

JAMES M. KOUZES | BARRY Z. POSNER
WITH JANE BOZARTH

the
challenge
continues
PARTICIPANT WORKBOOK

model the way

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“ The journey starts with developing yourself. Clarify your values and beliefs, make them public, and act on what you say. ”

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 **challenge 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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PRACTICE 1

MODEL THE WAY





**Clarify values by
finding your voice
and affirming shared
ideals.**

**Set the example by
aligning actions with
shared values.**

Small Wins

As you may recall, the first practice of exemplary leadership, Model the Way, asks you to clarify values and set the example. To Model the Way means to be honest and credible and to “walk the talk”—to Do What You Say You Will Do (DWYSYWD). The two commitments to Model the Way are listed on the opposite page.

When did you first begin to implement strategies for Model the Way?

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, take a few minutes to document some successes you have had so far.

Think back over the past months and write down a few specific things that have gone well as you have worked to Model the Way. Consider the times you have clarified your values by finding your voice and affirming shared ideals with others. Consider the times you have set an example by aligning your actions with the shared values. These do not have to be breathtakingly big successes. Think about small accomplishments rather than huge leaps.

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Now stop and look over your list of small wins again. Take a moment to breathe and savor them. Although this workbook will help you continue to improve in how you Model the Way, 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 Model the Way. If you completed the LPI some time ago and have retaken it recently in preparation for this professional-development experience, write your scores for “then” and “now” in the spaces provided. (If you have not taken the LPI, you will be given a few minutes to take it now.) Where do you think you are strongest? Circle those items. What areas would you like to work on further? Put an asterisk beside those items.



THEN

NOW

1. I set a personal example of what I expect of others.

6. I spend time and energy making certain that the people I work with adhere to the principles and standards we have agreed on.

11. I follow through on the promises and commitments that I make.

16. I ask for feedback on how my actions affect other people’s performance.

21. I build consensus around a common set of values for running our organization.

26. I am clear about my philosophy of leadership.

NOTES:



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How I Model the Way

Describe three situations in which you have had an opportunity to Model the Way (for example, decisions you have made, interactions with others, issues that required you to act, and events during which you set an example—even if not necessarily the example you meant to set). Then rate yourself on a scale of 1 to 5 (1 being lowest) in terms of how you acted. Were you credible? What could you have done differently? How could you have been more effective in terms of the practice and the commitments?

SITUATION 1:

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Rating (circle) 1 2 3 4 5

What I could have done differently:

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In the future I will try to:

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SITUATION 2:

Rating (circle) 1 2 3 4 5

What I could have done differently:

In the future I will try to:

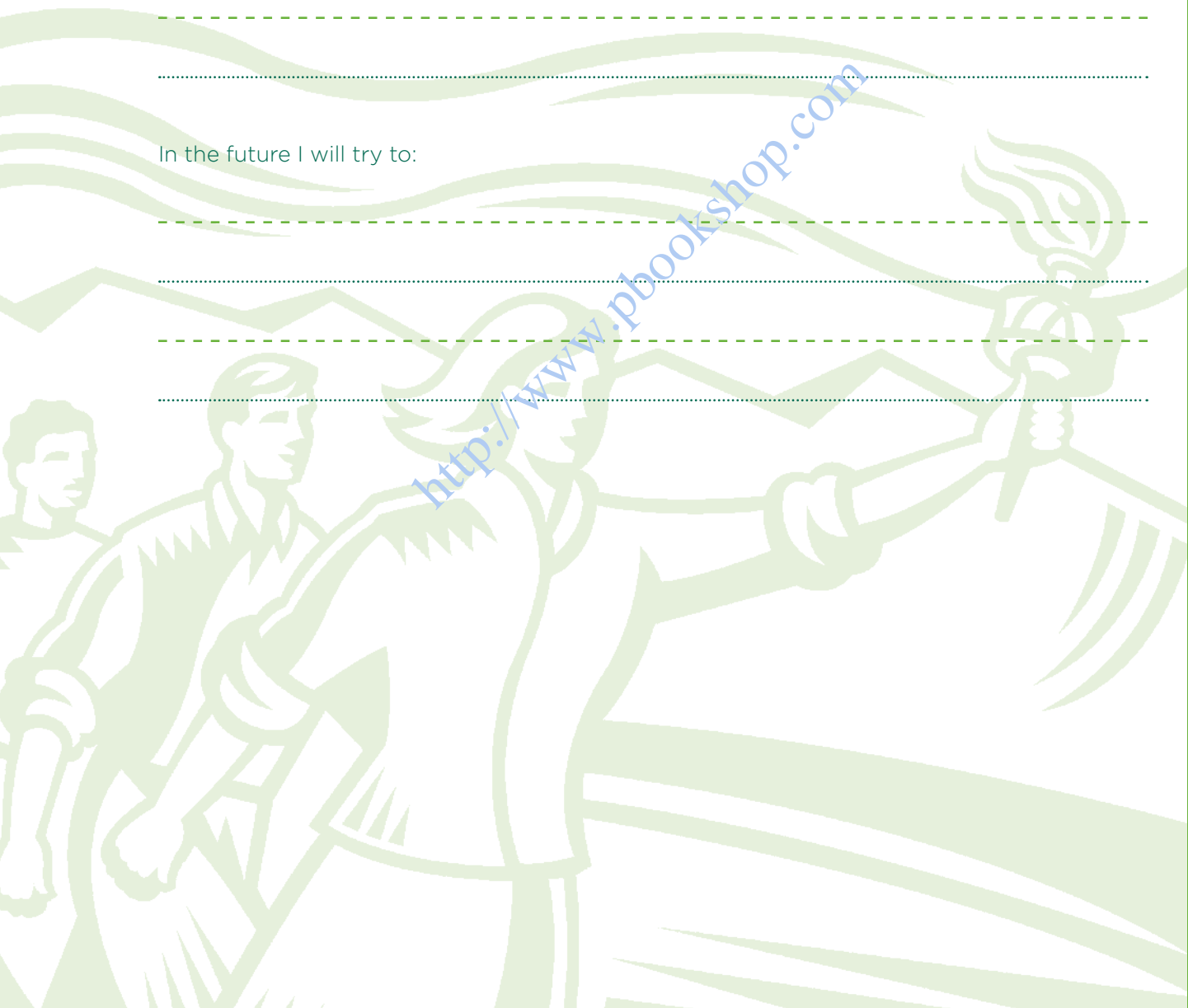
SITUATION 3:

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Rating (circle) 1 2 3 4 5

What I could have done differently:

In the future I will try to:



Credo Memo



When you first learned about Model the Way, you were asked to think about, and write down, the values you hold above all others and the principles that guide your choices and decisions. In a previous professional-development event based on *The Leadership Challenge*, you may have written a credo memo, directions left as guiding words in the event of your unexpected long absence. If you still have your credo memo, review it now. What has changed since you first wrote it? Does it need to be revised or polished? Is there something that needs to be added or cut? If you have not yet written a credo memo, please take a few moments to write one now. Remember, a “credo” is a statement of values and beliefs. “Credo” comes from the Latin for “I believe” and forms the root of the word “credibility.” The next page offers a partial list of values to help you jump-start your thinking.

Write your revised or new credo memo here.

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Some Commonly Held Values

If you have not already clarified your values, you may wish to do so at this time. Circle the fifteen values that you hold most dearly on the chart below. Then cross out five of those. Then cross out five more. Then rank the remaining five in terms of their priority and importance to you.

Family	Equality	Empathy
Competition	Communication	Beauty
Creativity	Courage	Dependability
Achievement/Success	Friendship	Flexibility
Effectiveness	Decisiveness	Freedom
Happiness	Harmony	Health
Honesty/Integrity	Humor	Independence
Intelligence	Love/Affection	Loyalty
Patience	Power	Productivity
Quality	Recognition	Respect
Security	Simplicity	Service
Strength	Trust	Truth
Wisdom	Competence	Innovation
Diversity	Challenge	Open-Mindedness
Curiosity	Growth	Prosperity/Wealth
Autonomy	Hope	Risk Taking
Spirituality/Faith	Variety	Energy/Enthusiasm
Teamwork	Discipline	





YOUR VOICE SHOULD NOT ARTICULATE PLATITUDES BUT REAL VALUES THAT WILL GUIDE YOUR CHOICES AND THE CHOICES OF THOSE YOU LEAD.

A common problem with organizational mission statements is that they have been voted on and discussed to the point of being meaningless. Consider, for instance, the statement that follows: *“We are committed to providing optimum service to our customers while maintaining a culture of integrity and responsibility.”*

Can you tell what the business does? Is it a chair manufacturer or a fire department or a retail store? Compare that mission statement to what, for a time, was Nike’s mission statement (not “Just do it”—that’s a slogan). It was “Beat Reebok.” Although Nike’s original mission statement was focused on competition, it was stated clearly and it established priorities and guided decision making. Its employees had clear guidelines for every product design, every ad campaign, and every financial decision.

Look at your Credo Memo again. Are your values clear? Would those whom you lead have clear guidelines?

A Straight-Line Story

We all have experienced times when we strayed from our articulated values. We mean to walk the straight line but, every now and then, we step out of bounds a bit. How straight has your line been since you first began working to Model the Way? Take a few minutes to create your “straight-line story.”

Here is how one such story might look. Suppose that one of your stated values is “to be honest and fair in all dealings.” But late one afternoon, after a tiring day, you neglected to mention to your co-workers that some new information might slightly affect a decision that took days to make. One evening at a restaurant, you noticed that the server forgot to charge you for the dessert, but you decided that since the service wasn’t perfect, you were “owed” a free slice of pie. During tax season, at the dinner table, with your small children present, you and your spouse joked about claiming the family cat as a tax deduction. None of these actions is terrible, but what does each of them do to your line? Is your line as straight as you would like it to be?



MY STRAIGHT-LINE STORY

Think about an incident or two in which you felt you were veering from your stated values. Use the space below to tell your story to yourself, drawing while you think. Show the line veering when you weren't walking the talk or weren't credible. What happened? What caused you to veer from the line?



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Do you detect any patterns? For instance, do you seem to veer most often when you are tired or when you feel pressured by someone above you in the organization?

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Write a brief plan for better holding to your straight line in the future.

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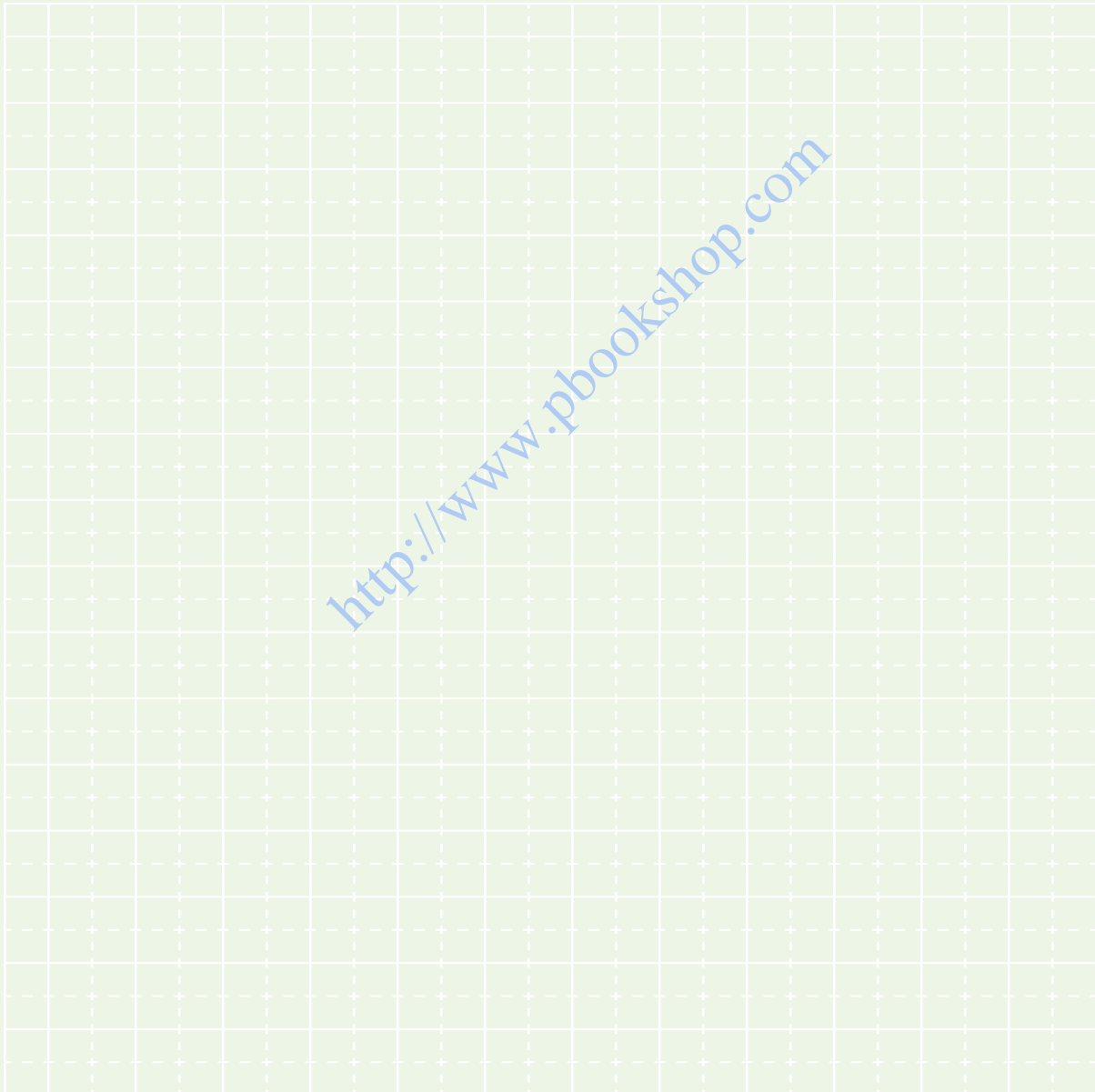
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Reflection

If the incident(s) you used in your straight-line story related to your personal life, rather than to your work life, was straying from the straight line less important or less critical? Do you have different standards for yourself when no one is watching, when the boss isn't watching, or when no one at work is watching?



A large grid for writing reflections, consisting of 20 columns and 20 rows of small squares. A diagonal watermark is present across the grid.

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Congruence

So far, you have examined areas in which you have been successful and areas in which you still wish to grow as you attempt to Model the Way. As you continue your journey, it is important to look at ways in which you can extend this practice beyond your own ideas and actions to those of your work area. A starting point for this is performing an environmental scan. What message does your work area/office send? For example, have you ever dealt with a surly, unhelpful retail clerk standing beneath a framed statement that says, “Our customers are #1”? If so, you have experienced the incongruity between the firm’s—likely the CEO’s—values and the behaviors of the staff members.



Environmental Scan

As in the example of the store clerk, perhaps you don't see your effort to Model the Way having much effect on your work area/office/division. Often, whether we realize it or not, work environments send messages, and these may not be congruent with what you are trying to achieve. Perhaps the work environment is sending messages that do not support the values you want to model and want those you lead to emulate. Walk around your work area and the other areas in which you have some influence (break room, parking lot) and take note of the messages that are present. Look at posted signs. Look at what is written on coffee mugs on people's desks. Look at cartoons tacked to cubicle walls and things posted on bulleting boards. Are they congruent with the example you are trying to set?

If you tell those whom you lead that “We are a team, equal partners in this endeavor” and that you respect the worth of every one of them, why do you have an executive parking space?

If you assert that “We are all one another's customers and should be treated as we would treat any customers,” what message is sent by the person responsible for distributing office supplies, who has hung a sign on her door that says, “I can only please one person a day. Today isn't your day. Tomorrow's not looking so good, either.” It's funny, but what does it do to your efforts to Model the Way? What message does it send to those who need office supplies? What message does it send to people who pass it a dozen times each day?

Sometimes the choice of words matters, too. During the U.S. gasoline-pricing situation in 2008, many gas stations began requiring customers who were paying in cash to pay in advance. Often this was communicated by handmade notes taped to the gas pumps. What are the different messages sent by these three notes—about how you will likely be treated when you go inside to pay?

1. CASH: MUST PREPAY INSIDE!

2. We apologize for the inconvenience, but we ask that cash customers please visit us inside before pumping gas.

3. Credit and Debit Only. Cash customers pay in advance.

As you scan your work environment, pay attention to signs, to wording, and to office décor. If you were a first-time visitor, what impression would you receive? What is the cumulative effect these messages can have?

Consider the actual case of two North Carolina social-services offices. The business of both offices is the same: to provide clients with services, such as support for food purposes, women-in-crisis help, job referrals, and child-safety issues. The agencies use the same policies, rules, and forms.

The first office, in the Eastern part of the state, is in an old building in need of some cosmetic touch-ups that will have to wait because of lack of state funds. There is a huge parking lot, and the visitors' area is filled to capacity. The lobby has two large, glass walls covered with metal blinds. The wall opposite the blinds has three windows for customer reception. It is clear that only one of the reception windows is ever staffed, as books and other materials are piled in the remaining two. A large sign in red lettering says, "SIGN IN ON THE CLIPBOARD AND WAIT UNTIL YOU ARE CALLED." There is no clipboard, and, when you ask for it, the receptionist rolls her eyes, sighs heavily, and points you back to a small stand near the door. There is a clipboard chained to it. There is a long list of names ahead of yours. Several dozen people wait in plastic chairs lined up in rows across the room. Signs posted around the room, in all-capital letters and red ink (some in multiples) say, "NO CELL PHONES," "NO SMOKING," "NO CONCEALED WEAPONS," "PLEASE CONTROL YOUR CHILDREN," "NO PETS," and "DO NOT TOUCH THE BLINDS."

The second office, in the Western part of the state, is in an old building that is in need of some cosmetic touch-ups that will have to wait because of a shortage of state funds. There is a large parking lot with many empty spaces. In the lobby there are a few chairs. Only one woman and a small child are waiting. Two small signs in black lettering say, "Thank you for not smoking" and "Se habla Espanol." A single receptionist is seated at the only receiving window; she records the client's name and time of arrival, then directs the client to the area where the needed service will be provided. As the clients leave the building, the receptionist tells them goodbye and notes the time of departure. Occasionally the agency's director, in the daily course of walking around, stops to watch the parking lot from a window and sees that spaces turn over throughout the day. If she notes a number of cars staying in the same spaces for an unusually long time, she refers to the receptionist's times in and out records to identify bottlenecks in the agency's processes.





What messages are sent to visitors at these two offices? What does the environment tell you about the culture and climate? How do you think the employees behave, and how do clients respond, given the environmental conditions? What is the voice—what are the values—of the leaders in the two offices? In the case of the first office, do you think the message sent is really the one the leader intends to send? What changes could be made to the environment in order to improve the client’s experience?

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HOW DO INCONGRUITIES BETWEEN STATED VALUES AND THE ACTUAL WORK ENVIRONMENT OCCUR?

Often there is nothing intentional; somewhere along the way, someone implemented a rule or needed a signature, and it became part of the standard operating procedure.

For instance, an organization's mission statement speaks of "trusting the integrity of each employee." One month, during an unexpected tax audit, the CEO asks that requests to use company cars temporarily go to the executive level for signatures. The rule never is lifted and becomes institutionalized; over time, a request to use a car gradually becomes entangled in paperwork and bureaucracy. Knowing the history behind rules, policies, processes, and decisions often can help leaders get at the root of incongruence between values and practices. In working to Model the Way more effectively, you will likely find some such things that will be relatively easy to correct. For issues that require more untying, you are encouraged to review the third practice, "Challenge the Process."



The Sacred Story Versus the Real Story



Author and consultant Jane Bozarth recalls a time in graduate school when a professor said that he wanted to examine the university’s sacred story. He distributed materials, such as school catalogs, program brochures, and materials printed out from the school’s website, and asked students to take ten minutes to work together to determine the school’s “story.” Based on information provided in the materials, the students described a diverse, technologically focused, state-of-the-art learning community.

The professor then said, “You’ve just written this school’s sacred story. Now look around. What’s the *real* story?” The students looked at the room they were in. Holes in walls had been unrepaired for years. Desks needed to be refinished. Audiovisual equipment—in 2006—consisted of an old overhead projector and a chalkboard with no chalk. The class was overwhelmingly composed of white American thirty-somethings. The “real” story was incongruent with the “sacred” story told by the promotional materials.

How far apart are the sacred stories and real stories of your own work area and organization?

What can you do to reduce the gaps? How can you and those you lead work to make your real story more like the sacred one?

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Talk to Those You Lead

1. If you haven't stated them or otherwise made them public, ask your constituents what *they* think your values are. The answers might surprise you. If you aren't yet comfortable with this, play back to yourself an imaginary tape of the assorted messages—e-mails, interactions with others, and assignments—that you have sent in the last six months. What would others say your values are?

2. Ask each of your constituents to identify something in his or her daily interactions with you that he or she feels is inconsistent with your values and/or those of your organization. You will likely find that the same items come up time and again. This should give you some ideas about areas on which to focus.

3. Do a “not do” activity. Sometimes flipping the problem upside down makes answers clearer. Consider your values and those of your organization. At a group meeting or other gathering, ask those you lead to answer “not do” questions:

- What do we not do when we are putting customers first? (Answers might be: tell the customer to wait, carry on private conversations within earshot of customers, put callers on hold “for a second” when we know it will be much longer.)
- What do we not do when we treat one another as customers?
- What do we not do when we celebrate one another's successes?



Congruence: Align Your Calendar with Your Voice



Review your calendar for the past three months. Also review items such as e-mails and memos, assignments given, and celebrations held. What story do these sources tell? Are they congruent with your voice? For example, does your calendar show many cancellations? Do you cancel important things in order to take care of urgent things? Is time allotted for walking around? Are celebrations scheduled?

If possible, look at the calendars of the people you lead. What story is there? Is their time spent in activities that detract or conflict with your “shared ideals”? Are they involved in assignments or serving on committees that do not support what you have modeled? For example, a hospital administrator, while leading a large initiative to improve client care, realized that two of her key people spent a great deal of time serving on a committee to decorate the staff lounge areas.

What disconnects do you see from looking at your calendar and your stated values?

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Module Summary: Mirrors

Our actions, reactions, and decisions all reflect our values and ideals. When you look in the mirror to view yourself, as a person and as a leader, what do you want to see? What do you want others to see? Write a description of the self you wish to reflect in the mirror below.



Action Plan

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

1. I have had a number of small wins in Model the Way already. Some of them are:

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2. As I continue to learn to Model the Way, I would like to improve:

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3. I will work to stay on a “straight line” by:

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4. Changes I will make based on the environmental scan are:

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5. I will work to resolve the gap between my organization’s sacred story and its real story by:

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6. I will work with my constituents to identify issues they feel are not congruent with my stated values, starting on (date)

7. I will review my own and my constituents' calendars and activity logs for discrepancies with my values and our shared ideals every weeks/ months. (I will put this on my calendar *now*.)

8. I will do a self-check on how well I Model the Way every weeks/months. (I will put this on my calendar *now*.)



Additional Resources

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

If you find that your intention to Model the Way often is frustrated by crises and other urgent situations (as in the calendar activity on page 24), consult Stephen Covey's *Seven Habits of Highly Effective People* to find strategies for prioritizing and managing the urgent.

If your impulses or emotional reactions—such as losing your temper and overreacting to bad news—keep you from being able to Model the Way as well as you would like, resources on emotional intelligence may prove useful. A good starting point is Daniel Goleman's book, *Emotional Intelligence* (Bantam, 1995). There are many resources available on the web as well.

Model the Way includes setting an example, which is challenging in the face of deadlines, budget problems, and business needs. As a leader, you are also challenged to help those you lead as they learn to Model the Way. Discussions of, readings about, and workshops on ethical business behaviors can help you and your constituents to Model the Way.



ABOUT THE AUTHORS





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About the Authors

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





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

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

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

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

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

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

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





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NOTES:

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

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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:



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