

JAMES M. KOUZES | BARRY Z. POSNER

WITH JANE BOZARTH

the  
**challenge**  
continues

PARTICIPANT WORKBOOK

enable others to act

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# 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 already have embarked on—or even completed—a **challenging project** using The Five Practices framework. 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.**





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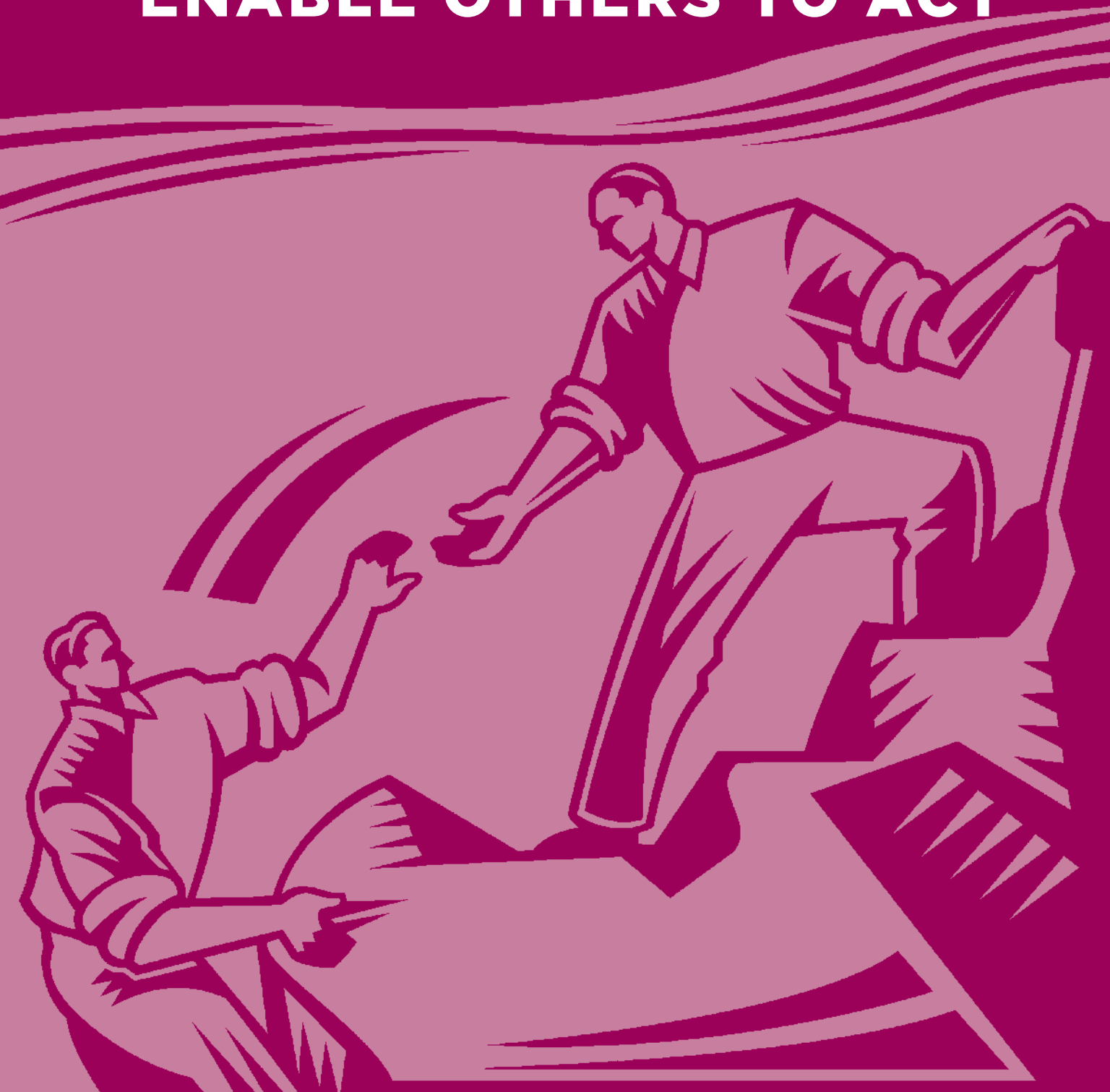
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**PRACTICE 4**

**ENABLE OTHERS TO ACT**





**Foster collaboration  
by building trust  
and facilitating  
relationships.**

**Strengthen others  
by increasing  
self-determination  
and developing  
competence.**

# Small Wins

As you may recall, the fourth practice of exemplary leadership, Enable Others to Act, includes two commitments shown on the opposite page.

## When did you first begin to implement strategies for Enable Others to Act?

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. Remember, leadership is a journey. Before you continue on your journey to better Enable Others to Act, take a few minutes to document some successes you have had so far. Think back over the past several months and write down a few specific things that have gone well as you have worked to Enable Others to Act. Consider times when you have felt trust develop, when you have seen collaborative relationships develop, and when you have helped others to increase their competence and self-determination. When did you truly listen to your constituents' points of view? Think in terms of "small wins," that is, minor accomplishments rather than stunning achievements.

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Now look over your list of small wins again. Take a moment to savor them. Although this workbook will help you continue to improve in how you Enable Others to Act, 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

Below are the six behaviors from the *Leadership Practices Inventory* (LPI) related to Enable Others to Act. 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.

In continuing the process of learning to Enable Others to Act, you’ll do further work on fostering collaboration by building trust and facilitating relationships and on strengthening others by increasing their self-determination and helping them to develop competence.

	THEN	NOW
<b>4.</b> I develop cooperative relationships among the people I work with.	<input type="text"/>	<input type="text"/>
<b>9.</b> I actively listen to diverse points of view.	<input type="text"/>	<input type="text"/>
<b>14.</b> I treat others with dignity and respect.	<input type="text"/>	<input type="text"/>
<b>19.</b> I support the decisions that people make on their own.	<input type="text"/>	<input type="text"/>
<b>24.</b> I give people a great deal of freedom and choice in deciding how to do their work.	<input type="text"/>	<input type="text"/>
<b>29.</b> I ensure that people grow in their jobs by learning new skills and developing themselves.	<input type="text"/>	<input type="text"/>



**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.



# How I Enable Others to Act



**1. Consider a specific time when you felt effective, enabled, powerful, and confident.** What were the circumstances? What enabled you? What was the situation with your own leader, work group, and organizational climate?

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How did this affect your enthusiasm, motivation, and feelings about your leader and your work group and organization?

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**2. Now flip the question over.** Think of a time you did not feel enabled, a time when you felt powerless. What were the circumstances? What made you feel that way? What was the situation with your own leader, work group, and organizational climate?

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How did this affect your enthusiasm, motivation, and feelings about your leader and your work group and organization?

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Behaviors that make people feel powerful *enable*, and behaviors that make people feel powerless *disable*.

**3. When did you enable someone you lead to act?** Think of a specific example. What were the circumstances? What was enabling for the person? What was the situation?

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What did this do to the constituent's enthusiasm, motivation, and feelings about you and the work group and organization?

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As a leader, it is critical that you enable others to act. Helping them to feel trust in their team members, to develop collaborative relationships, and to enhance their performance skills and self-determination increases the effectiveness of your entire team.



# Trust

A critical aspect of enabling others rests in trust. What does it take to gain trust? What does it take to destroy it? How long does it take to get it back? A critical element in your effort to Enable Others to Act is to create trust among those you lead. Think of a time when you trusted someone and that trust was lost. What happened? What was the result?

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It is easy to lose trust and difficult to regain it. Thinking back on the situation you described above, was the damage ever undone? Was trust ever restored?

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Since beginning to work on this practice, what have you done to build trust?

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Have you done anything to damage trust? How can you begin to rebuild it?

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## **BUILDING TRUST BY SHARING CREDIT**

Have you ever had someone take credit for an idea you had or something that you accomplished? Why did the other person do it? How did it feel?

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Have you ever taken the credit for something that another person did? How did you feel? How did it align with your values? What was the outcome? What would the outcome have been if you had given credit to the other person?

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When have you given another credit? How did you feel? What was the outcome? How would the outcome have been different if you had taken the credit for yourself or not mentioned it at all?

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Look for opportunities to give credit where it is due. This shores up your own credibility while developing confidence and loyalty among those you lead.





## BUILDING TRUST THROUGH COLLABORATIVE GOALS

As you may recall, the first practice of exemplary leadership is Model the Way, which asks you to clarify values by finding your voice and affirming shared ideals and by aligning your decisions and actions with the shared values. The second practice, **Inspire a Shared Vision**, asks you to imagine exciting and ennobling possibilities and to enlist others in a common vision by appealing to shared aspirations.

Think about those whom you lead. Individually and collectively, do they share your ideals and values? How do you know this? What are their personal values and aspirations? How do you know this? What is their vision for the work group? How do you know this?

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Do you help them to align their ideals with your vision for the work group? Are you helping them to achieve their personal visions? Do you help them live by their values? Are you at least not standing in their way?

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## BUILDING TRUST BY TAKING A STAND

Co-author Jane Bozarth recalls a story from early in her career. One morning her supervisor, Tony, unexpectedly called her into a senior-management meeting. Jane found herself facing an intimidating group of powerful, male leaders in a patriarchal, bureaucratic organization.

The team was discussing the implementation of a potentially expensive legal mandate and wanted Jane’s opinion on the required training component. The managers disagreed with her plan for delivering the training, even though she cited a previous, successful experience in a similar situation.

Jane’s supervisor rose, stood between Jane and the other managers, and said, “Jane knows what she’s doing and if she says this is the way to go, then that’s good enough for me. We’d better listen to her.” As a result, the proposed training was implemented; it was a success; and the problem was solved. The other outcome, Jane says, is that she “would have followed Tony to the ends of the earth for standing up for me like that.”

What have you done to make your constituents feel that way about you? What have you done to advocate for or defend them? Would they follow you to the ends of the earth?

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# On Their Own: Developing Competence

In the space below, list your constituents. Assign a rating from 1 to 5 (1 being lowest) of the job competence of each when you first began working to Enable Others to Act. Then rate each of them in the present.



YOUR CONSTITUENTS	RATING	
	WHEN YOU BEGAN	PRESENT
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

What does this rating tell you? In what areas does each of your constituents need to develop? What will help them to grow? Where do you need to help them go? Who else can provide support in helping each person? Write a brief plan for each one.

## CONSTITUENT 1

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**CONSTITUENT 2**

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**CONSTITUENT 3**

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**CONSTITUENT 4**

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**CONSTITUENT 5**

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**CONSTITUENT 6**

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## CONSTITUENT 7

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## CONSTITUENT 8

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## PREPARING OTHERS

In the event that an unplanned emergency were to keep you out of the country for a month, on whom would you depend to ensure that things continued smoothly at work? Who could step in and carry on in your place (this may be more than one person)? Are these people prepared?

What do you need to do to prepare this person/these people for such a challenge? Write your plans in the space below.

### KEY PERSON 1

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### KEY PERSON 2

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### KEY PERSON 3

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# Practice Session

Consider starting to share leadership with a “practice” session. Present a real—or at least realistic—issue to one or more of the people you lead. Give just the facts, not your opinion or projections of what you’d do. Ask the others what they would do about this issue. Encourage brainstorming. Be careful not to judge the ideas proposed. Rather, make sure that you help the others work through refinements of initial ideas to arrive at realistic plans.



# Foster Personal Mastery Experiences

Just as you looked at your own small wins with this practice, so you need to help create opportunities for those whom you lead to experience small wins as well. Try to:

- Provide opportunities for success with a number of small decisions.
- Gradually expand job responsibilities (not by simply piling on more work).
- Work with them on developing critical-thinking skills. Walk them through a tough decision. Talk to them about things that are happening at the top level of the organization.

Other ideas:

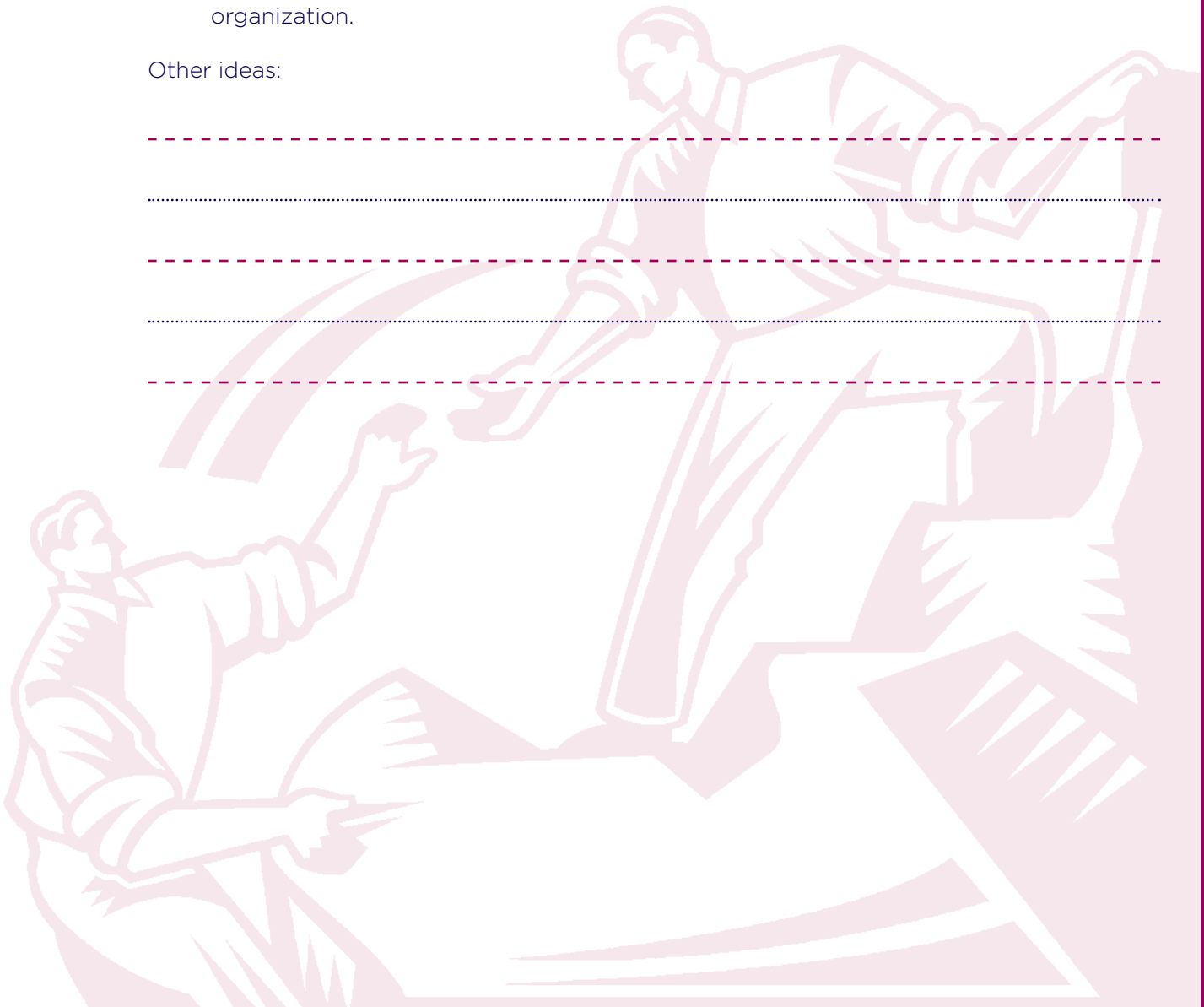
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# What Kills the Sense of Self-Determination?

Following is a list of items associated with lowered senses of self-efficacy and self-determination. If those whom you lead are subjected to these conditions, your efforts to enable them will be significantly more difficult.

Place a check beside the items that may be affecting those whom you lead. Circle those that are within your control or influence.

## ORGANIZATIONAL FACTORS

- Significant organizational changes/transitions
- Competitive pressures
- Impersonal bureaucratic climate
- Poor communications/network-forming systems
- Highly centralized organizational resources

## SUPERVISORY STYLE

- Authoritarian (high control)
- Negativism (emphasis on failures)
- Lack of reason for actions/consequences

## REWARD SYSTEM

- Arbitrary reward allocations
- Low incentive value of rewards
- Lack of competence-based rewards
- Lack of innovation-based rewards

## JOB DESIGN

- Lack of role clarity
- Lack of training and technical support

- \_\_\_ Unrealistic goals
- \_\_\_ Lack of appropriate authority/discretion
- \_\_\_ Lack of network-forming opportunities
- \_\_\_ Highly established work routines
- \_\_\_ Low advancement opportunities
- \_\_\_ Lack of meaningful goals/tasks
- \_\_\_ Limited contact with senior management\*

What ideas do you have for combating the power-killers that affect the people you lead?

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### **OTHER WAYS IN WHICH YOU CAN SUPPORT A SENSE OF SELF-DETERMINATION:**

- Provide those you lead with knowledge; make sure they know what to expect.
- Provide a good example. Respect your own co-workers and peers, acknowledge their accomplishments, and make an effort to get to know them.
- Teach those whom you lead to do the same.
- Provide an environment in which they are surrounded by high performers.
- Provide them with plenty of resources, both work-related and personal.
- Provide them with links; help them to see the connections between their efforts and the end results.
- Provide opportunities for growth.
- Provide sincere encouragement.

\*This list was adapted from J. Conger and R. Kanungo (1988), The empowerment process: Integrating theory and practice. *Academy of Management Review*, 13(3), 477.





“Twenty percent of the leader’s job is developing the relationships necessary in getting extraordinary things done.”

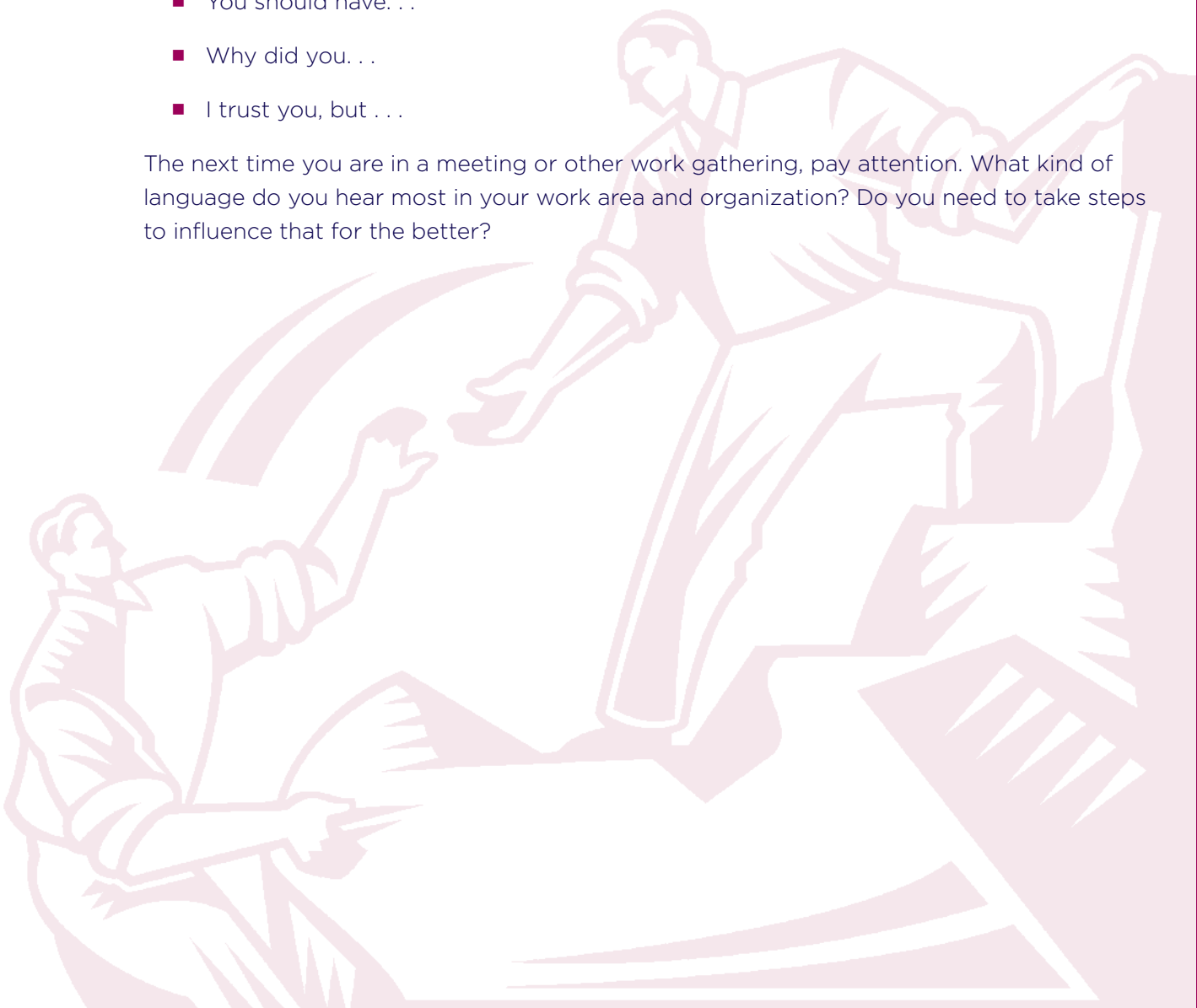
# Enabling Language

Although it is crucial that you “walk the talk,” it also is important that you use appropriate language when you attempt to Enable Others to Act. Practice using language that supports creativity and growth, such as: “Tell me more about that idea,” “How do you think we can make this work?” “Let’s try it.” and “Can I get your input on something?”

Be careful of language that can generate fear, stifle growth, and support a culture of failure, such as:

- You should have. . .
- Why did you. . .
- I trust you, but . . .

The next time you are in a meeting or other work gathering, pay attention. What kind of language do you hear most in your work area and organization? Do you need to take steps to influence that for the better?



# Enabling in Action

In thinking about further enabling your constituents, what are the best possible outcomes? Take a look at a true story of enabling in action during the devastation of Hurricane Katrina.



# Real Katrina Hero? Wal-Mart, Study Says

**EMPOWERED TO “DO THE RIGHT THING,”  
EMPLOYEES GAVE AWAY SUPPLIES AND  
OFFERED SLEEPING SPACE AFTER THE 2005  
HURRICANE.**

By Mark Huffman. [ConsumerAffairs.com](http://ConsumerAffairs.com)  
April 1, 2008

Hurricane season is just around the corner, so consumers should know where to turn if disaster strikes.

No, not the Federal Emergency Management Agency. A new study suggests Wal-Mart, Home Depot, and Lowe’s would be a lot more helpful.

The study, from the Mercatus Center at George Mason University in Fairfax, Virginia, stresses that successful disaster relief depends on responders having detailed knowledge of a local area and the right incentives to act on that knowledge.

Examining federal and private responses to Hurricane Katrina, the study by St. Lawrence University Professor of Economics Steven Horwitz shows why FEMA was destined to fail, and why for-profit firms succeeded at disaster recovery.

It also looks at the Coast Guard—the only federal agency lauded for its Katrina performance—which rescued more than 24,000 people in the two weeks following the storm.





## Local Knowledge

**THE STUDY BY HORWITZ SHOWS WAL-MART, HOME DEPOT, AND LOWE'S MADE USE OF THEIR LOCAL KNOWLEDGE ABOUT SUPPLY CHAINS, INFRASTRUCTURE, DECISION-MAKERS, AND OTHER RESOURCES TO PROVIDE EMERGENCY SUPPLIES AND REOPEN STORES WELL BEFORE FEMA BEGAN ITS RESPONSE.**

He says their local knowledge enabled the big-box stores to make plans ahead of the storm and put them into effect immediately after.

Also, leadership gave tremendous discretion to store managers and employees to make decisions rather than waiting for instructions from upper-level management, allowing for more agile disaster response.

Horwitz says the Coast Guard also places a strong emphasis on local knowledge. A flat organizational



structure and unique agency culture allow for subordinate officers to alter the plans for a specific operation so long as they follow the commander's intent.

The Coast Guard's day-to-day activities (search-and-rescue operations and work in the marine environment) as well as its division into specific geographic areas provide greater expertise for disaster response.

Horwitz also examined the conventional wisdom that businesses take advantage of disasters through price-gouging and other unsavory business practices.

While some price-gouging obviously occurs during disasters, Horwitz's paper details how Wal-Mart, Home Depot, and Lowe's actually sent truckloads of free supplies to the hardest-hit areas in the aftermath of Hurricane Katrina. No, it wasn't all altruistic, Horwitz notes. The businesses were just practicing good public relations, hoping to build long-term customer loyalty.

This article first appeared April 1, 2008, at [www.ConsumerAffairs.com](http://www.ConsumerAffairs.com) and is reprinted with permission.



## WHAT HAD TO BE IN PLACE FOR THE MANAGERS AT WAL-MART, HOME DEPOT, AND LOWE'S TO FEEL SO ENABLED?

Although you may not be able to authorize free truckloads of merchandise, there are some actions that are likely within your influence:

- Decrease approvals.
- Increase signature authority.
- Take away unnecessary rules.
- Remove punishments for mistakes made in attempts to solve problems.
- Remove formal communication protocols.
- Trust people to do the right things.
- Push decisions as far down the chain as possible.
- Do not assign authority based only on job title or position.

### **NORDSTROM EMPLOYEE HANDBOOK, RULE #1**

Use good judgment in all situations. There will be no additional rules.

# The Enabling Leader

Following are some characteristics of an enabling leader. Do you have them?

- Rewards initiative.
- Grants authority.
- Designates leaders.
- Encourages goals.
- Asks for input.
- Allows others to teach him/her.
- Shares information; includes others in decision making.
- Gives positive feedback.
- Listens.
- Celebrates mistakes.
- Does not strangle talent and motivation with bureaucracy and lack of authority.
- Mentors those he/she leads.
- Trusts people to do the right thing.
- Gets out of their way!



# Action Plan

A successful journey requires a plan and map. What is your “map” for continuing your journey to Enable Others to Act?

**1. I have had a number of small wins in my attempts to Enable Others to Act already.** Some of these are:

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**2. As I continue to learn to Enable Others to Act, I would like to improve in:**

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**3. I will talk with my constituents about their developmental needs on** (date)

\_\_\_\_\_ .

**4. I will schedule “leadership sharing” conversations with** (may be more than one) \_\_\_\_\_

**starting on** (date) \_\_\_\_\_ .

**5. I will practice listening for and using enabling language starting on**

(date) \_\_\_\_\_ .

**6.** I will look for ways to remove obstacles and increase the authority of my constituents by:

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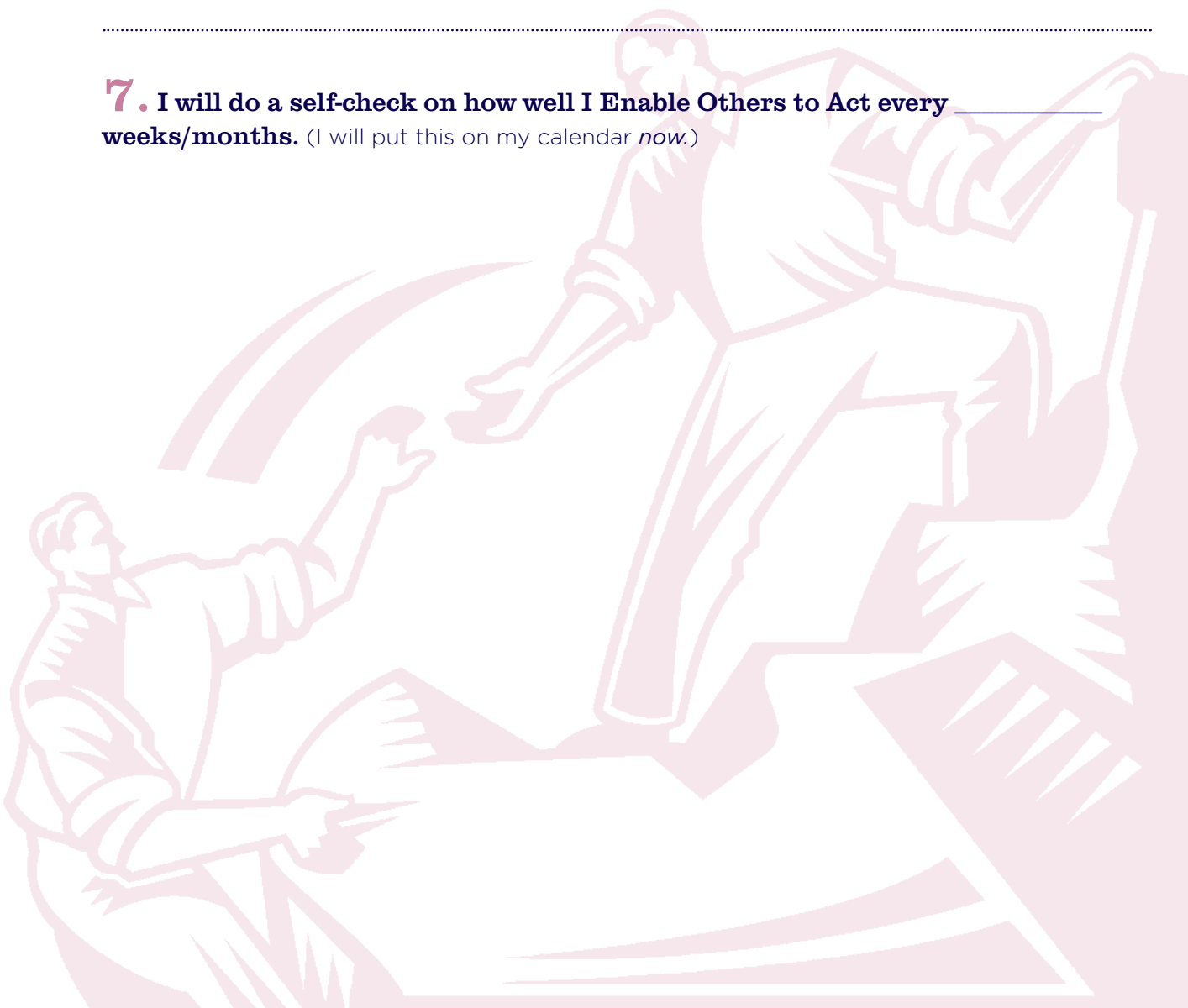
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**7.** I will do a self-check on how well I Enable Others to Act every \_\_\_\_\_ weeks/months. (I will put this on my calendar *now*.)



# Additional Resources

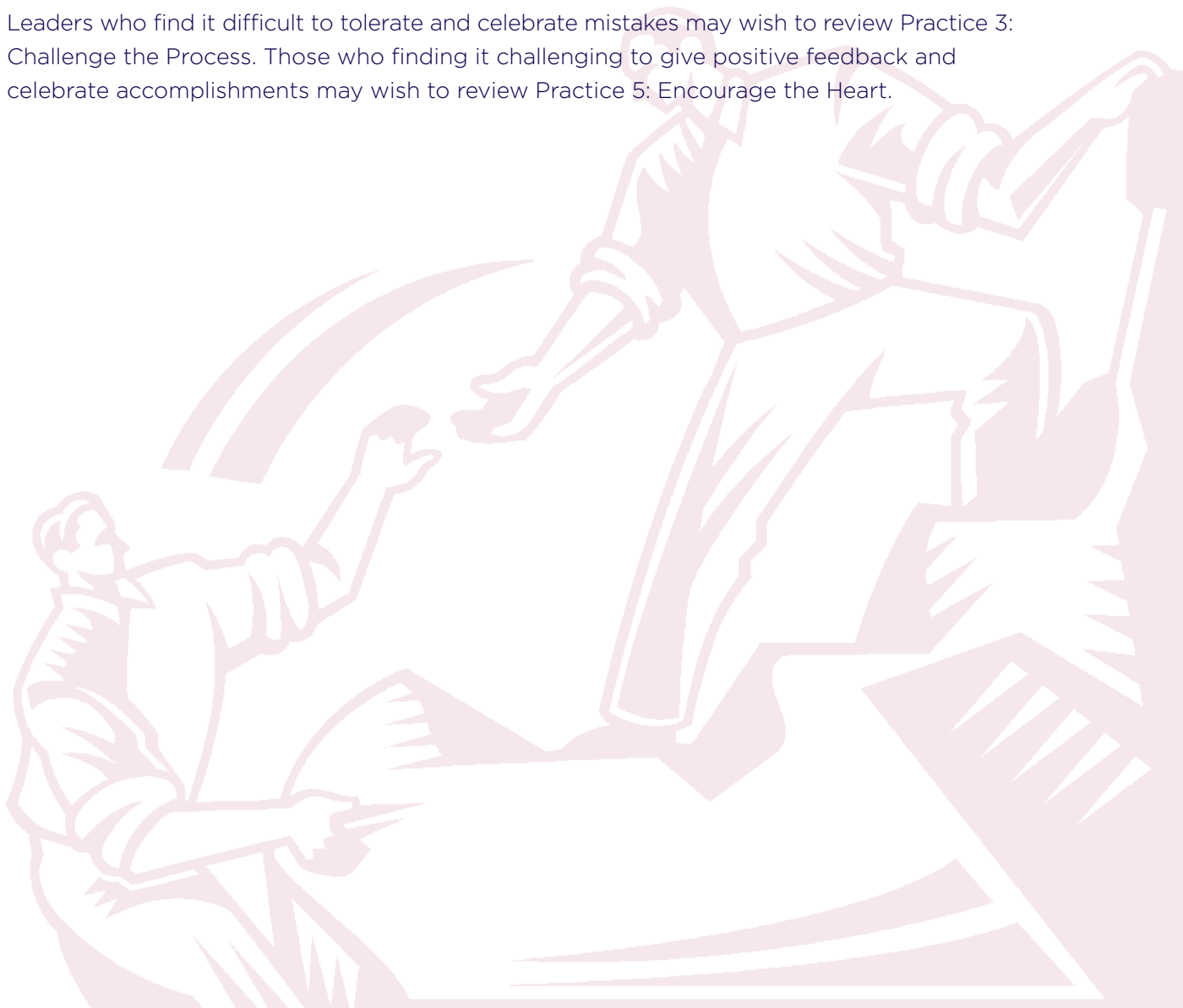
For additional help in developing your ability to Enable Others to Act, you may wish to consult the following resources:

Block, P. (1987). *The empowered manager*. San Francisco: Jossey-Bass.

Buckingham, M., & Coffman, C. (1999). *First, break all the rules: What the world's greatest managers do differently*. New York: Simon & Schuster.

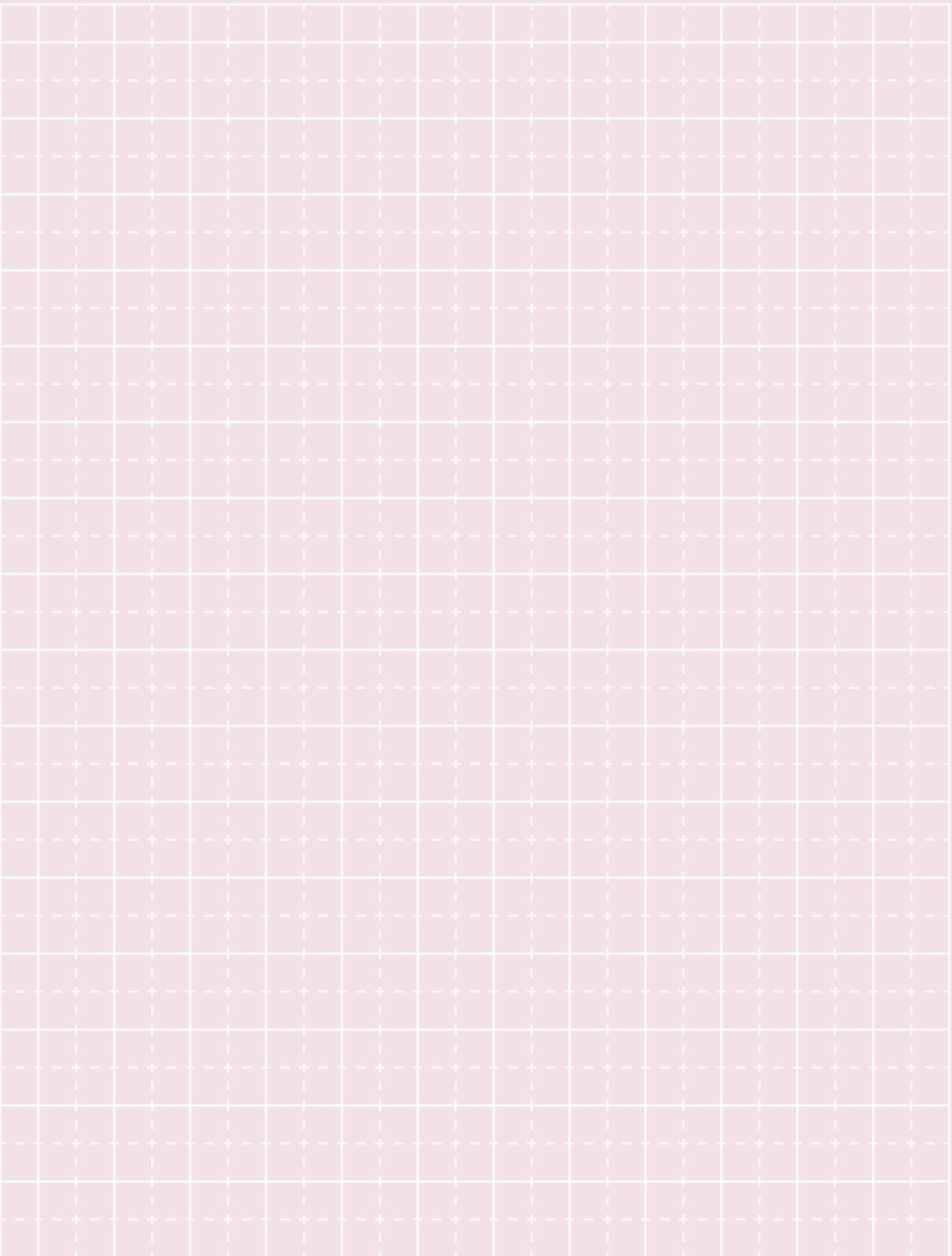
Stack, J., & Burlingham, B. (2002). *A stake in the outcome: Building a culture of ownership for the long-term success of your business*. New York: Doubleday.

Leaders who find it difficult to tolerate and celebrate mistakes may wish to review Practice 3: Challenge the Process. Those who finding it challenging to give positive feedback and celebrate accomplishments may wish to review Practice 5: Encourage the Heart.



# 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 [bpsosner@scu.edu](mailto:bpsosner@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:**

Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



**NOTES:**

Handwriting practice lines consisting of 15 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



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**NOTES:**

Handwriting practice lines consisting of 15 sets of three horizontal lines: a top dashed line, a middle dotted line, and a bottom dashed line.

