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Lois B. Hart, Ed.D., and Charlotte S. Waisman, Ph.D.

Foreword by JAMES M. KOUZES

The
Leadership
Training
Activity
Book



50 EXERCISES FOR BUILDING EFFECTIVE LEADERS

THE

LEADERSHIP TRAINING ACTIVITY BOOK

**50 Exercises for Building
Effective Leaders**

**LOIS B. HART, Ed.D.
CHARLOTTE S. WAISMAN, Ph.D.**

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FOREWORD

There's a scene in the film adaptation of Muriel Spark's classic, *The Prime of Miss Jean Brodie*, during which Head Mistress McKay calls Miss Brodie to her office to chastise Miss Brodie for her somewhat unorthodox teaching methods.¹ Head Mistress McKay comments on the precocity of Miss Brodie's students. Miss Brodie accepts this as a compliment, not a criticism and says:

"To me education is a leading out. The word education comes from the root 'ex,' meaning 'out,' and 'duco,' 'I lead.' To me education is simply a leading out of what is already there."

To this head mistress McKay responds rather haughtily, saying, "I had hoped there might also be a certain amount of putting in."

Miss Brodie laughs at this notion and replies, "That would not be education, but intrusion."

Lois Hart and Charlotte Waisman would make Jean Brodie proud. *50 Activities for Developing Leaders* is not about "putting in." It's about leading out of what is already in the hearts and minds of learners. That's as it should be, for development should never be intrusive. It should never be about filling someone full of facts or skills. It just won't work. Education should always be liberating. It should be about releasing what is already inside us.

Leadership development is self-development. The quest for leadership is first an inner quest to discover who you are. That is clearly the premise of this wonderful collection of developmental activities. They guide learners on that fascinating journey of self-awareness and self-confidence that can only come from experiencing something *in* themselves *for* themselves. Learning to lead is about discovering what *you* value. About what inspires *you*. About what challenges *you*. About what gives *you* power and

Portions of this foreword are adapted from *The Leadership Challenge* by James M. Kouzes and Barry Z. Posner. San Francisco: Jossey-Bass, 2002. Copyright © 2003 James M. Kouzes and Barry Z. Posner. All rights reserved.

¹ This scene is from the film version of *The Prime of Miss Jean Brodie*, produced by Robert Fryer and directed by Robert Neame. Screenplay by Jay Presson Allen. Twentieth Century Fox Productions, 1968. Adapted from the novel, *The Prime of Miss Jean Brodie*, by Muriel Spark (New York: Perennial Classics, 1999).

competence. About what encourages *you*. When you discover these things about yourself, you'll know what it takes to lead those qualities out of others. I assure you that if you engage others in the experiences in this volume, that's exactly what will happen.

Sometimes liberation is as uncomfortable as intrusion, but in the end when you discover it for yourself you know that what's inside is what you found there and what belongs there. It's not something put inside you by someone else; you discover you've had the gifts all along.

But just when you think that it's the experience that's the teacher, you quickly learn that it's really not what this is all about. Experiential learning *is* essential to mastery, but there's another critical lesson awaiting you and your learners.

In the process of my own development as an adult educator, I was extremely fortunate to have participated in programs led by some of the most seasoned training professionals in the business. One of them was Fred Margolis. Fred was a student of Malcolm Knowles, the father of the theory and method of adult learning known as andragogy. Fred was a master, and he taught me a lesson in the early 1970's that has shaped everything I've done as an educator since then.

I was doing some work in Washington, D. C., and after a day of training Fred and I met at an Italian restaurant for dinner. During our dinner, Fred asked me, "Jim, what's the best way to learn something?" Since I'd been extensively involved in experiential learning, I confidently told Fred the obvious: "The best way to learn something is to experience it yourself."

"No," Fred responded. "The *best* way to learn something is to *teach* it to somebody else!" Boing! That was one of those moments when your brain does a double take, and you realize that you've just heard something extremely profound and a whole new world is about to unfold.

What I learned that day from Fred—and I continue to learn every day I am with a group—is that the act of teaching is an act of learning. The deepest kind of learning. You've probably felt the impact of this yourself—whether you're an expert or a novice. The moment you're asked to teach you start to think, study, worry, and prepare. In the process you become consumed by learning. You know you're on the line. You're going to have to perform live in front of others, and you better know your stuff. You've got to learn at a deeper level.

That lesson—*we learn best when we teach someone else*—has shaped my style more profoundly than any other lesson on learning. It inspires me daily to find new ways for people to teach each other. When participants put themselves out there as role models or subject matter experts, I know and they know that they've got to reach inside a lot deeper than if I just ask them to take part in a simulation.

This is the most important benefit of Lois and Charlotte's contribution. They don't just ask people to be learners. They ask participants to be teachers. It's the teaching that participants do *after* the experience that is the most critical part of the process.

That's when everyone knows they've internalized it, made it a part of themselves. And when you've internalized it, you can externalize it; you can teach it to others.

All of this is reinforced by something else that my coauthor Barry Posner and I found in doing research for the third edition of *The Leadership Challenge*. What we uncovered is that the best leaders are the best learners. And what would you say comes first, the capacity to learn or the capacity to lead? We think that learning comes first. Learning to lead comes second. So what you are doing by fully engaging others in the *experience* of learning—not just the experience of leading—will benefit them in every other aspect of their lives. That is the magic and the joy of leading out what is already there!

Jim Kouzes
San Jose, California
April 2003

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PREFACE

As you pick up this book for the first time, I'm sure you're wondering how this book can help those who grapple with perhaps the most elusive type of training—leadership training?

Lois Hart founded the Women's Leadership Institute nearly six years ago. She began working regularly with Charlotte Waisman, a long-time friend and professional colleague, and soon came to appreciate Charlotte's talents as a coach, trainer, and mentor. Lois suggested that they write this book together because she believed that our collaborative efforts and diverse professional experiences will help other trainers.

We first needed to decide what leadership topics we would include. Long before the book you are now reading was ever in our consciousness, we as professionals were constantly searching for the best thinking on leadership theory. We continuously review what researchers and authors describe about leader competencies, skills, and attitudes; we read the major leadership books and theorists, and we discuss the goods and bads of each approach. As you will see in this book, we fully agree on one common approach.

We believe that Leadership itself is a critical competency, and we believe it can be taught. We suggest that leadership is a huge subject encompassing discrete actions and activities that can themselves be identified as competencies. It is hard to imagine a successful leader not having a very demonstrable capability and capacity for risk and risk-taking. So, Risk became one of the 50 topics!

After countless hours of study and discussion, we concluded that Jim Kouzes and Barry Posner have done the best research on leadership, which they describe in their book, *The Leadership Challenge*. Their original research for the *Leadership Practices Inventory* was with 120 MBA students (average age 29; 60% male). The current version of the book was based on surveys of 1,567 U.S. executives participating in public and private sector management-development seminars (12% of the participants were female). A separate survey collected information from managers in Australia, England, Germany, and the Netherlands.

Kouzes and Posner compared responses from 73 senior human resource management professionals (49 men and 24 women) attending the same conference. The women did not differ measurably in their responses from the men, with one exception: their self-reports on “Encouraging the Heart” showed higher ratings.

The researchers found no significant differences between a group of 137 federal government executives and a group of 197 private-sector executives; no significant differences between a group of 95 Australian managers and a group of 70 American mid-level managers; and no significant differences between a group of 170 European managers (English, German, and Dutch) and a group of 270 American managers.

Kouzes and Posner are continuing to systematically research the subject, conducting personal interviews and case studies with over 1,000 managers, as well as empirical investigations involving more than 45,000 participants. For more detailed information on their research, you can access their psychometric report and summaries of 150 doctoral dissertations on their Web site at www.leadershipchallenge.com.

When Lois authored *50 Activities for Developing Leaders* (HRD Press) in 1994, she recognized Kouzes and Posner’s enormous contribution to the body of knowledge that forms the basis of the study of Leadership. Many other theories have been published since that time, but we have chosen to continue to build on Kouzes and Posner’s work. We use their book *The Leadership Challenge* (now in its third edition) as the basis for the Women’s Leadership Institute, a yearlong leadership development program now in its fifth year of implementation. A discussion of the topics that Kouzes and Posner pose is central to the work we do in our eleven full-day workshops. Having drawn on it for more than eight years, it was natural, as we thought about this book, to once again try to organize our thinking around their ideas.

We encourage you to read their work and see how our leadership activities play out as a demonstration of their model. Kouzes and Posner divide leadership competency into “five characteristics” of exemplary leadership—each covering behaviors that demonstrate personal leadership. “Inspire a Shared Vision” is one of these five “practices” and we are not surprised. Kouzes and Posner’s work itself is so inspiring, we will direct your attention to it again and again as you read ours. We are honored to build from their base.

Field marketing reports clearly show that the teaching of Leadership is a continued, high-value endeavor. Trainers, teachers, and consultants, internal and external, are looking for current and updated sources of materials and curricula that are timely, interesting, and engaging to adult learners in business settings. The activities must be based on principles of adult learning and principles of accelerated learning, and must translate into value-added ways for the learner to produce business results. The better-cheaper-faster competitiveness of American business is still driving learning! The activities in our book are flexible and can be used in a variety of situations. We encour-

age you to select and modify our work so you can achieve any number of different outcomes that suit your particular circumstances.

At the first planning meeting for this book, Lois told Charlotte that she believes co-authoring is a dynamic way to write—that the process of bouncing ideas off one another is truly beneficial. Lois thoroughly enjoys sharing the creative process, and likes the challenge of being challenged. (Kouzes and Posner call the second tenet of Leadership “Challenge the Process.”)

The ideas and activities in this book will help you and your colleagues. The ideas within it have been tested in many Leadership training situations. Each activity has been thoroughly test-driven and honed for its essential message. The first Kouzes-Posner tenet is “Model the Way,” and many, many colleagues have generously shared their ideas with us. Their experiences have enriched this work, and we appreciate their contributions.

Finally, we thank Bob Carkhuff, our publisher. Thanks also to everyone at AMACOM Books and at Chernow Editorial Services, Inc. Also, if you adapt our materials to reflect your own special expertise, write us, call us, or e-mail us to share what you have done. We promise to pass it on! (The fourth Kouzes-Posner tenet is “Enable Others to Act.”)

Enjoy our work; we truly enjoyed the process of bringing it to fruition.

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2003

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HOW TO GET THE MOST OUT OF THIS BOOK

We have strived to provide flexibility and options throughout the book, as well as explain how we have personally used each module. We are confident that you will be able to take our materials and modify them to meet your specific needs.

The current trend in training is to avoid daylong programs and, instead, offer one to three modules of one, two, or three hours each. If shorter sessions work best for you, consider choosing modules that can make up a longer Leadership program, but offer them in smaller chunks.

Most activities in this book come with an estimated time. Feel free to adapt that time frame as you see fit. Within some modules, we note that a particular section took us 5 minutes or 10 minutes; we hope these comments help you see that a simple question can lead to extensive group discussion. Again, your own situation will be the best guide.

We have also tried to supply you with an optimal group size. We often suggest twenty as an upper limit because one facilitator for 20 participants, in our opinion, is the best size for interaction and participation—and we certainly want each session to have those lively qualities! That said, if your group is 30, perhaps you can get a colleague to help you. You will know what is best for your training mode and comfort level.

Templates of all the handouts and job aids presented in this book will be available in pdf format for you to download from AMACOM's Web site. The address is www.amacombooks.org/leadershipact.

We have written this book as a get-up-and-do guide. We are not offering you lists of other books to read and other places to get ideas, unless they directly relate to the materials we have provided. Our delight would be e-mails, calls, and letters from each reader, to tell us of the many ways that you were able to adapt and re-structure our ideas. Play with your thoughts, build on our ideas, and make each training module truly your own.

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