

FOURTH EDITION

**JAMES
KOUZES**

**BARRY
POSNER**

**THE
STUDENT
LEADERSHIP
CHALLENGE**

**FIVE PRACTICES FOR BECOMING AN
EXEMPLARY
LEADER**

LIBERATE THE LEADER WITHIN

**The Leadership
Challenge**
A Wiley Brand

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We dedicate this edition to our grandchildren, Leo Lopez and Rosie and Julian Collins, who will be part of the next generation of young people who will lead us into a better future.

Important Information About the Student Leadership Practices Inventory[®] Self Online

If you purchased a *new* copy of this book, you are eligible to receive one single-use access code for the Student Leadership Practices Inventory Self Online assessment. Follow these instructions to retrieve your code:

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The *Student Leadership Practices Inventory* (Student LPI[®]) is the cornerstone of The Five Practices of Exemplary Leadership[®] model. Created by leadership educators James M. Kouzes and Barry Z. Posner, this powerful leadership development model approaches leadership as a measurable, learnable, and teachable set of behaviors, because everyone can be a leader—whether in a designated leadership role or not. The Student LPI offers you a method for accurately assessing your leadership skills based on The Five Practices of Exemplary Leadership, by measuring the frequency with which you engage in 30 behaviors that research shows lead to the best leadership outcomes.

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Five Practices for Becoming an Exemplary Leader

The Student Leadership Challenge is about how students—people just like you—mobilize others to make extraordinary things happen, from the classroom, stadium, residence hall, Greek chapters, clubs, and student government to the campus, neighboring community, and nation. It's about student leaders' daily leadership practices to get people moving toward a better future. They use these practices to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. Leadership is what creates the opportunity to turn challenging situations into remarkable successes.

This fourth edition of *The Student Leadership Challenge* comes out six years after the previous edition's publication. Since then, we have continued to research, consult, teach, and write about what student leaders do and how anyone, regardless of age, can learn to be a better leader. We're honored by the reception in the education marketplace and by hearing that students, educators, and practitioners continue to find *The Student Leadership Challenge* conceptually and practically useful.

The Student Leadership Challenge has stood the test of time, and we continue to ask the same question we asked when we started our inquiry into exemplary leadership: *What did you do when you were at your personal best as a leader?*

When reflecting on this question, one of the most common yet profound realizations students have is that leadership is an identifiable set of skills and abilities available to anyone, regardless of age or position. As one student explained: “Growing up, I assumed leaders had certain traits and qualities that I didn’t seem to have. I thought there were ‘natural’ leaders who were born to lead. I thought leadership was the description of what these people did. When you asked me to describe my personal-best leadership experience, I found, to my surprise, that I had those leadership abilities myself.” Another student said that they learned “that anybody can be a leader. I had never considered myself a leader, but when I needed to step up and deal with a difficult situation, I was able to find the leader within me and do so.”

We’ve talked to thousands of young people, and their stories and the behaviors and actions they’ve described—combined with examples from thousands of other leaders around the world—reveal The Five Practices of Exemplary Leadership® framework. When students do their best as leaders, they Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. We describe each of these practices in detail in this book and discuss how to use them to become a more effective leader.

The Student Leadership Challenge is evidence-based. We derived The Five Practices from research, and we illustrate them with examples from real student leaders doing real things. In this fourth edition, we report new stories, examples, and illustrations of exactly what students like you do when they are at their leadership best. We make concepts easy to understand so you can focus on applying what works. Also, in this new edition, you have the opportunity to complete the *Student*

Leadership Practices Inventory, enabling you to get an evidence-based assessment of how you see yourself as a leader. With this information, you can make decisions about practical ways you can act to improve your leadership capacity and make a difference in the lives of those you lead. We've left space throughout the book for you to reflect on and discover new ways to be the best leader you can be.

The more we research and write about leadership, the more confident we become that leadership is within the grasp of everyone and that leadership opportunities are everywhere. No matter what your experience is, and whether you've had few opportunities to exercise leadership or many, we know that you have the capacity to lead if you choose to. Leadership is not about a position or title, as too many people presume. It is about the choices you make throughout your life.

In reading this book, we want you to realize that there are no shortages of leadership opportunities and that the "future" requires your leadership. As you take advantage of them, others will begin to take note and look to you to help them figure out how they can develop themselves as leaders. You don't just owe it to yourself to become the best leader you can be. You have a responsibility to others as well. You may not yet know it, but people around you need you to do your best and be your best.

A GUIDE FOR STUDENTS AND YOUNG LEADERS

How do you get other people to want to follow you? How do you get people to move forward together for a common purpose? How do you energize people to work hard and accomplish something that everyone can feel proud of? These are only some of the important questions that are answered in *The Student Leadership Challenge*. Think of this book as a guide to take along on any leadership journey. You can consult

it when you want advice and guidance on how to get extraordinary things done. Think of it as a place to go when you need help figuring out what to do as a leader.

We recommend that you first read the Prologue, but after that, there is no prescribed order to proceed through the rest of this book. Go wherever your interests are. We wrote *The Student Leadership Challenge* to support you in your leadership development. Just remember that each practice is essential. Although you might skip around in the book, you can't skip understanding and doing any of these fundamentals of leadership.

In the Prologue, we introduce our leadership framework by sharing a Personal-Best Leadership Experience—a case study about how one leader acted on her values and pursued a path of commitment and action to make a difference in gender equality education in her country and others. An overview of The Five Practices of Exemplary Leadership summarizes the findings about what student leaders do when they are at their best and shows how these actions make a difference. A major benefit of learning and adopting this leadership operating system is that it isn't difficult to understand, doesn't cost any money, nor require anybody's permission to use it. What is required is an initial commitment from you and ongoing practice to make these leadership behaviors habits in your life.

The ten chapters that follow describe the *Ten Commitments of Leadership*—the essential behaviors—that student leaders use to get extraordinary things done. We explain the fundamental principles supporting each of The Five Practices, provide numerous examples, and offer data and research evidence. At the end of every chapter, use the interactive worksheets to identify opportunities for improvement and to strengthen your leadership capabilities. Reflect on what you learned from reading the chapter and decide how you will put this into action.

Continuing to develop your leadership capabilities is the theme of the concluding chapter. The Five Practices gives you a framework for liberating the leader within you, and we remind you that your leadership makes a difference. Leadership is a skill that can be learned and honed, and we explore various avenues for doing so while being mindful that there are no guarantees in life. Leadership happens *in the moment*, and there is no time like the present for thinking about what kind of leader you aspire to be.

This book will contribute to your success working with others, the creation of new ideas and enterprises, the renewal of healthy schools and prosperous communities, and greater respect and understanding worldwide. Exercising leadership will enrich your life.

Meeting the leadership challenge is a personal—and a daily—challenge for everyone. We know *you* can meet it if you have the will and the way to lead. You must supply the will. We'll do our best to keep supplying the way.

James M. Kouzes
Orinda, California

Barry Z. Posner
Berkeley, California

Preface

**Leadership
is the art of
mobilizing others to
want to struggle for
shared aspirations.**

**—*Leadership* as defined
by Jim Kouzes and
Barry Posner**

Prologue

When Leaders Are at Their Personal Best

Madeline Price grew up on a beef cattle farm in rural Queensland, Australia. After high school graduation, she joined fifteen other recent graduates on a trip to see the world and do volunteer work in Cambodia and Thailand. While visiting a school in Cambodia, Madeline noticed that all twenty-three students in the first-grade classroom were male. When she asked the teacher where the girls were, she was shocked by his answer: “Boys are more valuable to educate,” he told Madeline.¹

As soon as she returned to Australia, it clicked that the teacher’s answer represented a problem that occurred everywhere. “I just hadn’t perceived it yet,” Madeline said. “But those simple words, ‘Boys are more valuable,’ opened my eyes to the gender disparities faced abroad and in Australia.” Madeline’s growing sensitivity to the gender inequality she saw back home in Australia clarified for her the need to speak out about it. However, she didn’t find a receptive audience among her friend groups—at least, not at first.

“I talked about it with my friends, and very few people felt what I was feeling,” she told us. “My friends all truly believed that women

were as equal as we could get. It wasn't that my friends didn't care; it was just that they didn't know." To Madeline, however, it was evident that just because not everyone agreed with her, gender inequality was still a global issue. She couldn't get it out of her mind and didn't stop trying to speak to others about it.

A few years later, Madeline enrolled in a community development and leadership seminar while at university. "Going into the class, I knew I had to do something related to gender inequality," Madeline said. She proposed conducting educational seminars for high school students and community organizations to open their eyes to how gender inequality still played a role in their lives and how they might combat it.

"I couldn't stop talking and thinking about it, even when other people I knew didn't seem to think it was as big a problem in Australia as I did," Madeline said. She created the One Woman Project (OWP) and recruited volunteers to help her develop and lead the seminars. "The name comes from the idea that if we educated just one woman to empower herself, the world is already a better place," Madeline said.

OWP works with schools and community organizations through invitation. Schools call OWP to conduct an educational seminar when an incident of gender bias has occurred on campus or just because they believe in the importance of gender inequality education. In addition, before the pandemic, OWP hosted the largest feminist festival in Queensland for three years running before transitioning to an online program. They also publish two feminist periodicals and host both in-person and online events.

Framing the information in ways students could identify with was an early challenge for OWP. "It's not enough to say, 'Gender inequality is a problem,' especially for the girls in the high schools. They think it's a 'me thing, not a culture thing.'" One of the best ways of engaging

students, Madeline found, was to enable them to find their voices. She explained:

They're students, and they're not given many platforms to say, "This is what I think about sexuality or gender." Student voices aren't often listened to regarding curriculum or educational issues. We want to hear their answer regarding those questions, and I think it's essential to let them know you want to listen to them. That makes a huge difference in getting them to share their opinions and feelings.

OWP also works to show that gender inequality is not an issue that affects women alone. The curriculum covers how a patriarchal culture reinforces beliefs and behaviors that harm men and women. For example, in cultures where masculinity is measured by "toughness" and the expectation that men do not show emotion, men have higher rates of suicide and accidental death and an increased chance of mental health concerns during their lifetime. In addition, Madeline recruited male volunteers to OWP, which helps give male students a visual connection to the idea that gender inequality is not an issue that affects only women. "I wanted to find ways to make sure that students see that both men and women are affected by these issues. Making certain that we have men going into schools to give these seminars along with our female volunteers is extremely helpful in that respect," Madeline told us.

Starting the first gender inequality education program in the country was not without its challenges. "There was no one else in Australia running an educational program like this," Madeline said. "That meant there was both a huge vacancy in the space and no template for us to work from." As a young woman in the midst of her collegiate career tackling a sensitive issue head-on in local schools and communities,

Madeline enabled others in her community to believe that their ideas for making the world a better place could be achieved. Within OWP, Madeline supports that principle by cultivating an atmosphere of sharing ideas and developing leadership skills with her volunteers. She has even worked to convert the organization's structure to be in line more closely with the principles of OWP: where work is based upon autonomy and peer relationships rather than top-down management strategies. "Rather than having singular leadership in the organization, we've become leader full," Madeline said. The move from hierarchies mirrored the organization's values: "We didn't want to continue to perpetuate the dynamics that we are fighting against in the outside world. We needed to change ourselves in order to change the world."

Today, the One Woman Project works in an average of 200 schools yearly and has reached more than 25,000 young people through in-school educational programs and workshops. OWP has also gone on the road, conducting rural road trip visits to schools with less access to organizations like theirs—including the school Madeline attended. Outposts in China, Tanzania, and India have grown organically from volunteers who were so engaged in Australia that they wanted to stay connected and spread the message in their home countries. OWP also created a wealth redistribution fund for volunteers to dip in as needed—whether that means covering rent for the month or for professional development training a volunteer wants to undertake, even if it doesn't directly benefit OWP. "We have put together these practices and structures that can enable people to get from the organization what they need, so they can put into the organization what they want," Madeline said.

Madeline's story speaks to a fundamental question: When does leadership begin? The answer is: whenever anyone seizes the moment to make something extraordinary happen. Anyone can do it! Madeline put it to us this way:

There is no set formula for creating change and making it happen. You just decide to do something, to make a

difference, and then do it. If you want to make the pledge to achieve gender equality, all you really need is passion and the drive to take the first step.

Madeline saw an opportunity and took it, first when she returned from Cambodia and started talking with her friends about gender issues, and then at university, where she hatched her plan to launch the One Woman Project. Those relatively small opportunities transformed into something much more significant. Madeline didn't wait for someone to appoint her as "the" leader. She recognized an issue, had a passion for it, found others with a similar vision, and just got started. Then she kept going. Leadership, like any other skill in life, can be learned and strengthened through coaching and practice, and you don't have to wait until that support and preparation are lined up before you start to lead. No amount of coaching or practice can make much of a difference if you don't care deeply about making something better than it currently is.

Everyone can lead, whether or not they are in a formal position of authority or even part of an organized group.² That's what we mean when we say *leadership is everyone's business*. It is not about being a student government officer; team, chapter, or club captain; program director; editor; supervisor; president; CEO; military officer; or government official. Nor is leadership about fame, wealth, or even age. It's not about your family status, the neighborhood you come from, or your gender, sexual orientation ethnic, or racial background. It's about knowing your values and those of the people around you and taking the steps, however small, to make what you do every day demonstrate that you live by those values.

Also, as Madeline's experience illustrates, leadership is about transforming values and goals into action. When members of her community and students at her university heard of OWP, enthusiastic volunteers showed up looking to become a part of her project because they shared the vision of eradicating gender inequality

through education. “People wanted to get on board almost immediately because it was a cause they believed in,” Madeline said. “Like me, they’d experienced friends telling them things they knew were false: that misogyny was no longer an issue, that things were okay as they were. The One Woman Project gave them a place to say, ‘That’s not true; let’s change things.’”

From that outpouring of volunteer support, Madeline learned a valuable lesson in leadership. “I’m here,” said Madeline, “to facilitate the passion of other people as well as my own, and from that, OWP has grown into monthly events, conferences, and International Women’s Day events—all because of the passion of the people I work with.” Within the OWP, Madeline has cultivated an atmosphere encouraging people to share their ideas and aspirations. During weekly meetings, for example, volunteers pitch ideas for potential projects for the OWP to implement. In one case, a volunteer proposed the idea of a monthly calendar, with art from local artists, to be sold to help fund some of the OWP initiatives, and it turned out to be a huge success.

Madeline made it a point to encourage everybody involved because she realized how much it helped everyone keep going as they worked toward making their hopes and dreams come true. What’s more, she told us how much she appreciates that there isn’t a single leader in their organization; instead, everyone takes the lead in different ways, making leadership development of its volunteers an integral part of OWP’s growth plan. “These are exactly the kind of team members I want, people willing to take an idea and grow it and find new opportunities for us,” Madeline said. “I want them to take an idea or existing endeavor and ask, ‘How can I make this better?’”

Because OWP’s success depends on the support of volunteers, Madeline worked hard to ensure an atmosphere of fun for everyone involved. She emphasized the importance of mental health and taking care of yourself. To that end, she arranged seminars for the volunteers to learn to recognize the symptoms of burnout in themselves and

other team members. After all, she explained, “Everyone who works with us comes to us in their spare time.”

Most of them are students, but some have full-time jobs. In other words, it’s easy to get burned out just from the sheer volume of work. We have a no-fault policy where anyone can back away from their work at any time, no questions asked—maybe it’s the middle of finals, maybe it’s a problem at home, maybe someone needs a break. The only way to keep passion and commitment high is to let people know they need to take care of themselves first, and I try very hard to encourage that.

For example, Madeline made sure that every volunteer team member attending a meeting completed a self-care survey on which they ranked their well-being on a scale from 1 to 10. Anyone who self-reported being under heavy stress received ideas from Madeline and other team members on how to relieve it. “Self-care has to be a priority,” Madeline said.

Madeline also hosted social events for her community of volunteers, such as dinners or events in the town, where the focus is on having fun and promoting teamwork. These celebrations fostered a sense of community and friendship and helped keep the passion high among the OWP team. Madeline explained that she had “a lot of people saying, ‘I’ve never had feminist friends before, and now I get to go out and do fun projects with them.’ Everyone is so excited to see and work with each other.”

Madeline knows that it’s essential to acknowledge the contributions of everyone on the team because her volunteers are taking on responsibility outside of their daily student lives. At their social events, she takes the time to recognize volunteers who have put together proposals outside of their usual work or who have done an exceptional

job in recent projects. By attending these dinners and social gatherings herself, Madeline reinforces the idea that she's still one of them and just as much a part of the team as the volunteers.

Madeline is no longer with the One Woman Project as director, although she remains on OWP's board to help support and coach her teammates in the new evolutions of the organization. "I went on leave for a month and a half, and when I came back, the organization was running like clockwork. The whole organization just felt embodied in the values we hold. There wasn't a single decision made while I was gone I didn't agree with," Madeline said, which turned out to be a light bulb moment: the values she had worked to instill in OWP had taken on a life of their own, and it was time for her to move on. "I felt like there wasn't anything I could give OWP that they couldn't do without me—that if I held on longer, I would have been more of a burden to the organization than a benefit."

Reflecting on her work at OWP, Madeline said:

I'm most proud to see that other people are invested in the same vision I had and that we've achieved incredible things. But when I think of OWP, I don't think of any particular thing we've done. I think of the people that I got to spend the most time with, the conversations I had with them, and the lifelong friendships that I've built. What I'm most proud of is having found a community that shares my collective vision for a better society. That's what fills my heart.

Madeline's experience shows something we have seen over and over: leadership begins when you find something you care about and grabs hold of you. It doesn't necessarily require an organization, a budget, a hierarchy, a position, or a title. It requires the willingness to step up to a challenge, the passion for a worthy purpose, the determination to persist in the face of adversity, and the desire to engage others in making something extraordinary happen.

THE FIVE PRACTICES OF EXEMPLARY LEADERSHIP

In undertaking her leadership challenge, Madeline seized on an opportunity to make a difference. And although her story is unique, it is not unlike countless others. We've been conducting original global research for more than forty years, and when we ask young leaders to tell us about their personal-best leadership experiences—experiences that they believe are their individual standards of excellence—there are countless stories just like Madeline's.³ We've found them everywhere, and it proves that leadership knows no ethnic, cultural, or geographical borders; no racial or religious bounds; no differences between young and old. Leaders reside in every city and every country, in every function and every organization. We find exemplary leadership everywhere we look.

After analyzing these leadership experiences, we discovered, and continue to find, that individuals who guide others along pioneering journeys follow surprisingly similar paths regardless of the times or settings. Although each experience was distinctive in its expression, there were clearly identifiable behaviors and actions that made a difference. When getting extraordinary things done with others, leaders engage in what we call The Five Practices of Exemplary Leadership®:

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

These practices are not restricted to the people we studied. Nor do they belong to a few select shining stars. Leadership is not about personality, power, or privilege; it's about behavior. The Five Practices are

available to anyone who accepts the leadership challenge—the challenge of taking people and organizations to places they have never been before. It is the challenge of moving beyond the ordinary to the extraordinary.

The Five Practices framework is not an accident of a particular historical moment. It has passed the test of time. Although the *context* of leadership has changed dramatically over the years, the *content* of leadership has not changed much at all. The fundamental behaviors and actions of leaders have remained essentially the same, and they are as relevant today as they were when we began our study of exemplary leadership. We predict the same for the foreseeable future. The truth of each personal-best leadership experience multiplied thousands of times and substantiated empirically by hundreds of thousands of students and scores of scholars establishes The Five Practices of Exemplary Leadership as an “operating system” for leaders everywhere. Here’s a brief overview of The Five Practices of Exemplary Leadership and how they result in the *Ten Commitments of Exemplary Leadership*.

Model the Way

Titles are granted, but it’s your behavior that earns you respect. Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others. To effectively Model the Way, you must be clear about your guiding principles. You must *clarify values by finding your voice*. When you understand your values and who you are, you can authentically give voice to those values.

But *your* values aren’t the only values that matter. Finding your voice encourages others to do the same, paving the way for mutual understanding. In every team, organization, and community, others also feel strongly about matters of principle. As a leader, you also

must help identify and *affirm the group's shared values*. Leaders' actions are far more important than their words when others want to determine how serious leaders are about what they say. Words and actions must be consistent. Exemplary leaders *set the example by aligning actions with shared values*. Their daily actions demonstrate their deep commitment to their beliefs and the groups they are part of. One of the best ways to prove something is important is when you “walk the talk” yourself.

Inspire a Shared Vision

Students described their personal-best leadership experiences as times when they imagined an exciting, highly attractive future for themselves and others. They had visions and dreams of what *could* be. They had absolute and total personal faith in those dreams and were confident in their abilities to make those extraordinary things happen. Every organization, every social movement, and every significant event begins with a vision. It is the force that propels the creation of the future.

Leaders *envision the future by imagining exciting and ennobling possibilities*. Before starting any project, you must appreciate the past and envision what the results should look like, much as an architect draws a blueprint or an engineer builds a model. But you can't command commitment to a new future; you have to inspire it. You must *enlist others in a common vision by appealing to shared aspirations*. You do this by talking to others and, even more important, listening to them to understand what motivates them. You enlist others by helping them feel they are part of something that matters and something everyone believes is vital to accomplish together. When you express your enthusiasm and excitement for the vision, you ignite a similar passion in others.

Challenge the Process

Challenge is the crucible for greatness. Every single personal-best leadership case involved a change from the status quo. Not one student achieved a personal best by keeping things the same. The challenge might have been launching an innovative new event, tackling a problem differently, rethinking a service their group provides, creating a successful campaign to get students to join an environmental program, starting up a new student group or team, achieving a revolutionary turnaround of a school or university policy, or getting a new event underway with the intent that it become a new institutional tradition. It could also be dealing with daily obstacles and challenges, such as finding ways to resolve a group conflict or designing and delivering an important class or school project. Regardless of the specifics, all the personal-best experiences involved overcoming adversity and embracing opportunities to grow, innovate, and improve.

Leaders are pioneers willing to step out into the unknown. However, leaders aren't the only creators or originators of new ideas, projects, services, or processes. Innovation comes more from listening than telling and from continuously looking outside yourself and your group for new and innovative ways to do things. You need to *search for opportunities by seizing the initiative and by looking outward for innovative ways to improve.*

Because innovation and change involve *experimenting and taking risks*, one way of dealing with experimentation's potential risks and failures is *by consistently generating small wins and learning from experience*. There's a strong correlation between the process of learning and the approach leaders take to make extraordinary things happen: the best leaders are simply the best learners.⁴ Leaders are always learning from their errors and failures. Life is the leader's laboratory, and exemplary leaders use it to conduct as many experiments as possible.

School is a great incubator environment for learning how to become the best leader you can be.

Enable Others to Act

Grand dreams don't become meaningful realities through the actions of a single student. Achieving greatness requires a team effort. It requires solid trust and enduring relationships. It requires group collaboration and individual accountability.⁵ No leader ever got anything extraordinary done by working solo. All leadership requires a team effort.

Leaders *foster collaboration by building trust and facilitating relationships*. You must engage all those who make the project work—and involve in some way all who must live with the results. Leaders appreciate that people don't perform at their best or stick around for long if they feel weak, dependent, or alienated. When you *strengthen others by increasing self-determination and developing competence*, they are likelier to give it their all and exceed expectations. Focusing on serving the needs of others rather than one's self-interest builds trust in a leader. The more people trust their leaders and each other, the more they take risks, improve, and move forward. When students are trusted, have choices in how they do their work, feel in control, and have ample information, they are more likely to use their energies to produce extraordinary results. Through trusting relationships, leaders turn others into leaders themselves.

Encourage the Heart

The climb to the top is arduous and steep. People can become exhausted, frustrated, and disenchanted, and are often tempted to give up. Genuine acts of caring keep people in the game and draw them forward.

Leaders *recognize contributions by showing appreciation for individual excellence*. Appreciation can be expressed one to one or with many people. It can come from dramatic gestures or simple actions. Being a leader requires showing appreciation for people's contributions and creating a culture of *celebrating the values and victories by creating a spirit of community*. Recognitions and celebrations need to be personal and personalized. They aren't necessarily about fun and games, though there is much fun, and there are a lot of games when students acknowledge people's accomplishments. Neither are they necessarily about formal awards. Ceremonies designed to create "official" recognition can be effective, but only if participants perceive them as sincere. Encouragement is valuable and important because it connects what people have done with the successes the group gathers to celebrate. Leaders make sure that people appreciate how their actions connect with their and the group's values. Celebrations and rituals, when done sincerely and from the heart, give a group a strong sense of identity and team spirit that can carry them through tough times.

THE TEN COMMITMENTS OF EXEMPLARY LEADERSHIP

The Five Practices of Exemplary Leadership are the core leadership competencies that emerged from analyzing thousands of personal-best leadership cases. When student leaders do their best, they Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.

Embedded in The Five Practices are behaviors that can serve as the basis for your learning to lead. We call these the Ten Commitments of Exemplary Leadership. They focus on actions you need to both apply to yourself and that you need to take with others. Think of them with a mindset of "Thou Shalt."