

JAMES M. KOUZES | BARRY Z. POSNER

WITH JANE BOZARTH

the
challenge

continues

PARTICIPANT WORKBOOK

encourage the heart

Pfeiffer
A Wiley Imprint
www.pfeiffer.com



Copyright © 2010 by James M. Kouzes and Barry Z. Posner. All Rights Reserved.

Published by Pfeiffer
An Imprint of Wiley
989 Market Street, San Francisco, CA 94103-1741
www.pfeiffer.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the web at www.copyright.com. Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at <http://www.wiley.com/go/permissions>.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Readers should be aware that Internet websites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

For additional copies/bulk purchases of this book in the U.S. please contact 800-274-4434.

Pfeiffer books and products are available through most bookstores. To contact Pfeiffer directly call our Customer Care Department within the U.S. at 800-274-4434, outside the U.S. at 317-572-3985, fax 317-572-4002, or visit www.pfeiffer.com.

Pfeiffer also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

ISBN: 978-0-470-40283-2

Acquiring Editor: Lisa Shannon
Director of Development: Kathleen Dolan Davies
Development Editor: Arlette C. Ballew
Production Editor: Dawn Kilgore
Editor: Rebecca Taff
Manufacturing Supervisor: Becky Morgan
Printed in the United States of America

Printing 10 9 8 7 6 5 4 3 2 1

Why *The Challenge Continues?*

We're assuming that you have completed an introductory course based on *The Leadership Challenge*, have completed the *Leadership Practices Inventory* (LPI), and have had some experience in **living The Five Practices.**

You may have begun to recognize others' contributions and may have made some efforts in **celebrating the values and victories** and attempting to create a spirit of community within your work group. Completing the activities in this workbook will help to support and sustain the work you already have begun on your **journey to becoming a stronger leader.**



CONTENTS

Small Wins PAGE 3

Rate Yourself PAGE 4

Rate Yourself 1: The LPI PAGE 4

**Rate Yourself 2: Four Essentials of Encourage
the Heart** PAGE 5

Recognize Contributions PAGE 7

Look for Positives PAGE 7

Pay Attention PAGE 8

Be Specific PAGE 9

Now You Try PAGE 9

Expectations PAGE 11

Storytelling PAGE 14

Celebrate Values and Victories PAGE 16

Provide Meaningful Rewards PAGE 16

Consider the Context PAGE 16

Reflection PAGE 16

Do-It-Yourself Celebrations PAGE 18

**Recognize Contributions: An Activity to Do with
Your Team** PAGE 18

Reflection PAGE 19

Team Bingo PAGE 19

Components of an Effective Celebration PAGE 20

Plan a Celebration PAGE 21

**Let's Do It for Real 1: Plan a Celebration for Recent
Events** PAGE 23

**Let's Do It for Real 2: Plan a Celebration for
Future Events** PAGE 25

Action Plan PAGE 26

Additional Resources PAGE 28

About the Authors PAGE 29

PRACTICE 5

ENCOURAGE THE HEART





Recognize contributions by showing appreciation for individual excellence.

Celebrate the values and victories by creating a spirit of community.

Small Wins

As you may recall, the fifth practice of exemplary leadership, Encourage the Heart, asks you to work to inspire others, to help those whom you lead to weather day-to-day stresses and setbacks, and to offer hope and encouragement. Showing appreciation for individual excellence, celebrating victories, and helping to create a spirit of community will help you to be more effective in encouraging and rewarding those whom you lead.

The two commitments of Encourage the Heart are shown on the opposite page.

When did you first begin to implement strategies for Encourage the Heart?

Month _____ Year _____

A key tenet of *The Leadership Challenge* is the idea that success is built from small wins. In the trenches, day-to-day, and in the face of mistakes and obstacles, it is easy to lose sight of this. Leadership is a journey. Before you continue your journey to Encourage the Heart, take a few minutes to document some successes you have had so far. Thinking back over the past six months, write down a few specific things that have gone well as you worked to Encourage the Heart. Consider times when you hit just the right note in recognizing the contribution of someone you lead. Did you organize a celebration that seemed to be meaningful to your constituents? Think about “small wins” (base hits rather than grand slams).

Now look over your list of small wins. Take a moment to savor them. Although this workbook will help you continue to learn how to Encourage the Heart, it is critical that you not fall into the trap of focusing only on things that did not go well and things that still need work. Your wins are important and should not be discounted. Give yourself a pat on the back! Go ahead; *really* give yourself a pat on the back.



Rate Yourself

RATE YOURSELF 1: THE LPI



Below are the six behaviors from the *Leadership Practices Inventory* (LPI) related to Encourage the Heart. If you completed the LPI some time ago and have retaken it recently in preparation for this professional-development experience, write your scores for “then” and “now” in the spaces provided. (If you have not taken the LPI, you will be given a few minutes to take it now.) Where do you think you are strongest? Circle those items. What areas would you like to work on further? Put an asterisk beside those items.

	THEN	NOW
5. I praise people for a job well done.	<input type="text"/>	<input type="text"/>
10. I make it a point to let people know about my confidence in their abilities.	<input type="text"/>	<input type="text"/>
15. I make sure that people are creatively rewarded for their contributions to the success of our projects.	<input type="text"/>	<input type="text"/>
20. I publicly recognize people who exemplify commitment to shared values.	<input type="text"/>	<input type="text"/>
25. I find ways to celebrate accomplishments.	<input type="text"/>	<input type="text"/>
30. I give members of the team lots of appreciation and support for their contributions.	<input type="text"/>	<input type="text"/>

RATE YOURSELF 2: FOUR ESSENTIALS OF ENCOURAGE THE HEART

Place a check mark beside the items below on which you feel you are doing well. Place an “X” beside the items on which you would like to develop further.

_____ **1.** I expect the best. I make sure that my people know what is expected of them and I expect them to step up to high levels of performance. I also encourage them to be their best.

_____ **2.** I personalize recognition. I pay attention to and recognize achievements that are relatively small in scope, yet are personal breakthroughs, as well as remarkable achievements. I tell stories with details that reinforce why a person is being recognized. I understand that different people feel rewarded by different things and I tailor my recognition to their values and needs.

_____ **3.** I create a spirit of community. I provide opportunities to celebrate team values and victories to help remind everyone of the benefits of working together and the enormous potential of what we can achieve. I emphasize synergy. I remind people that everyone benefits when great things occur.

_____ **4.** I am personally involved. I look for examples of people doing things right. I make a point of getting to know people as individuals so I know when they are worthy of special recognition or need reassurance or guidance. and I offer meaningful recognition. I look them in the eye and say thank you.

Now that you have assessed where you are today and where you'd like to go, take a minute to note some things you'd like to concentrate on as you work to improve in your skill in the practice of Encourage the Heart.

.....

.....





NOTES:

A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a dotted bottom line. There are 15 such sets of lines arranged vertically down the page.

Recognize Contributions

LOOK FOR POSITIVES

At the end of a long day, under deadlines and budget pressures, even the most positive of us tends to fall into negative thinking. We see mistakes and delays. We see challenges as obstacles.

When you are a leader, your mood affects the moods of others. Your positive or negative energy is contagious. It is critical that you be able to find positives in your daily work, both to buffer your own stress and to help keep your stress from affecting others.

A. Think over the past week at work, at home, or somewhere else. What are three good things that have happened?

1. _____

2. _____

3. _____

B. What is a positive thing that has happened *today*? (You are looking simply for positive things, not earth-shattering events. The best thing so far today may just be hearing a favorite song on the radio or finding a freshly brewed pot of coffee in the break room.)

C. Stop what you are doing and get up and walk around right now. Right now. Find three people who are doing something right. If appropriate, tell them what you appreciate about what they are doing.

Who did you find? What were they doing?

1. _____

2. _____

3. _____



D. Who, right now, in your organization, exemplifies the standards that have been set? When was the last time you talked to that person—or any person—about his or her work?

Name: _____ Spoken to/about work: _____

E. Spread the Joy. Teach the people you lead to look for positives. Ask them what's going well for them, either personally or at work. Ask them about the best thing that's happened to them today. End each gathering by going around the room and asking, "What are you happy with/feeling good about right now?"

Say, "Thank you."

PAY ATTENTION

Write down the names of the people you lead. Briefly jot down what you know about each of them. Do you know the names of their spouses or partners? How many children or pets do they have, if any? Can you name the towns in which they grew up? Where they went to school? Did you ever notice the photos on their desks? Do you know their birthdays or even the months of their birthdays?

A leader's relationships with his or her constituents *matter*. You don't need to pry, but chatting enough to gain some personal knowledge of those you lead will strengthen the bond between you; help to build trust; help you to relate on a less formal level; and provide you with a better sense of their values, hopes, and needs. This will help you to identify how to recognize and reward people in ways that matter to them as individuals.

Disclosure matters, too. You don't need to divulge family secrets, but what do your constituents know about you? Could they answer the questions above about *your* spouse or partner, alma mater, or birthday?

The next time someone recognizes one of your accomplishments—or doesn't—pay attention to how you feel.



BE SPECIFIC

People want feedback from their leaders. As Jim Kouzes and Barry Posner's research shows, when people know where they're headed and how far they've come, they feel better, are physically healthier, and achieve higher levels of performance.

If you are not always comfortable providing positive feedback, remember that being specific will communicate the sincerity of the feedback you are giving. In giving specific feedback:

- State specifically what the person did. Refer to the task or event.
- Say why it mattered, was important, or was appreciated.

You don't need to go on and on or gush, unless that's your natural style. Instead of saying, "Thanks for training Rupa," a leader might say, "Sophie, I think Rupa is settling in really well. I know this added to the work you already had on your plate, so thank you for your help in getting her on board."

Another example of specific feedback is: "Abraham, thanks for all your work redoing the designs for the Kaplan project. That will save us a lot of time in the end."

NOW YOU TRY

1. Name: _____

Action or Behavior:

.....

.....

Result:

.....

.....

2. Name: _____

Action or Behavior:

.....

.....

Result:

.....

.....

Be sure to tie the feedback to your stated ideals, values, and vision. For instance:
“Rick, the members of the Patterson family really appreciated having you there during their little boy’s radiation treatments. It helped keep him calm and eased their minds. They wanted you to know that. This really helps support our value of showing that our staff is interested in the patient’s whole experience, not just in giving medications and taking temperatures.”



Expectations

1. How do your expectations influence outcomes? What messages are you sending? What messages does your organization send?

2. How do you (honestly) rate the expectations of those you lead? Circle one:

High Moderate Low

3. Think about your low performers. How might your expectations be influencing their performance? How about your high performers? What messages are you sending?

4. Have you ever sensed that a leader had an unspoken expectation of you, either high or low? What made you feel that way? How did it affect your performance and attitude?





5. Do a self-check: Do you honestly believe that everyone whom you lead can meet the goals you've set and live up to the values you've agreed on? If your answer is "yes," be sure to communicate that to them—over and over again.

If your answer is "no," what do you need to do to change the answer to "yes"?

.....

.....

6. What about your organization? What messages does the organization send about expectations? Are there elaborate timekeeping policies, perhaps sending a message about fear of people "cheating" on their time worked? Is there suspicion of the idea of telecommuting or of having company blogs or other online discussion areas? Are there strangling levels of control on Internet use? What messages (intentional or otherwise) do these things send about what the organization thinks and expects of people? What do you think might be the result?

.....

.....

.....

.....

.....



A series of horizontal writing lines for a journal or notebook. Each line set consists of three lines: a top dashed line, a middle dotted line, and a bottom dashed line. There are 12 such sets of lines arranged vertically down the page.

Storytelling

An important, and often overlooked, item in the Seven Essentials of Encourage the Heart is storytelling.

1. When was the last time you told a public story about someone who did something extraordinary in your organization?

2. To what extent is storytelling a tradition in your organization? In your family?

3. Who is the best storyteller you know personally? How can you find ways to learn from this person?



4. What are the stories that are told the most often in your organization?

What are the lessons and the morals that are communicated? Are these the lessons that should be communicated? What other stories should be told?

.....

.....

5. Why don't you tell positive stories more often?

.....

.....

6. Think of a recent event, or an achievement by someone you lead, that is worthy of a "story." Summarize it here. Remember the "5 Ws" of reporting: who, what, where, why, and how.

.....

.....

What details would make this story richer?

.....

.....

When can you tell this story? Give a specific date or event:



Celebrate Values and Victories

PROVIDE MEANINGFUL REWARDS

Receiving a gold watch for twenty-five years of service doesn't mean much to someone who doesn't wear a watch or to someone who already has a valued watch. Being given doughnuts or cookies at work doesn't help someone who is trying to lose weight. Being given tickets for a cruise isn't a reward for someone who gets seasick.

In thinking about meaningful celebrations, remember that some people appreciate public recognition and some do not. Cultural and personal preferences should be considered. You wouldn't want to give game tickets to someone who hates sports, free parking to a subway rider, or a steakhouse gift certificate to a vegetarian. Knowing your constituents is critical to meaningful celebrations.

CONSIDER THE CONTEXT

A nursing home in Tennessee recognizes staff members with a pin that says, "Caught Caring!" In an environment in which patients often can't say, "Thank you," these pins mean a great deal to the staff members.

What is the context in which you work, and how does it affect those whom you lead? Workers in a customer-service call center often spend whole days listening to complaints. Is there any mechanism for gathering some positive feedback from callers? Some retail workers claim that they hear plenty of customer complaints, but that management never mentions customers' compliments.

Factory workers may never see the final products created from the tasks they perform. Could it be arranged to show them some examples of the textiles they weave used in clothing or medical materials? To show them products created from the tools they cast? To show them art created from the paints they mix?

REFLECTION

How much time do you typically spend in thinking about what would make an act of recognition special and unique for the person in question?



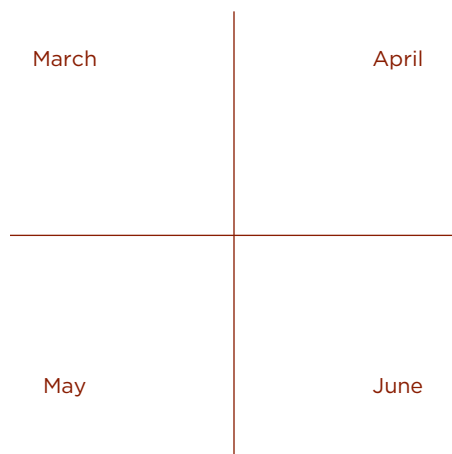
Some research shows that the difference between high- and low-performing groups is the variety and frequency of celebratory events.



Do-It-Yourself Celebrations

RECOGNIZE CONTRIBUTIONS: AN ACTIVITY TO DO WITH YOUR TEAM

At your next team meeting or other gathering, tape a sheet of flip-chart paper to the wall. Divide it into quadrants and place the names of the current and past three months in different quadrants.



Ask your team members to think about the time period shown on the chart. Hand out pads of Post-it® Notes and ask people to write down as many positive work-related events, as many small successes, as they can recall. Ask them to write down one of these per note. Successes could be things like projects completed, milestones met, and compliments from customers. Have them place their notes in the appropriate spaces on the chart.

Review the notes, thanking people for things they achieved, noting times that required special effort, pointing out those who went the extra mile, mentioning any special skills that individuals used, and so on.

Invite the people to give themselves a round of applause or pats on the back.

Say, “Sometimes the days are long, and we lose sight of things that are going well. Remember that the things you do make a difference every day. Try to remember this chart the next time you feel discouraged or tired. We do make progress, and we do see successes.”

Ask the group to plan a celebration for its collective achievements.



REFLECTION

In this activity, you asked those you lead to write down events, results, actions, achievements, etc., that were significant to them. Were their ideas about these different from yours? Did they include things you hadn't noticed or didn't view as significant?

What can you learn from this? How can you develop a clearer picture of the things that matter to the people you lead?

TEAM BINGO

The pressure to “catch them doing something right” needn't be only on you. The following is an activity that can help the people you lead to learn to catch one another doing something right.

At the start of a team meeting, team work session, or even at the beginning of a work week, hand out a Bingo card (one is included on the Flash drive that accompanies the Facilitator's Guide for this package). Ask the members of your team to fill in a square each time they witness a colleague doing something right, doing something well, meeting a goal, or providing better-than-required service. They should write in the person's first name and a brief note about the successful behavior or task.

They are to shout “Bingo” (or provide other appropriate notice of success) when their cards are filled. Ask the “shouter” to review aloud the items he or she has documented. Ask others to share their Bingo cards at this time. At the end of the month, have them offer ideas for an appropriate celebration of the group's attainment of “Bingo!”

[*Note:* This activity will be most successful with a team whose members are working well together. If there is dissention in the group, it could create competition rather than community. Some people's personalities are better suited for this than others'. Also, some



people may have more opportunity to notice things than others because of the natures of their jobs.]



Party stores and dollar stores are great sources of inexpensive trinkets (stickers, buttons, party favors, small trophies, etc.) with which to celebrate small wins.

COMPONENTS OF AN EFFECTIVE CELEBRATION

Effective celebrations aren't just about cupcakes and music. Those help to make a celebration festive and fun, but factors that make a celebration truly meaningful are:

- Timeliness (soon after the event/performance occurs)
- Appropriateness of the recognition
- Genuine intent
- Enthusiasm

Plan a Celebration

Plan a celebration appropriate for each of the three cases that follow. Use the list of celebration items provided and add your own as well. Think of where the celebration will be held and who will be included. Sometimes it's appropriate for families and customers to share in celebrations, too.

1. Ahmad is a hard-working, consistent performer. He is very devoted to his family and spends his free time coaching soccer, helping with school organizations, and planning short family getaways. Project deadlines lately have put you in the position of asking Ahmad to stay after hours and even come in on a couple of his scheduled days off. You know that this has caused some disruption in his personal life and you appreciate how accommodating and understanding he has been about it. The work he did was excellent. What will you do?

2. Jess tends to be shy; does not like public speaking, and does not like to be in front of a crowd. She recently transferred to your work area, so you do not yet have a close relationship, although she has good long-term relationships with other leaders in the organization. She has just developed a new process that will significantly cut your unit's operating costs and make the workload easier for everyone concerned. What will you do?



3. *Angelique, Ollie, and Roland work at the front counter in a busy post office.*

The job is generally thankless, with customers frequently complaining about postal rates, delivery times, and line-wait times caused by staffing cuts. Of course, the front-counter workers are not responsible for causing any of these issues. The three of them work together well; consistently put on pleasant, professional faces; and function very well during often-challenging days. What will you do?

.....

.....



LET'S DO IT FOR REAL 1: PLAN A CELEBRATION FOR RECENT EVENTS

Take a few moments to sketch out plans for a celebration connected to one or more of the people you lead. Consider the following:

Who? (may be more than one person)

Why?

Who will be invited to the celebration?

What would be an appropriate celebration?

What resources/tools/funds do you have for the celebration?

When will you hold the celebration?





Where will you hold the celebration?

.....

What will you do?

.....

.....

Celebrate milestones. Don't wait until everything is done. Celebrating steps along the way can help to sustain forward motion and support the idea of small wins.

LET'S DO IT FOR REAL 2: PLAN A CELEBRATION FOR FUTURE EVENTS

What is one thing you think will likely be achieved or accomplished in the foreseeable future?

.....

.....

Plan the celebration:

.....

.....



Action Plan

Successful journeys require plans and maps. What is your “map” for continuing your journey to Encourage the Heart? Record your next steps here:



1. I have had a number of small wins in my efforts to Encourage the Heart already. Some of these are:

.....

.....

.....

2. As I continue to learn to Encourage the Heart, I would like to improve:

.....

.....

.....

3. When results are achieved—optimal or not—I will examine the ways in which my expectations may have influenced the outcome by:

.....

.....

.....

Additional Resources

For additional help in developing your ability to Encourage the Heart, you may wish to consult the following resources.

Kouzes, J., and Posner, B. (2003). *Encouraging the heart: A leader's guide to rewarding and recognizing others*. San Francisco: Pfeiffer.

Kouzes, J., and Posner, B. (2006). *Encouraging the heart workbook*. San Francisco: Pfeiffer.

Kouzes, J., and Posner, B. (2006). *Encouraging the heart DVD (rev.)*. San Francisco: Jossey-Bass.

APPRECIATIVE INQUIRY

This is a relatively new approach to management, based, essentially, on the idea of “catching someone doing something right.” It asks leaders to utilize strengths and positives rather than trying to fix what is wrong. Check out the following sources for further information.

Cooperrider, D., Whitney, D., Stavros, J., & Fry, R. (2008). *Appreciative inquiry: Handbook for leaders of change* (2nd ed.). San Francisco: Berrett-Koehler.

Cooperrider, D., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. San Francisco: Berrett-Koehler.

Jacobson, E. (2008). *Appreciative moments*. New York: iUniverse, Inc.

STORYTELLING

Those leaders interested in the power of effective stories will find rich inspiration from Story Corps (<http://www.storycorps.net>). The organization seeks to help us “celebrate one another's lives through listening” and, thus far, has recorded and cataloged tens of thousands of stories. Also see:

Denning, S. (2005). *The leader's guide to storytelling*. San Francisco: Jossey- Bass.

Gargiulo, T. L. (2005). *The strategic use of stories in organizational communication and learning*. Armonk, NY: M.E. Sharpe.

Gargiulo, T. L. (2006). *Stories at work: Using stories to improve communication and build relationships*. Westport, CT: Praeger.

ABOUT THE AUTHORS



About the Authors

Jim Kouzes and Barry Posner are co-authors of the award-winning and best-selling book, *The Leadership Challenge*. This book was selected as one of the Top 10 books on leadership of all time (according to *The 100 Best Business Books of All Time*), won the James A. Hamilton Hospital Administrators' Book-of-the-Year Award and the Critics' Choice Award from the nation's book review editors, was a *BusinessWeek* best-seller, and has sold over 1.8 million copies in more than twenty languages. Jim and Barry have co-authored more than a dozen other leadership books, including *A Leader's Legacy*—selected by *Soundview Executive Book Summaries* as one of the top thirty books of the year—*Credibility: How Leaders Gain It and Lose It, Why People Demand It*—chosen by *Industry Week* as one of its year's five best management books—*Encouraging the Heart*, *The Student Leadership Challenge*, and *The Academic Administrator's Guide to Exemplary Leadership*. They also developed the highly acclaimed *Leadership Practices Inventory* (LPI), a 360-degree questionnaire for assessing leadership behavior, which is one of the most widely used leadership assessment instruments in the world. More than four hundred doctoral dissertations and academic research projects have been based on the Five Practices of Exemplary Leadership model.





Among the honors and awards that Jim and Barry have received are the American Society for Training and Development's (ASTD) highest award for their Distinguished Contribution to Workplace Learning and Performance; Management/Leadership Educators of the Year by the International Management Council (this honor puts them in the company of Ken Blanchard, Stephen Covey, Peter Drucker, Edward Deming, Frances Hesselbein, Lee Iacocca, Rosabeth Moss Kanter, Norman Vincent Peale, and Tom Peters, who are all past recipients of the award); and named among the Top 50 Leadership Coaches in the nation (according to *Coaching for Leadership*).

Jim and Barry are frequent conference speakers, and each has conducted leadership development programs for hundreds of organizations, including Apple, Applied Materials, ARCO, AT&T, Australia Post, Bank of America, Bose, Charles Schwab, Cisco Systems, Community Leadership Association, Conference Board of Canada, Consumers Energy, Dell Computer, Deloitte Touche, Dorothy Wylie Nursing Leadership Institute, Egon Zehnder International, Federal Express, Gymboree, Hewlett-Packard, IBM, Jobs DR-Singapore, Johnson & Johnson, Kaiser Foundation Health Plans and Hospitals, L. L. Bean, Lawrence Livermore National Labs, Lucile Packard Children's Hospital, Merck, Mervyn's, Motorola, NetApp, Northrop Grumman, Roche Bioscience, Siemens, Standard Aero, Sun Microsystems, 3M, Toyota, the U.S. Postal Service, United Way, USAA, Verizon, VISA, and The Walt Disney Company.

Jim Kouzes is the Dean's Executive Professor of Leadership, Leavey School of Business, at Santa Clara University. Not only is he a highly regarded leadership scholar and an experienced executive, but *The Wall Street Journal* has cited him as one of the twelve best executive educators in the United States. In 2006 Jim was presented with the Golden Gavel, the highest honor awarded by Toastmasters International. Jim served as president, CEO, and chairman of the Tom Peters Company from 1988 through 1999, and prior to that led the Executive Development Center at Santa Clara University (1981-1987). Jim founded the Joint Center for Human Services Development at San Jose State University (1972-1980) and was on the staff of the School of Social Work, University of Texas. His career in training and development began in 1969 when he conducted seminars for Community Action Agency staff and volunteers in the war on poverty effort. Following graduation from Michigan State University (B.A. with honors in political science), he served as a Peace Corps volunteer (1967-1969). Jim also received a certificate from San Jose State University's School of Business for completion of the internship in organization development. Jim can be reached at jim@kouzes.com.

Barry Posner is professor of leadership at Santa Clara University (Silicon Valley, California), where he has received numerous teaching and innovation awards and served as dean of the Leavey School of Business for twelve years (1996-2009). An internationally renowned

scholar and educator, Barry is author or co-author of more than a hundred research and practitioner-focused articles. He currently serves on the editorial review boards for *Leadership and Organizational Development*, *Leadership Review*, and *The International Journal of Servant-Leadership*. Barry is a warm and engaging conference speaker and dynamic workshop facilitator. Barry received his baccalaureate degree with honors from the University of California, Santa Barbara, in political science; his master's degree from The Ohio State University in public administration; and his doctoral degree from the University of Massachusetts, Amherst, in organizational behavior and administrative theory. Having consulted with a wide variety of public and private sector organizations around the globe, Barry currently sits on the board of director of EMQ Family First. He has served previously on the board of the American Institute of Architects (AIA), Junior Achievement of Silicon Valley and Monterey Bay, San Jose Repertory Theater, Public Allies, Big Brothers/Big Sisters of Santa Clara County, the Center for Excellence in Nonprofits, Sigma Phi Epsilon Fraternity, and several start-up companies. Barry can be reached at bposner@scu.edu.

Jane Bozarth is an internationally known trainer, speaker, and author. A training practitioner since 1989, Jane is a graduate of the University of North Carolina at Chapel Hill, has an M.Ed. in training and development/technology in training from North Carolina State University, and holds a doctorate in adult education/training and development. She is an accomplished training practitioner and her work in virtual classroom training design and delivery has garnered her Live and Online and *Training* magazine Editor's Pick Awards. Jane is also the recipient of a North Carolina State University Alumni Award for outstanding contributions to the training profession.

She enjoys business writing and, in addition to her regular column in *Training*, Jane's work has appeared in trade and academic journals and as book chapters. She is the author of Pfeiffer's *e-Learning Solutions on a Shoestring*; *Better Than Bullet Points: Creating Engaging e-Learning with PowerPoint*; *From Analysis to Evaluation*; and the forthcoming *Social Media in Training*. Jane Bozarth and her husband, Kent Underwood, live in Durham, North Carolina. She can be contacted via her website at <http://www.bozarthzone.com>.





NOTES:

A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a dotted bottom line, repeated 15 times.

NOTES:

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.





NOTES:

A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a dotted bottom line, repeated down the page.

NOTES:

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed midline, and a solid bottom line.





NOTES:

A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a dotted bottom line, repeated 15 times down the page.

NOTES:

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.





NOTES:

A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a dotted bottom line, repeated down the page.

NOTES:

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.





NOTES:

A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a dotted bottom line, repeated down the page.