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WITH BETH HIGH AND GARY M. MORGAN

THE
STUDENT
LEADERSHIP
CHALLENGE

*Facilitation and
Activity Guide*

THE STUDENT LEADERSHIP CHALLENGE

**Facilitation
and Activity Guide**

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THE STUDENT LEADERSHIP CHALLENGE

Facilitation
and Activity Guide

James Kouzes and Barry Posner

With Beth High and Gary M. Morgan

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CONTENTS

Welcome to The Student Leadership Challenge	1
About <i>The Student Leadership Challenge</i>	3
The Five Practices of Exemplary Leadership	3
How to Use the <i>Facilitation and Activity Guide</i>	4
How to Use the <i>Student Workbook</i>	7
Module 1: Introduction	9
Framing The Student Leadership Challenge Core Philosophy for Your Students	10
Origins of the Model	13
Activity 1.1: Personal-Best Leadership Experience	14
A Definition of Leadership	17
The Five Practices of Exemplary Leadership Model	18
The Student Leadership Practices Inventory	21
Moving Ahead	21
Module 2: Using the Student Leadership Practices Inventory	23
About the Student LPI	24
Using the Student LPI 360 Online	28
The Student LPI Reports	31
Student LPI Frequently Asked Questions	41

Module 3: Model the Way: Practice Overview and Guided Discussion	45
Practice Summary	46
Framing Model the Way for Your Students	46
Helping Students Understand and Apply the Behaviors of Model the Way	49
Further Actions to Improve in Model the Way	57
Activities to Learn About and Apply Model the Way	59
Activity 3.1 Values Spotlight	59
Activity 3.2 Mark Your Calendars	61
Activity 3.3 Movie Activity: <i>Pay It Forward</i>	62
Connect Model the Way to Module 8: Personal Leadership Journal	65
Practice Summary	65
Module 4: Inspire a Shared Vision: Practice Overview and Guided Discussion	67
Practice Summary	68
Framing Inspire a Shared Vision for Your Students	68
Helping Students Understand and Apply the Behaviors of Inspire a Shared Vision	71
Further Actions to Improve in Inspire a Shared Vision	78
Activities to Learn About and Apply Inspire a Shared Vision	79
Activity 4.1 The Dream Sheet	79
Activity 4.2 Come Join Me on Vacation	85
Activity 4.3 Movie Activity: <i>Invictus</i>	86
Connecting Inspire a Shared Vision to Module 8: Personal Leadership Journal	88
Practice Summary	88
Module 5: Challenge the Process: Practice Overview and Guided Discussion	89
Practice Summary	90
Framing Challenge the Process for Your Students	91
Helping Students Understand and Apply the Behaviors of Challenge the Process	94
Further Actions to Improve in Challenge the Process	101
Activities to Learn About and Apply Challenge the Process	102
Activity 5.1 We Need More Parking	102
Activity 5.2 Take It One Step at a Time	106
Activity 5.3 Movie Activity: <i>Apollo 13</i>	107
Connect Challenge the Process to Module 8: Personal Leadership Journal	109
Practice Summary	110

Module 6: Enable Others to Act: Practice Overview and Guided Discussion	111
Practice Summary	112
Framing Enable Others to Act for Your Students	112
Helping Students Understand and Apply the Behaviors of Enable Others to Act	116
Further Actions to Improve in Enable Others to Act	123
Activities to Learn About and Apply Enable Others to Act	124
Activity 6.1 What Makes You Trust Someone?	124
Activity 6.2 Blindfolded Square	126
Activity 6.3 Movie Activity: <i>Freedom Writers</i>	128
Connect Enable Others to Act to Module 8: Personal Leadership Journal	130
Practice Summary	131
Module 7: Encourage the Heart: Practice Overview and Guided Discussion	133
Practice Summary	134
Framing Encourage the Heart for Your Students	134
Helping Students Understand and Apply the Behaviors of Encourage the Heart	137
Further Actions to Improve in Encourage the Heart	143
Activities to Learn About and Apply Encourage the Heart	145
Activity 7.1 Web of Appreciation	145
Activity 7.2 Recognition Cards	146
Activity 7.3 Movie Activity: <i>Harry Potter and the Sorcerer's Stone</i>	148
Connect Encourage the Heart to Module 8: Personal Leadership Journal	149
Practice Summary	150
Module 8: Personal Leadership Journal	151
Overview and Guidelines for Continuing Your Leadership Development Journey	152
After Reviewing Your Student LPI Data	153
After Reviewing the Leadership Practice of Model the Way	154
After Reviewing the Leadership Practice of Inspire a Shared Vision	156
After Reviewing the Leadership Practice of Challenge the Process	158
After Reviewing the Leadership Practice of Enable Others to Act	160
After Reviewing the Leadership Practice of Encourage the Heart	162
Module 9: Sample Student Leadership Development Curricula	165
Seven-Session Cocurricular Workshop Series	166
Sample Academic Course Curriculum: Six-Week Module	170
One-Day Workshop or Retreat	174

Onward!	179
Appendix A: Student Leadership Practices Inventory Behavior Statements	181
Appendix B: Ten Tips for Becoming a Better Leader	185
Acknowledgments	191
About the Authors	193

THE STUDENT LEADERSHIP CHALLENGE

**Facilitation
and Activity Guide**



**Welcome to
The Student
Leadership
Challenge**

There is no shortage of challenges that require exemplary leadership. Leaders help others meet these challenges. Student leaders will help those they influence face the immediate issues of today and eventually lead the long-term development of people, communities, and institutions so they can adapt, change, prosper, and grow. The core philosophy of *The Student Leadership Challenge*[®] disputes the myth that leadership is something that you find only at the top of the class or as the person running a student organization. Leadership is not about position or title, power or authority, celebrity or wealth, family or genetics. It's also not just something for a chosen few. Rather, leadership is everyone's business.

Moreover, leadership is an identifiable set of skills and abilities that is available to everyone. It is about relationships, personal credibility, and what leaders do. It's about an observable set of skills and abilities that are useful wherever a leader may be. Given the motivation and desire, leadership is a skill that can be strengthened, honed, and enhanced through practice and feedback, following role models, and coaching. If students find themselves in a challenging situation that requires setting a good example for others, looking ahead to the future, taking initiative to change the status quo, building teamwork and trust, and encouraging others to succeed, they are in a situation that requires leadership. What is required of them in this situation is that they step forward and become the best leader they can be.

The Student Leadership Challenge is about how students mobilize others to want to make extraordinary things happen in their schools, communities, and organizations. It's an evidence-based framework that describes the practices student leaders use to transform values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. It shows how students can create the climate in which people turn challenging opportunities into remarkable successes.

It's been said that the education and development of people is the lever to change the world, and we believe this is especially true for young people. In these extraordinary times, the challenges seem only to be increasing in number and complexity. But remember that all generations confront their own serious threats and receive their own favorable circumstances. The abundance of challenges is not the issue: it's how our young people respond to them that matters. Through their responses, they have the potential to seriously worsen or profoundly improve the world in which we live.

Yours is a noble cause. By improving a student's ability to lead, you will directly affect the kinds of positive changes that our world needs. You will make a difference in the quality of the life of your students and those they will influence throughout their lives. We know from our research that every student has the capacity to learn to lead and the capacity to make extraordinary things happen. We believe in them, we believe in you, and we thank you for challenging yourself to liberate and develop the leader in every student.

ABOUT THE STUDENT LEADERSHIP CHALLENGE

The foundation of the approach set out in this book is The Five Practices of Exemplary Leadership® model. The model began as a research project in 1983 that asked people, “What did you do when you were at your ‘personal best’ in leading others?”

Three decades later, the model continues to prove its effectiveness as a clear, evidence-based path to achieving the extraordinary—for individuals, teams, organizations, and communities. It turns the abstract concept of leadership into easy-to-grasp practices and behaviors that can be taught; anyone who is willing to step up and accept the challenge to lead can learn them. The model is supported by a core philosophy arising from ongoing research and is founded on these beliefs:

- Leadership is everyone’s business.
- Leadership is learned.
- Leadership is a relationship.
- Leadership development is self-development.
- Leadership is an ongoing process.
- Leadership requires deliberate practice.
- Leadership is an aspiration and a choice.
- Leadership makes a difference.

We highly recommend you have your students read *The Student Leadership Challenge* book to deepen their understanding of The Five Practices by learning about other students who demonstrate the leadership behaviors embedded in the model. The book offers evidence from our research and that of others to support our core philosophy that leadership is everyone’s business. It provides case examples of young people who demonstrate each practice and prescribes specific recommendations on what people can do to make each practice their own and to continue their development as a leader. We have pulled quotations from some of these stories from students around the world and sprinkled them throughout *The Student Leadership Challenge Facilitation and Activity Guide* and *Student Workbook and Personal Leadership Journal*. People learn from stories, and the stories and quotations we have included are intended to be both inspiring and encouraging.

THE FIVE PRACTICES OF EXEMPLARY LEADERSHIP

The Five Practices of Exemplary Leadership resulted from an intensive research project to determine the leadership behaviors that are essential to making extraordinary things

happen in organizations. This effort has continued over three decades, and the findings have been consistent over time. Despite differences in the context of young people's individual stories, their personal-best leadership experiences have revealed similar patterns of leadership behavior.

The research found that when young leaders are at their personal best, they:

1. *Model the Way*: Clarify values and set the example
Leaders clarify values by finding their voice and affirming shared values, and they set the example by aligning actions with shared values.
2. *Inspire a Shared Vision*: Envision the future and enlist others
Leaders envision the future by imagining exciting and ennobling possibilities, and they enlist others in a common vision by appealing to shared aspirations.
3. *Challenge the Process*: Search for opportunities and experiment and take risks
Leaders search for opportunities by seizing the initiative and looking outward for innovative ways to improve. They experiment and take risks by constantly generating small wins and learning from experience.
4. *Enable Others to Act*: Foster collaboration and strengthen others
Leaders foster collaboration by building trust and facilitating relationships. They strengthen others by enhancing self-determination and developing competence.
5. *Encourage the Heart*: Recognize contributions and celebrate the values and victories
Leaders recognize contributions by showing appreciation for individual excellence. They celebrate values and victories by creating a spirit of community.

Over multiple settings and across continents, these Five Practices have survived the test of time. The context has changed since this research project was launched, but the content has remained constant.

HOW TO USE THE FACILITATION AND ACTIVITY GUIDE

Instructors and facilitators interact with students in many different ways. You may be leading a workshop in which you have only brief contact with a student or you may be in an ongoing coaching relationship in which you work with a student over time. Regardless of your specific circumstance this *Facilitation and Activity Guide* is intended to support the important role you play in supporting students' development as leaders. We designed it to go beyond the instruction of The Five Practices of Exemplary Leadership model to provide tools for the important work you do: the encouragement and support of students' ongoing journey as developing leaders.

Our position is that all five of the leadership practices should be covered, and they should be covered in the order in which we discuss them in this guide. How you execute this is up to you. We have created a number of possible avenues for you to explore and customize. The *Facilitation and Activity Guide* has been written to provide maximum flexibility, allowing you to teach The Five Practices in a way that accommodates the relationship and time you may have with your students and the setting you are in.

You will notice that throughout this guide we use the term *group*. By *group* we mean any collective organization a student is a member of or is leading: an athletic team, a club or common-interest group, any specialized activity or project, an academic team, or even a class group. We also use the word *leaders* to refer to students we have studied, not just students in formal leadership positions but students just like the ones you are working with who have taken the challenge and worked with others to make extraordinary things happen in groups to which they belong. One of our fundamental beliefs is that leadership is an ongoing process that requires deliberate practice. The *Facilitation and Activity Guide* is structured to help your students succeed in their ongoing developmental journey.

This guide contains nine modules. We begin with an introduction, Module 1, that examines the foundation of *The Student Leadership Challenge*. We describe the personal-best leadership experience activity to establish a personal reference point for students as they explore The Five Practices, and then introduce The Five Practices of Exemplary Leadership model. Module 2 provides an overview of the Student Leadership Practices Inventory (Student LPI) with ideas on how to use it with student groups as a powerful development tool.

Modules 3 through 7 explore each of The Five Practices in depth. We have designed these modules to describe one leadership practice and explain the two essential action components of that practice that student leaders employ to make extraordinary things happen in organizations. Collectively, we refer to these as The Ten Commitments of Leadership (see Figure I.1).

Each of the practice modules also covers the associated six leadership behaviors from the Student LPI and suggests ways students can take action to demonstrate the behaviors more frequently. The relationship between The Five Practices, the Ten Commitments, and the 30 behaviors is diagramed in Figure I.2.

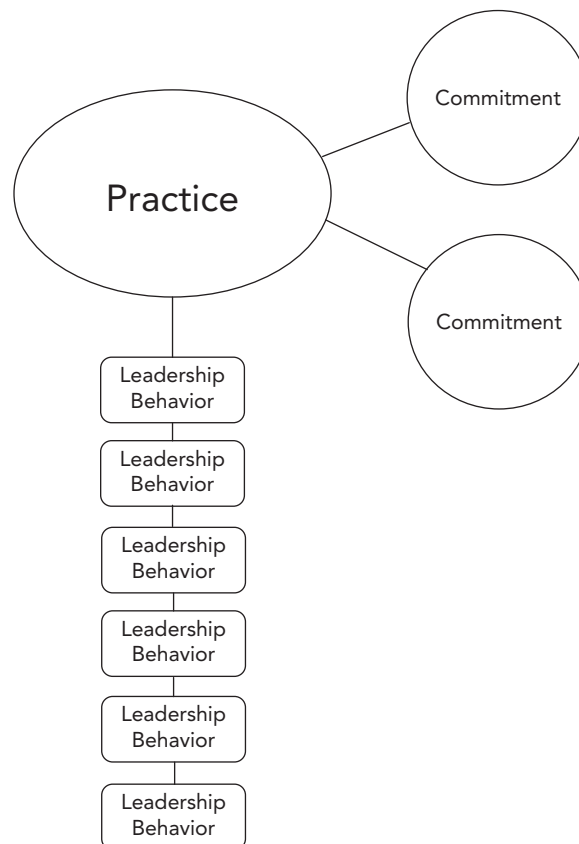
Each practice module contains:

- A practice summary and a review of the two commitments to clarify the main ideas supporting the practice.
- Facilitator Cues for framing the discussion of the practice with students to facilitate their understanding of the practice.
- Ideas for helping students understand and explore the leadership behaviors associated with each practice. The goal of *The Student Leadership Challenge* is to move students to take action and make a personal commitment to ongoing practice.

Figure I.1 The Five Practices and Ten Commitments of Exemplary Leadership

Model the Way	<ol style="list-style-type: none"> 1. Clarify values by finding your voice and affirming shared values. 2. Set the example by aligning actions with shared values.
Inspire a Shared Vision	<ol style="list-style-type: none"> 3. Envision the future by imagining exciting and ennobling possibilities. 4. Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process	<ol style="list-style-type: none"> 5. Search for opportunities by seizing the initiative and looking outward for innovative ways to improve. 6. Experiment and take risks by constantly generating small wins and learning from experience.
Enable Others to Act	<ol style="list-style-type: none"> 7. Foster collaboration by building trust and facilitating relationships. 8. Strengthen others by increasing self-determination and developing competence.
Encourage the Heart	<ol style="list-style-type: none"> 9. Recognize contributions by showing appreciation for individual excellence. 10. Celebrate the values and victories by creating a spirit of community.

Source: *The Leadership Challenge*, 5th edition, by James M. Kouzes and Barry Z. Posner. San Francisco: Jossey-Bass, 2012.

Figure I.2 The Five Practices Model Structure

- Sample experiential activities to deepen students' understanding of the practice, including a movie activity to identify stories in film that illustrate The Five Practices and facilitate a deeper understanding of their meaning. These activities are samples for you to use. They are not required and are not an exhaustive list of appropriate exercises. There are many other sources for activities that may work well for the students you are working with. *The Student Leadership Challenge* website offers a treasure trove of resources (www.studentleadershipchallenge.com).
- Ideas for follow-up using the Personal Leadership Journal in Module 8 to enable students to deliberately practice, reflect on, continue learning, and commit to liberating the leader within each of them.

Module 9 contains sample agendas and possible curriculum outlines to get you started in implementing your own development initiative.

We end this guide by quoting the closing to the *Student Workbook*, which is intended to be inspirational for the students participating in a leadership development initiative, and suggest that you provide them similar encouragement, in your own words. Appendix A contains all of the leadership behavior statements in The Student Leadership Practices Inventory. Appendix B provides a compilation of broad ideas to support student leadership development.

We suggest you read *The Student Leadership Challenge* book, and we strongly recommend having your students read it because we believe it makes a strong addition to any program. However, we do not assume in this guide (or in the *Student Workbook*) that students will have read or have access to the book. Still, you will find recommendations for using the book sprinkled throughout this guide.

HOW TO USE THE STUDENT WORKBOOK

The *Student Workbook* is designed to deepen students' understanding of The Five Practices model at both conceptual and applied levels. Each component aligns with the structure of the *Facilitation and Activity Guide*. Each practice module contains:

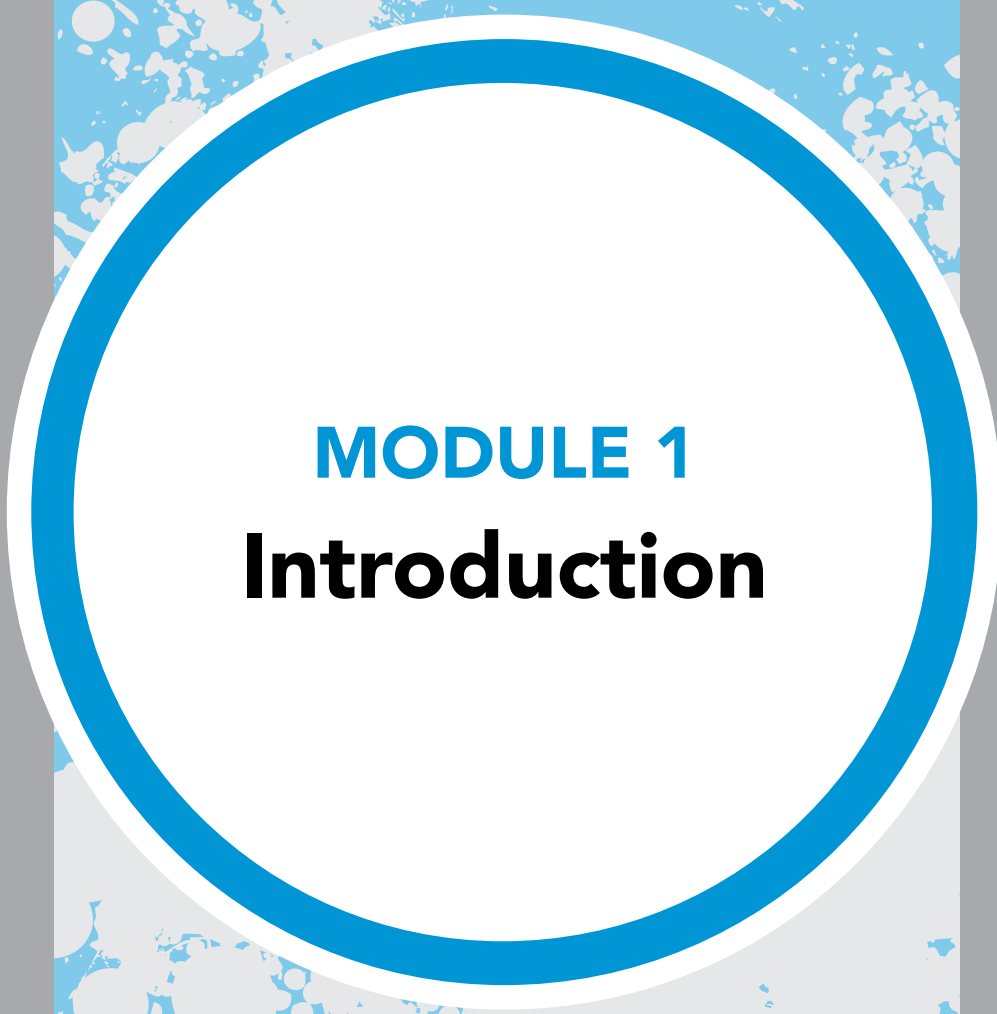
- A summary of the practice, including a review of the two commitments for each practice
- Learning objectives for the student
- Clarification of the six leadership behaviors associated with the practice
- A series of developmental questions to help lead students to action
- Potential outcomes from these actions to encourage students and help them see the potential impact of making a personal commitment to take action
- Activity templates for suggested activities from the *Facilitation and Activity Guide*
- Ideas for follow-up, with a final set of tips for becoming a better leader in Appendix B

Student LPI

The Student Workbook contains a module on how the data from the Student LPI will help students understand and internalize the feedback. Instructions on how to administer the Student LPI, including delivering and debriefing the report, are included in the Student LPI module (module 2) in this *Facilitation and Activity Guide*. All of the leadership behavior statements in the Student LPI are in Appendix A.

Personal Leadership Journal

The Personal Leadership Journal in the *Student Workbook* (Module 8) is intended to provide a structure for students' action and reflection about their ongoing leadership development journey. A copy of the journal material is also included in this guide.



MODULE 1
Introduction