta, by Barry Mitchelson. The course meets on a semester term (thirteen weeks), one day per week for three hours.

LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT AS APPLIED TO LEISURE AND SPORT ORGANIZATIONS

The purpose of the course is to explore and analyze proven leadership practices and strategies in organizations and to relate this theoretical and practical material to leisure and sport organizations. The course is experiential and self-explorative as students are expected to assess past and present leadership experiences and identify possible future leadership practices.

Required Materials

- Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (1993). *Leadership practices inventory (LPI): A self assessment and analysis*. Toronto: Pfeiffer & Company.
- Mitchelson, B. (1995). The leadership practices of sixty respected recreation, sport, leisure and lifestyle leaders from Alberta. *Recreation Alberta*, 15(1), 15–24.

Secondary Material

- Yukl, G. A. (1989). *Leadership in organizations* (2nd ed). Englewood Cliffs, NJ: Prentice-Hall.

Course Requirements and Evaluation

1. (5%) The course will be provided through experiential opportunities and seminars and students will be expected to formally present assignments and to informally contribute to the sessions and their participation will be assessed.
2. (10%) Groups will be created to present concepts to the class experientially:
 - a. Challenge, Risk Taking, and Support, or
 - b. Teamwork, Trust, and Cooperation.

The groups will have the class participate in activities that illustrate these concepts. The presentations should also include any theories associated with the concepts and the groups' justification for the inclusion of the specific activities in their presentations.

Finally, relevant references related to the presented theories, concepts and activities should be provided.

3. (50%) Each student will complete a course workbook, which will include the following:
 - a completed *LPI* questionnaire.
 - a completed personal best questionnaire.
 - a comprehensive write-up of their group's presentation.
 - individual exercises from Kouzes and Posner (1995):
 1. personal failure experience (p. 84).
 2. personal "lifeline" (p. 112).
 3. after completing "what you want" (pp. 112–113) and a list of assumptions (p. 115), a short vision statement (p. 114).
 4. personal values (pp. 232–233) and a leadership credo (pp. 233–234).
 - a four- to eight- page book review of a biography or autobiography of a leader. The review should include a summary of the contents of the book, the strengths and weaknesses of the leader, and a comparison of the behaviors of the leader to Kouzes and Posner's leadership behavioral model.
 - a completed personal leadership development strategy based on the format in the Leadership Practices Inventory workbook.
4. Each student will prepare and present an original paper considering a leadership topic approved by the instructor. A paper can include information acquired through library research, field experience and research, or experiential information.
 - (10%) Verbal presentations of the papers will be made toward the end of the course.
 - (25%) The completed papers will be submitted at the conclusion of the course.

Course Schedule

1. Introduction and Overview of Course.

Present the distinction between management and leadership.

Activity: complete Leadership Practices Inventory (*LPI*)

Resources: video (The Business of Paradigms, 1989); Kotter, J. B. *A Force for Change* (1990)

2. In small groups, students report and summarize the “situational findings” from their personal best leadership experiences. The summaries are compared to the findings from Mitchelson’s study.
 - What can we learn from studying the personal best experiences of leaders?
 - How do we learn to lead?
 - Assess the existing environment in which organizations exist and consider the phenomenon of change.

Activity: small group work

Resources: video (The Galetea Effect, 1989); Kouzes and Posner (Chapter 13)

3. In small groups, students compare and contrast personal best experiences and attempt to generalize common or shared leadership practices.
 - Compare small group findings with different leadership frameworks.
 - Overview: Challenging the Process.

Activity: small group work

Resources: video (Creativity: The Only Way to Fly, 1983); Conger, J.A. & Associates. *Charismatic Leadership* (1988); Kouzes and Posner (Chapters 1, 3, and 4)

4. The assigned group, with the support and assistance of the instructor and other qualified personnel, prepare and present the concepts of challenge, risk taking, and support through activities, with supporting explanations.

Activity: individual and small group activities, explanations, and debriefings

Resources: staff and equipment from Campus Outdoor Centre

5. In small groups, students compare and contrast their personal best “destinations” findings and determine generalizations. In total group, compare and contrast small groups’ generalizations with the results from Mitchelson’s study and Chapters 5 and 6 (Kouzes and Posner).
 - Participants share the results of the assigned individual exercises:
 - personal lifeline (p. 112)
 - what you want (pp. 112–113)
 - list of assumptions (p. 115)
 - short vision statement (p. 114)
 - personal failure experience (p. 84)

Activity: small group work

Resources: Kouzes and Posner (Chapters 5 and 6)

6. The assigned group, with the support and assistance of the instructor and other qualified personnel, prepare and present on concepts of teamwork,

trust, and cooperation through activities with supporting explanations.

Activity: individual and small group activities, explanations, and debriefings

Resources: staff and equipment from Campus Outdoor Centre

7. In small groups, students report and summarize the “involvement” findings from their personal best leadership experiences and determine generalizations. In total group, compare and contrast small group generalizations with results from Mitchelson’s study and Chapters 7 and 8 (Kouzes and Posner).
 - Present What Followers Expect of Leaders (Kouzes and Posner, Chapter 2)
8. Participants share the results of the assigned individual exercises:
 - personal values (pp. 232–233)
 - leadership credo (pp. 233–234)
9. In small groups, students report and summarize their “leader actions” findings from their personal best leadership experiences and determine generalizations. In total group, compare and contrast small group generalizations with results from Mitchelson’s study and Chapters 11 and 12 (Kouzes and Posner).
 - Prior graduate students present the methodology and findings from previously completed leadership studies.
10. In small groups, students report and summarize their “summing up” findings from their personal best leadership experiences and determine generalizations. In total group, compare and contrast small group generalizations from Mitchelson’s study and Chapter 13 (Kouzes and Posner).
 - Present and discuss a framework of: What is leadership? What is leadership about?
11. Students present their personal leadership development strategies, which are structured utilizing the leadership development format contained in Kouzes and Posner’s 1993 expanded *LPI* workbook.
12. and 13. Students present papers and book reviews. Celebrate.

This is a doctoral level course in the College of Education, Youngstown State University, which meets once per week for three hours over a semester of fifteen weeks. The instructor is Patrick W. Carlton.

LEADERSHIP IN EDUCATION

I. Description

No prerequisites; a three credit-hour course designed to acquaint students with various theories of leadership that have evolved during the past several hundred years. Guest lecturers will participate from time to time.

2. Educational Objectives

The course is devoted to a consideration of leadership theory and practice. The content is drawn from many areas of scholarly concern and tends to emphasize a global, or “macro” view of leadership (a *leadership qua leadership* approach). Generic concepts applicable in a variety of organizational settings are discussed, with examples drawn from a number of fields.

3. Course Topics

- Topic I: The Nature of Theory: Leadership in Organizations
- Topic II: John Gardner on Leadership: Shared Values, Social Cohesion, and Institutional Renewal
- Topic III: Leadership Lessons from American History: The Life and Times of MG Joshua L. Chamberlain
- Topic IV: The Leadership Practices Inventory: Kouzes and Posner Model
- Topic V: The *LPI*: Processing the Data (Workshop)
- Topic VI: Theories of Leadership: Trait, Behavioral, and Situational Approaches
- Topic VII: Studying Leadership Through Analysis of Oral Testimony: Oral Data Gathering Techniques (Workshop)
- Topic VIII: Midterm Examination
- Topic IX: Bennis On Becoming a Leader: Context, Vision, Deploying Self, Empowering Others
- Topic X: Assessing Leadership Styles: Porter’s Strength Deployment Inventory
- Topic XI: Leaders and Conflict Resolution: The Thomas-Kilmann Model
- Topic XII: Pathologies of Leadership: Antigone and Creon (videotape followed by written and oral analysis)

Topic XIII: Leadership in the Schools: Student Oral Reports

Topic XIV: Oral Reports Continued (as necessary)

Topic XV: Final Examination

4. Text Materials

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey-Bass.

Gardner, J. W. (1990). *On leadership*. New York: Free Press.

Bennis, W. (1990). *On becoming a leader*. New York: Addison-Wesley.

Carlton, P. W. (1992). *Joshua Lawrence Chamberlain: American hero—prototypical leader*. (Photoreproduced.)

5. Course Requirements

Students are expected to attend all classes unless excused by the instructor.

Students are expected to read all assigned materials and to be prepared to discuss them in class.

Each student will read at least one additional book assigned by the professor and will report orally to the class thereon. (See attached list for suggestions.)

Students are expected to participate in class discussions and exercises. It is planned that several outside speakers will be invited to address the class. Students will be asked to prepare brief assessments of the perceived leadership styles of these presenters.

Students will take one midterm and a final examination.

Students will prepare a term project, involving the selection and interview of a retired public or private school principal on a variety of educational topics, a substantial number of which will deal with leadership in education. Students are expected to submit the audio tapes of the interview, which shall be at least one hour and no longer than three hours in length, plus a complete typed transcript of the interview and a 3½" or 5¼" floppy disk of the interview. WordPerfect 5.1 is the standard project software package. Students will be asked to prepare a brief paper characterizing the leadership style of the interview subject, based on the Kouzes and Posner, Hersey and Blanchard, and Blake and Mouton models.

As an alternative, students may prepare a standard term paper on a topic mutually acceptable to student and professor. Such papers are to be at least 25 pages in length, typewritten and double-spaced. A bibliography is to be included. Campbell, Turabian, or APA formats are acceptable.

6. Grading Procedures

Class Participation	50
Term Project	100
Midterm	50
Final Exam	100
	<hr/>
Total	300

SECTION 2

Instruments and a Game

In this section, we talk about the student version of the Leadership Practices Inventory (LPI-S) and summarize research findings involving the use of this instrument with college students. In addition, we introduce the Personal Best Leadership Questionnaire and provide a short form of the questionnaire, “Recalling a Personal Best Leadership Experience,” for use in the classroom. Lastly, we end the section with what we hope will be a light note for you and your students, the game Leaders Tell Us.

THE LEADERSHIP PRACTICES INVENTORY STUDENT VERSION

In the classroom context, the *LPI-S* may be used early in the term as one method for allowing students to gauge their current leadership practices, identifying areas of strength along with areas for improvement. Others may want to use the instrument at the end of the term, for similar purposes, but more with the aim of motivating students to continue developing their skills (after the class concludes). An example of how one faculty member uses the *LPI* is provided in the next section.

Each scale of the *LPI-S*, corresponding to each of the five leadership practices, may also be reviewed throughout the term, generally as the introduction to that leadership practice. Several suggested designs for using the *LPI-S* are provided, adaptable for classroom or workshop use. Concluding this section is information about how to obtain copies of the *LPI-S*.

Almost every college and university has established some sort of leadership education program for students¹, underscoring the belief that leadership can be learned and enhanced through an educational process. However, the vast majority of these programs have been conceptually based upon studies and models developed with managers in business and public sector organizations.² Likewise, the assessment techniques used have generally been borrowed from noncollege environments. Serious questions can be raised about whether such models and instruments are applicable to college students, who differ from managerial populations along a number of dimensions, but most notably by age, experience, and type of organizational work. College students are also different because they primarily work with volunteers, people from their own peer group, and because they alternately enjoy and suffer from built-in high rates of turnover. Student leaders are typically involved with social or service-based organizations, as compared to the product or technology-based organizations of managers. Student organizations, which exist within a largely noncompetitive environment, do not typically have any “profit” motives or, often, any objective or comparative effectiveness or performance measure. Reviewing the literature, Brodsky concluded: “Valid instruments designed specifically for college students to measure their leadership development do not exist.”³

The Leadership Practices Inventory (*LPI*) is one leadership assessment instrument that has been used in leadership development programs by many well-respected organizations, such as 3M, Motorola, Ciba-Giegy, Bank of

America, and Levi Strauss. While originally conceptualized using private and public sector managers, research has found it to be highly adaptable to other populations. Derived from Kouzes and Posner's research, this leadership model identifies specific behaviors and actions that people (managers and nonmanagers) report using when they are at their "personal best" as leaders. These behaviors are categorized into five leadership practices—Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart—which correspond well to the developmental issues of importance for college students, and the specific qualities required by student leaders.⁴

Instrument Development

The *LPI-S* was developed as an instrument that would enable college students to measure their own leadership capability. The original study was conducted by Brodsky, who adapted the Kouzes Posner leadership model to the language and experiences of college students.⁵ Like Kouzes and Posner, who interviewed managers and nonmanagers (individual contributors) about their personal best experience as a leader, Brodsky used this same case study and content analysis approach to investigate whether the leadership actions and behaviors of *students* were comparable with those of managers and individual contributors.

The student group was composed of outstanding student leaders, as demonstrated by their nomination for Leadership America (a nationally prominent leadership development experience for college students) by staff and faculty members on the basis of a past record of leadership, academic ability, and future leadership potential. Four students were randomly selected by year in school (junior or senior) and gender (male or female) to participate in this stage of the research project, and accepted this invitation.

A preliminary interview explained the study's purpose and process. Students were asked to think about their own personal best experience as a leader and make notes about the actions and behaviors that they believed were most critical to the success of their endeavor. One week later, using a structured interview format, the students responded to specific questions based upon the personal best survey reported by Kouzes and Posner. These interviews served to clarify any language, behaviors, or concepts that might be unclear for students, and/or that did not readily translate from the "business world" to the "college student world." The interviews lasted between thirty and ninety minutes and were all tape-recorded with the respondent's consent.

The student interviews were content analyzed, with the unit of analysis being themes (sentences or phrases) about leadership actions and behaviors. These themes were coded and tabulated into the five Kouzes Posner leadership categories. There were 264 total responses that were coded for congruence.

Actions and behaviors concerned with the leadership practice of Enabling Others to Act were most frequent (29.9 percent). Next most frequent were the leadership practices of Modeling the Way (21.2 percent) and Inspiring a Shared Vision (18.9 percent). About one-third of the leadership behaviors were coded with the leadership practice of Encouraging the Heart (15.2 percent) and Challenging the Process (14.8 percent). These findings indicated that college student leaders do engage in the Kouzes Posner leadership practices and that this conceptual framework was relevant to the college student's leadership experience.

Brodsky assessed each question on the Leadership Practices Inventory in terms of its congruence with the themes derived from students' case studies of their personal best leadership experiences. The purpose of this coding was to determine which *LPI* statements accurately reflected the behavior of *student* leaders, thus facilitating the process of identifying terminology and concepts appropriate for use with a college student population. Using this data, twenty-three of the thirty *LPI* items were modified for use in the pilot version of the *LPI-S*.

The majority of changes, however, consisted of very slight alterations in wording to obtain more appropriate terminology and language (fourteen items) or concept (three). For example, changing "at work" to "in our organization." Six questions received major changes in language or concept, for example: "I am contagiously excited and enthusiastic" was changed to "I influence others with my excitement and enthusiasm." Seven questions remained unchanged. Final minor revisions in wording were made based upon subsequent discussion with the Dean of Students and two undergraduate students familiar with the leadership framework.

Pilot Version

The pilot version of the *LPI-S*, modified to reflect the language and context of student and college experiences, consisted of thirty descriptive statements paralleling those found in the original *LPI*. Various analyses have shown the *LPI* to have sound psychometric properties. The factor structure is quite consistent with their conceptual framework, test-retest as well as internal reliabilities are high, and predictive validity assessments very reasonable.⁶ Each

of the five leadership practices is assessed by six items, each measured using a five-point Likert scale (with “1” being “rarely” or “not very frequently” and “5” representing “almost always” or “very frequently”). The statements focus on leadership *behavior* and on the frequency with which the person engages in the particular behavior.

The Student Senate was asked to serve as the test site for studying the pilot *LPI-S*. This group represented the elected campus student governing body, with members from all four classes as well as on-campus and off-campus participation. At the end of one of their weekly meetings, student senate members were asked to participate in the pilot study. Nineteen student leaders agreed to participate (79 percent response rate) on a voluntary and confidential basis. This sample included seven men and twelve women, about equally divided between the four college class years.

Following completion of the pilot *LPI-S*, an item-by-item discussion was conducted with the group to identify if any test items were ambiguous, confusing, or not applicable to their experience as student leaders. This discussion was tape-recorded. Of the thirty test items, twenty-five (83 percent) were unanimously considered clear and understandable, using terminology and concepts that were within students' and student leaders' experience. Ways to improve (revise) the somewhat problematic remaining items were discussed with this group of student leaders.

Based upon the recommendations from the pilot test respondents, the potentially problematic statements were rewritten. Five student leaders (three men and two women), who had not been involved with any of the earlier *LPI-S* efforts, were invited to participate in a focus group discussion of the revised *LPI-S*. These student leaders were selected in order to represent a variety of campus organizations (for example, student government, public service, club, and so forth). After individually completing the *LPI-S*, they discussed with the researchers every test item—searching for agreement about meaning and the item's potential ability to differentiate, in their experience, between effective and ineffective student leaders. Based upon this discussion, minor editorial changes were made in the instrument. Returned again to this group for any further feedback, the instrument was approved without modification.

***LPI-S* Validation Studies**

A series of empirical studies have been conducted, examining not only the psychometric qualities of the instrument, but also investigating its validity. While this project is ongoing, here is a brief discussion of five of these studies.

Their findings should be of interest to students completing the *LPI-S*, as well as instructors incorporating the instrument for feedback and developmental purposes in their classroom.

- The sample consisted of chapter officers of a national fraternity on sixty-five college campuses across the United States. Each chapter president completed the *LPI-S* self version and distributed a copy of the *LPI-S* constituent version to each of his executive committee members (five people). The *LPI-S* constituent survey items parallel those on the self version but addressed perceptions of the chapter president's behavior (and not their own). Each respondent also completed a ten-item measure assessing both the internal and external effectiveness of the chapter president. Statistically significant ($p < .001$) correlations were found between all five leadership practices and both internal and external effectiveness. T-tests of differences between the leadership practices of effective versus less effective (median split on combined internal and external effectiveness measure) revealed significant ($p < .001$) differences on every dimension. Combining the five leadership practices as independent variables in a regression equation, with effectiveness (internal and external) as the dependent variable, resulted in an adjusted R^2 of .65 ($F = 87.12, p < .001$).⁷

- The sample consisted of 333 resident advisors (RAs) from six college campuses across the United States. Each RA completed the *LPI-S* self version and distributed a copy of the *LPI-S* constituent version to five people who lived in their residential unit. Each respondent also completed a nine-item measure assessing their RA's effectiveness. Each campus Resident Hall Director (the RAs' supervisor) provided an independent assessment of the RA's effectiveness. Results of an analysis of variance of scores on the *LPI-S* by effectiveness from the viewpoint of constituents (residents), self (RAs), and supervisors (Resident Directors) were remarkably similar across all five leadership practices: Those engaged in this set of leadership practices most frequently, as compared to those engaged in them less often, are consistently viewed as more effective by their constituents, by themselves, and by their supervisors.⁸

- The sample consisted of chapter officers of a national sorority on ninety-six college campuses across the United States. Each chapter president completed the *LPI-S* self version and distributed a copy of the *LPI-S* constituent version to each of her executive committee members (five people). Each respondent also completed an eight-item measure assessing the effectiveness of the chapter president. The more effective sorority chapter presidents were viewed by their executive committee members as engaging in

each of the leadership practices significantly ($p < .001$) more frequently than the less effective chapter presidents. The same pattern was demonstrated using the chapter presidents' own self-assessments. With effectiveness as the dependent variable, using regression analysis, the five leadership practices accounted for a significant amount of explained variance (adjusted R^2 of .80, $F = 324.86$, $p < .0001$). Comparisons between the sorority chapter presidents and the fraternity chapter presidents from an earlier study revealed that females perceived themselves engaging in three leadership practices—enabling, modeling, and encouraging—more than did their male counterparts. However, according to their peers within the chapter (executive committee members), none of the leadership practices of male and female chapter presidents were perceived as significantly different.⁹

- The sample consisted of 152 students involved in various peer education leadership positions such as resident assistants, orientation advisors, international student orientation advisors, rape education and prevention program advisors, and fraternity advisors). Each student completed the *LPI-S*. No statistically significant differences between *LPI-S* scores of student leaders on the basis of (a) what kind of service they were providing; (b) their being financially compensated or not; (c) the time duration of their services; (d) ethnicity; (e) gender; (f) age; (g) academic major; or (h) year in school were found. However, experience was related to leadership practices, with *LPI-S* scores higher for students serving in their second year in a position versus those new to their position.¹⁰

- The sample consisted of seventy-eight students involved in a one-time leadership project, namely serving for four days as orientation advisors (OAs). Each OA completed the *LPI-S* self version and each member of their orientation group completed the *LPI-S* constituent version. Both groups also completed an eight-item effectiveness scale. Results of an analysis of variance of scores on the *LPI-S* by effectiveness categories from the viewpoint of the OA (self) and his/her constituents were relatively similar both within and between these two perspectives. Those OAs who viewed themselves as most effective reported engaging in each of the five leadership practices significantly more frequently than their counterparts who viewed themselves as average or low in OA effectiveness. From the perspective of their constituents, the most effective OAs were those seen as engaging most frequently in each of the five leadership practices. No significant differences were found in the leadership practices of OAs by gender, ethnicity, or experience levels from the perspective of their constituents.¹¹

All in all, studies using the *LPI-S* clearly demonstrate the impact that engaging in this set of leadership practices has on individual, group, and organizational effectiveness, and document the relevance of the Kouzes Posner leadership framework for college student populations.

Information on Obtaining the Instrument

Currently, the Leadership Practices Inventory—Student is available from Kouzes Posner International, Inc. The self version consists of a four-page questionnaire and a sixteen-page workbook. The constituent version consists of a four-page questionnaire. Whenever feasible, respondents complete the self version and distribute (generally anonymously) five or six of the constituent versions to people who are or have been in a position to observe the subject in a leadership position and whose opinions the respondent values. The instruments are designed to be self-scored (although computer scoring software is available) and instructions are provided in the workbook. A Facilitator's Guidebook for using the *LPI-S* is also available free of charge to faculty using *The Leadership Challenge*. When working with graduate students, especially those with either substantial or current working experiences, you may want to consider using the original version of the Leadership Practices Inventory rather than the student version.

You can contact Kouzes Posner International for a sample set of materials and price list. They can be reached in writing at 15419 Banyan Lane, Monte Sereno, CA 95030. The telephone/facsimile number is 408-354-9170.

WORKSHOP ON USING THE LPI-S

Professor Patrick W. Carlton (Virginia Tech) developed this workshop for providing *LPI* feedback. He reports great success (responsiveness and insight) from a variety of groups, from seniors on the varsity football team and student military cadets to school principals and classroom teachers. The design can be modified, takes between two and four hours, and can be presented in one or several class sessions.

He presents the materials in workshop format. Initial concepts are presented through the discussion of his own monograph: *The Practice of Leadership: Joshua Chamberlain and the American Civil War*.¹² This material is distributed the week before the workshop, with instructions that students are to review it prior to class. In the initial segment, Chamberlain's life and career are presented as a way of leading into the *LPI*, which is then illustrated through examples drawn from Chamberlain's life. Slides, overhead transparencies, and a video clip from the movie *Gettysburg* (1993) are used to illustrate major teaching points. *The Leadership Challenge* is used as a resource and for additional assigned readings.

Following questions and answers (and a break), students receive the *LPI*, fill it out, and score it. The remainder of the workshop is spent in analyzing responses, engaging in small group and full-class discussions on the *LPI* and its relevance in the lives of the students. Here's how Carlton maps out this entire process:

5 minutes – Introduction to generic leadership concepts.

65 minutes – Presentation on the life and career of MG Joshua L. Chamberlain as it relates to the Kouzes and Posner leadership model (includes slides and video clip from *Gettysburg*).

10 minutes – Break

35 minutes – Best Leader Exercise:

For the first 10 minutes, students write a description of personally admired leader, drawing any appropriate comparisons with Chamberlain.

For the next 15 minutes, working in groups of three to five, students describe their chosen individual to their group, comparing and contrasting their views on this topic.

For the final 10 minutes, the groups share with the entire class and discuss their analyses with the teacher/facilitator.

20 minutes – Administration of the Leadership Practices Inventory (*LPI*).

5 minutes – Break

- 40 minutes – Presentation on *LPI* concepts, followed by interpretation of individual student scores (overhead transparencies employed).
- 15 minutes – Questions and answers
- 15 minutes – Action Planning Exercise: Students prepare a written plan for improving those leadership areas judged to be in need of attention.
- 10 minutes – Break
- 10 minutes – Group discussion of action plans, during which individuals share their plans, first within the small group and then, time permitting, with the class at large.
- 10 minutes – Summary and closing remarks

Notes

1. See, for example: Freeman, F. H., Knott, K. B., & Schwartz, M. K. (1994). *Leadership education 1994–1995: A source book*. Greensboro, NC: Center for Creative Leadership. See also Hirschorn, M. (1988, April 13). Leadership programs, with doses of self-absorption and idealism, strike responsive chord in students. *Chronicle of Higher Education*, pp. 39–41.
2. Clark, M. B., & Freeman, F. H. (1990). *Leadership education 1990: A source-book*. West Orange, NJ: Leadership Library of America.
3. Brodsky, B. (1988). *Development of a modified version of the Leadership Practices Inventory for use with college students*. Unpublished master's thesis, p. 23. School of Education, San Jose State University.
4. Roberts, D. (Ed.). (1981). *Student leadership programs in higher education*. Carbondale, IL: American College Personnel Association. See especially pp. 29–42 in that volume.
5. Brodsky, 1988.
6. Posner, B. Z., & Kouzes, J. M. (1993). Psychometric properties of the leadership practices inventory—updated. *Educational and Psychological Measurement*, 53, 191–199.
7. Posner, B. Z., & Brodsky, B. (1992). A leadership development instrument for college students. *Journal of College Student Development*, 33, 231–237.
8. Posner, B. Z., & Brodsky, B. (1993). The leadership practices of effective RAs. *Journal of College Student Development*, 34(4), 300–304.
9. Posner, B. Z., & Brodsky, B. (1994). Leadership practices of effective student leaders: Gender makes no difference. *NASPA Journal*, 31(2), 113–120.
10. Posner, B. Z., & Rosenberger, J. (1995). *The leadership practices of peer educators*. Unpublished manuscript. Santa Clara, CA: Center for Student Leadership, Santa Clara University.
11. Posner, B. Z., & Rosenberger, J. (1995). *The impact of effective leadership in one-time projects: The case of orientation advisors*. Unpublished manuscript. Santa Clara, CA: Center for Student Leadership, Santa Clara University.
12. For a copy of this monograph, please contact Carlton directly at: 306 E. Eggleston Hall, The College of Education, Virginia Tech, Blacksburg, VA 24061-0302; telephone 703-231-9728.

PERSONAL BEST LEADERSHIP QUESTIONNAIRE

We recommend that students, both undergraduate and graduate, complete either the short or long form of the Personal Best Leadership Questionnaire. The short form is provided below, and the long form (and workbook) are available from Kouzes Posner International.

Asking students to recall a time when they were leaders, and what they were doing that made a difference, provides potent face validity for the Kouzes Posner leadership framework and grounds the course in terms of their own leadership experience rather than simply the experiences of others (with whom they may or may not identify). A secondary benefit, but also very powerful, is that in the process of completing the questionnaire, and sharing their learnings with their classmates, all the students' competence is validated and they can become role models for one another. Debriefing in a large group also validates the notion that leadership is a process, that it can be described and understood, that it comes in all shapes and styles, and that it is already within their range of competence.

Students can return to their personal best leadership experience many times during the course. For example, following a presentation on the Kouzes Posner leadership framework, they can return to their personal best leadership experience and be asked to reorganize it into this framework; indicating, for example, how well it matches their experience, how their experience might have been even more successful had they utilized more of certain leadership practices, where their experience and the framework diverge, and so on. This reexamination might also take place at the end of the term.

The personal best leadership experience case study can also be used as a guide for asking students to conduct their own research into the practices and strategies of leaders. Students can use this form as a protocol for interviewing a person they admire as a leader, for example, about that individual's personal best leadership experience. They can prepare their own essay on leadership, based upon at least the personal best experiences of two sources (themselves and their admired leader) and determine the robustness and utility of the Kouzes Posner leadership framework.

The short form takes about ten minutes to complete. This can be done in class or as preparation prior to class. Small groups can be formed in which students are asked to share their personal best experience with their colleagues and then to reach a consensus on the five to seven key leadership

behaviors. The summary actions can be written on newsprint and used as a visual aid for each small group's presentation. Alternatively, one group can be asked to present their entire list and each remaining group can add one idea from their own group until most or all the ideas have been presented. If desired (and time permitting), the entire class can determine a further consensus from all of the small groups' ideas (lists).

Professor Joe Harder (Wharton) in working with international students turns this into a group exercise, which, he says, "helps in collectivistic cultures and/or where English is a problem. I also follow up the general instructions with pointed questions about the five leadership practices." He has students form two- or three-person groups in which each person relates his/her personal best leadership experience. Each of these small groups selects one of their personal bests (using any criterion they want) to present in a larger gathering of three of these small groups. Finally, this larger group selects one personal best to share with the entire class (at the next class session), preparing a brief written description of it (in English).

The results from the students' personal best leadership experiences can be used effectively as a link to a presentation, most likely in the following class session, on the Kouzes Posner leadership framework. It is also possible to reconvene the small groups to think more deeply about their "personal best" leadership cases and how well they fit (or didn't fit) this framework.

LEADERS TELL US . . . A GAME TO REINFORCE CONCEPTS FROM THE LEADERSHIP CHALLENGE

Here's a fun, and informative, game that can be played in a class or workshop that helps to reinforce key concepts, ideas, and insights from *The Leadership Challenge*.

In preparation, the instructor needs to develop a "game deck of cards"—something like 3x5 index cards, each containing a phrase, title, concept, or key idea from the textbook, various class exercises and experiences, guest speakers, and the like. For example:

- Leaders liberate the leader within.
- You can't do it alone.
- Keep hope alive.
- If you don't believe in the messenger, you won't believe the message.
- Grow big ears.
- Trust is a risk game.
- Leaders go first.
- You can't light a fire with a wet match.
- Friends can be good medicine.
- There is no freeway to the future.
- Leaders turn their followers into leaders.
- Nothing enters the mind through an open mouth.
- Leaders are great learners.

Leaders Tell Us . . . can be played for anywhere between thirty and ninety minutes, depending upon the size of the class. Teams can be paired against one another, allowing for multiple team dyads to be playing the game within the same time period. For the adventurous, a round-robin tournament can be played, with teams competing against one another. Once the game has been played under some supervision (to ensure understanding of the rules), the game can also be played outside of the classroom by the teams on their own (reporting back their scores in the classroom).

NOTE: *Leaders Tell Us . . .* is largely based on other popular games such as *Win, Lose or Draw* and *Pictionary*.

LEADERS TELL US . . .

Object

Have fun, celebrate with others, practice encouragement and learn more about leadership lessons.

Contents

Die, timer, pencil, game deck of cards, marking pens, and scoring sheet. Also needed are large sheets of paper, masking tape, and/or easel pad.

Picking Teams

Leaders Tell Us . . . can be played with as few as four people to as many as forty people.

Divide players into two teams of equal number. If there are more than twenty people playing, form three teams (and form four teams with between thirty-one and forty people).

High die roll decides which team plays first. The first team selects a Lead Drawer; all other first team players are then the Guessers. As one team draws and guesses a saying or phrase the opposing team watches—play alternates between teams with *each new* saying or phrase to be drawn.

Rotate the role of Lead Drawer on a team so that every team member has the opportunity to be the Lead Drawer. Each time your team must draw a new saying or phrase, select a new member of your team to be the Lead Drawer.

Playing the Game

1. Give the timer, marking pen(s), and game deck of cards to the Lead Drawer.
2. The Lead Drawer *secretly* looks at the first card in the game deck. On the game card is a leadership saying, lesson, or phrase (or *optionally* key expressions from the workshop/seminar experience).
3. The Lead Drawer turns over the timer and the countdown (three minutes) begins. This is the time limit, kept track of by the opposing team.
4. The Lead Drawer then sketches a picture clue or clues of the card's saying or phrase.

Drawing Rules

- No letters, words or numbers can be drawn. Symbols such as dollar signs (\$), arrows (↑↓), plus signs (+), and so on are acceptable.
- If part of a saying or phrase is guessed correctly, you may write that word next to your sketch.
- Never speak while drawing—but you may gesture to indicate whether the guess is close or off-track.
- You may also draw an ear (or pull on your ear) to mean “sounds like” and then draw a rhyming word.
- You may draw a series of dashes (— — — —) to indicate how many words are in your saying or phrase. Draw a vertical line through the dash to indicate the number of syllables in the word (for example, —|— for lead-er-ship).
- As the Lead Drawer sketches, her/his teammates start shouting out what they think is being drawn. Players can guess as many times as they want. Guessing is *NOT* done in turn!

Scoring

- *If the Lead Drawer’s team guesses correctly* before the time is elapsed, this team gets one point and marks the score on the score sheet.
- *If the Lead Drawer’s team does not guess correctly* before the time is elapsed, they do not make a point. The second team then gets ten seconds to make *one* guess to win the point. (This opportunity continues in turn until all the remaining teams have made one guess.) If the opposing team does guess correctly, they get one point.

The New Card and the New Lead Drawer

Each time your team must draw a new saying or phrase, select a new team member to be the Lead Drawer. It is always this person who removes a card from the game deck and sketches it for the team.

LEADERS TELL US . . .

SCORING SHEET

TEAM 1 Team Members	TEAM 2 Team Members	TEAM 3 Team Members	TEAM 4 Team Members
TOTAL SCORE:			

SECTION 3

Resources

TEACHING AND LEARNING RESOURCES

The following list of books, films, and videos can be used to illustrate the Kouzes Posner leadership framework and the leadership practices in action.

Biography/Autobiography

- Aitken, Jonathan. *Nixon: A Life*. Washington, D.C.: Regnery Publishers, 1994.
- Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Bantam, 1983.
- Bates, Bill, and Butterworth, Bill. *Shoot for the Star*. Dallas, TX: Word, Inc., 1994.
- Blum, Arlene. *Annapurna: A Woman's Place*. San Francisco: Sierra Club Books, 1980.
- Bush, Barbara. *Barbara Bush: A Memoir*. New York: Macmillan, 1994.
- Feinstein, John. *Season on the Brink: A Year with Bob Knight and the Indiana Hoosiers*. New York: Fireside/Simon & Schuster, 1989.
- Fraser, Nicolas, and Navarro, Marysa. *Eva Peron*. New York: Norton, 1985.
- Heisler, Mark. *The Lives of Pat Riley*. New York: Macmillan, 1994.
- Iacocca, Lee, and Novak, William. *Iacocca: An Autobiography*. New York: Bantam, 1986.
- McCullough, David. *Truman*. New York: Touchstone/Simon & Schuster, 1993.
- Malcolm X, and Haley, Alex. *The Autobiography of Malcolm X*. New York: Ballantine, 1987.
- Manchester, William. *The Last Lion—Winston Spencer Churchill: Alone 1932–1940*. New York: Dell, 1989.

- Manes, Stephen, and Andrews, Paul. *Gates*. New York: Touchstone/Simon & Schuster, 1994.
- O'Neal, Shaquille. *Shaq Attaq!* New York: Hyperion, 1994.
- Oates, Stephen. *Let the Trumpet Sound: The Life of Martin Luther King, Jr.* New York: HarperCollins, 1994.
- Oliver, Thomas. *The Real Coke: The Real Story*. New York: Viking Penguin, 1987.
- Riley, Pat. *The Winner Within: A Life Plan for Team Players*. New York: Putnam, 1993.
- Schwartzkopf, Norman, and Petre, Peter. *It Doesn't Take a Hero: The Autobiography of General H. Norman Schwartzkopf*. New York: Bantam, 1992.
- Shirer, William L. *Gandhi: A Memoir*. Columbia, MO: S. Asia Books, 1993.
- Smith, Sam. *The Jordan Rules*. New York: Pocket Books, 1994.
- Walton, Sam, and Huey, John. *Sam Walton, Made in America: My Story*. New York: Doubleday, 1992.
- Weddington, Sarah. *A Question of Choice*. New York: Viking Penguin, 1993.
- White, Jane. *A Few Good Women: Breaking the Barriers to Top Management*. Englewood Cliffs, NJ: Prentice-Hall, 1992.
- White, Kathleen. *Corrie Ten Boom*. Minneapolis, MN: Bethany House, 1991.

Fiction

- Anderson, Dennis Lee. *Arthur, King*. Englewood Cliffs, NJ: Prentice-Hall, 1995.
- Archer, Jeffrey. *The Prodigal Daughter*. New York: HarperCollins, 1993.
- Clancy, Tom, and Pieczenik, Steve. *The Op-Center*. New York: Berkley Publishing Group, 1995.
- Clavell, James. *King Rat*. New York: Dell, 1974.
- Clayton, Paul. *Calling Crow*. New York: Berkley Publishing Group, 1995.
- Conrad, Joseph. *Lord Jim*. New York: Viking Penguin, 1989.
- Conroy, Pat. *The Water Is Wide*. New York: Bantam, 1987.
- Crichton, Michael. *The Great Train Robbery*. New York: Dell, 1987.
- Golding, William. *Lord of the Flies*. New York: Perigee Books, 1959.
- Grisham, John. *A Time to Kill*. New York: Dell, 1992.
- Grisham, John. *The Client*. New York: Dell, 1994.
- Hedges, Peter. *What's Eating Gilbert Grape?* New York: Pocket Books, 1994.
- Keneally, Thomas. *Schindler's List*. New York: Touchstone/Simon & Schuster, 1993.
- Knowles, John. *A Separate Peace*. New York: Bantam, 1985.
- Lewis, C. S. *The Lion, the Witch, and the Wardrobe*. New York: HarperCollins, 1994.
- Lovelace, Earl. *The Wine of Astonishment*. Portsmouth, NH: Heinemann, 1986.
- Nesbit, Edith. *Five Children and It*. New York: Dell, 1986.
- Rawn, Melanie. *The Dragon Token*. New York: DAW Books, 1993.

Steinbeck, John. *The Grapes of Wrath*. New York: Viking Penguin, 1992.

Steinbeck, John. *The Moon Is Down*. New York: Viking Penguin, 1982.

Films and Videos

The Air Up There (Runtime: 106 m. Distributor: Hollywood Pictures Home Video)

Antigone (Greek with English subtitles) (Runtime: 86 m. Distributor: Ingram International Films)

Big (Runtime: 98 m. Distributor: CBS/Fox Video)

The Bridge on the River Kwai (Runtime: 161 m. Distributor: Films Inc.; Columbia Tristar Home Video)

The Business of Paradigms (Runtime: 38 m. Distributor: Chighthouse)

C and the Box: A Paradigm Parable (Runtime: 7 m. Distributor: Pfeiffer)

Citizen Kane (Runtime: 119 m. Distributor: Films Inc.; RKO Pictures Video)

City Slickers (Runtime: 114 m. Distributor: Columbia Tristar Home Video)

The Credibility Factor: What Followers Expect from Leaders (Runtime: 22 m. Distributor: CRM Films)

Dead Poets Society (Runtime: 128 m. Distributor: Touchstone Home Video)

Democrat and the Dictator (Runtime: 58 m. Distributor: PBS; Cambridge Educational Video)

The Entrepreneurs: An American Adventure (Runtime: 60 m. Distributor: PBS Video)

Excellence in the Public Sector (Runtime: 48 m. Distributor: Video Arts)

Gallipoli (Runtime: 111 m. Distributor: Films Inc.; Paramount Home Video)

Gandhi (Runtime: 188 m. Distributor: Columbia Tristar Home Video)

Gettysburg (Runtime: 254 m. Distributor: Turner Home Entertainment)

Glory (Runtime: 122 m. Distributor: Tristar Home Video)

Great Commanders (Runtime: 45 m. each [six programs]. Distributor: Ambrose Video Publishing)

Henry V (Directed by and starring Kenneth Branagh) (Runtime: 138 m. Distributor: CBS/Fox Video)

Henry V (Directed by and starring Laurence Olivier) (Runtime: 136 m. Distributor: Paramount Home Video)

Hoosiers (Runtime: 115 m. Distributor: HBO/Cannon; Live Home Video)

In Remembrance of Martin (Runtime: 60 m. Distributor: PBS Video)

The Koppel Report: The Blue X Conspiracy (Runtime: 60 m. Distributor: Video Publishing House)

The Leadership Alliance (Runtime: 64 m. Distributor: Video Publishing House)

Leadership and the New Science (Runtime: 24 m. Distributor: CRM Films)

- The Leadership Challenge* (Runtime: 26 m. Distributor: CRM Films; Pfeiffer and Co.)
- A Man for All Seasons* (Runtime: 120 m. Distributor: Columbia Tristar Home Video)
- Norma Rae* (Runtime: 114 m. Distributor: Films Inc.; CBS/Fox Video)
- Nothing in Common* (Runtime: 119 m. Distributor: HBO/Cannon; HBO Home Video)
- One Flew over the Cuckoo's Nest* (Runtime: 129 m. Distributor: Republic Pictures Home Video)
- Speed* (Runtime: 115 m. Distributor: FoxVideo)
- Stand and Deliver* (Runtime: 105 m. Distributor: Warner Home Video, Inc.)
- Tucker: The Man and His Dream* (Runtime: 111 m. Distributor: Paramount Home Video)
- Twelve O'Clock High* (Runtime: 132 m. Distributor: Films Inc.; FoxVideo)
- Twelve Angry Men* (Runtime: 95 m. Distributor: MGM/UA Home Video, Inc.)
- The Verdict* (Runtime: 122 m. Distributor: MGM; CBS/Fox Video)

OTHER RESOURCES

Here are some additional resources you may want to consult regarding information, materials, and ideas for your leadership development course:

- The Center for Creative Leadership (P.O. Box 26300, Greensboro, NC 27438-6300; telephone 910-288-7210) periodically publishes *Leadership Education: A Source Book*. This publication maintains a relatively current and extensive listing of courses and programs, publications, measurement tools, simulations, videos, organizations, and resource persons in leadership education. Their sixth edition is due out in 1996.
- The National Clearinghouse for Leadership Programs (1135 Stamp Student Union, University of Maryland, College Park, MD 20742; telephone 301-314-7174) publishes a quarterly newsletter for leadership educators. The NCLP seeks to provide professional and interassociational opportunities to share leadership program information and materials on a national level. A bibliography is maintained and updated periodically.
- Hartwick College (Hartwick Humanities in Management Institute, Oneonta, NY 13820; telephone 607-431-4952) provides the Hartwick Classic Leadership Cases® for use as core course materials or as supplemental cases. Each case is developed by a pair of scholars—one from the relevant

liberal arts discipline and the other from the management/leadership field.

- *The Journal of Leadership Studies* is published quarterly for all who teach, study, or practice leadership. Contact Dr. Stephen L. Williams (Editor), Baker College Center for Graduate Studies, 1050 W. Bristol Road, Flint, MI 48507 (telephone 810-766-4105).

TRANSPARENCY/OVERHEAD MASTERS

The following pages, which present the practices and behaviors of exemplary leaders, have been designed to be used as masters for creating transparencies for overhead projectors. Permission is hereby granted for projecting these transparencies in courses or classes that have adopted *The Leadership Challenge* and/or for photocopying the masters as handouts to participants in such settings.

The copyright line that appears at the bottom of each master must appear on all transparencies and handouts.

Practices of Exemplary Leaders

Challenging the Process	<ul style="list-style-type: none">• Searching for Opportunities• Experimenting
Inspiring a Shared Vision	<ul style="list-style-type: none">• Envisioning the Future• Enlisting Others
Enabling Others to Act	<ul style="list-style-type: none">• Fostering Collaboration• Strengthening Others
Modeling the Way	<ul style="list-style-type: none">• Setting an Example• Planning Small Wins
Encouraging the Heart	<ul style="list-style-type: none">• Recognizing Contributions• Celebrating Accomplishments

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Challenging the Process

Commitment Number 1

Search out challenging opportunities to change, grow, innovate, and improve.

Commitment Number 2

Experiment, take risks, and learn from the accompanying mistakes.

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Inspiring a Shared Vision

Commitment Number 3 *Envision* an uplifting and ennobling future.

Commitment Number 4 *Enlist* others in a common vision by appealing to their values, interests, hopes, and dreams.

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Enabling Others to Act

Commitment Number 5

Foster collaboration by promoting cooperative goals and building trust.

Commitment Number 6

Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.

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Modeling the Way

Commitment Number 7

Set the example by behaving in ways that are consistent with shared values.

Commitment Number 8

Achieve small wins that promote consistent progress and build commitment.

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Encouraging the Heart

Commitment Number 9 *Recognize individual contributions to the success of every project.*

Commitment Number 10 *Celebrate team accomplishments regularly.*

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Contributors

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Feedback

Be a Contributor!

The Instructor's Guide is intended to be a continuous work-in-progress. We would appreciate hearing from you and adding your name to the list of contributors. Please let us know what you liked about these materials, what you think needs greater elaboration, what's missing, what you've done that works, other resources for effectively teaching leadership, and so on.

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Thank you!

