Overview of Curriculum and Workshop Grids

The *Student Leadership Challenge* provides many opportunities to help students develop to their full potential as leaders. By incorporating the Five Practices of Exemplary Student Leadership™ into existing leadership programs, or designing an entire initiative or course around *The Student Leadership Challenge*, educators at any level will be able to “Liberate the leader within every student.”™

The following grids are guidelines to assist leadership development staff and leadership educators in creating programs in a variety of formats and designs. While only suggestions, these outlines will help facilitators plan a well-defined overview or in-depth study of *The Student Leadership Challenge* model. Sample workshops for a one-hour session, half-day and full-day meetings, or retreats, along with a semester-long course curriculum are provided to show the range and flexibility of teaching with this model. While it is strongly recommended that students take the *Student Leadership Practices Inventory (Student LPI)* and other “pre-workshop” activities, so that they can measure their leadership growth and development, some models offer alternatives to these activities.

A number of publications written specifically for student leaders and facilitators are also available and described below. Many additional activities are in development to help students gain a greater understanding of themselves as individuals and have opportunities to grow as leaders. Facilitators and faculty members are encouraged to think about current activities and exercises they use and connect them, where applicable, to the Five Practices, Ten Commitments and the leadership behavioral statements of the *Student LPI*.

Opportunities are available for professionals working with student leadership development to gain additional training and certification in *The Student Leadership Challenge*, and more information can be found at [www.studentleadershipchallenge.com](http://www.studentleadershipchallenge.com). Good luck!

*The Student Leadership Challenge* Publications

There are several publications available to those who are teaching and using *The Student Leadership Challenge*. In addition to the classic materials from *The Leadership Challenge*, that you can find information about at [www.studentleadershipchallenge.com](http://www.studentleadershipchallenge.com), the materials referenced in the sample workshop and curriculum grids are briefly described below.

**The Student Leadership Challenge: Five Practices for Exemplary Leaders**
James M. Kouzes, Barry Z. Posner
ISBN: 978-0-470-17705-1
Paperback
192 pages
August 2008, Jossey-Bass

Derived from the classic leadership book *The Leadership Challenge*, *Fourth Edition*, this is a concise, focused primer on the Five Practices of Exemplary Leadership for students. Grounded in the same extensive research as the best selling *The Leadership Challenge*, this book uses examples and language to which students in higher education can relate. It also features reflective and critical thinking activities at the end of each chapter to help students engage in each of the Five Practices.

*The Student Leadership Challenge*:
- Can be used with all levels—from incoming first-year students to outgoing grads and young professionals.
- Includes examples from both on-campus and off-campus venues, with particular emphasis on service-learning and effects of leadership in the surrounding community.
- Provides helpful and useful background on the instrument *Student Leadership Practices Inventory (Student LPI)*.

This book can also be used with students in secondary education, as the stories told and examples used have relevance with any young leader.
The Student Leadership Practices Inventory (LPI), Student Workbook, 2nd Edition
James M. Kouzes, Barry Z. Posner
ISBN: 978-0-7879-8019-1
Paperback
36 pages
December 2005, Jossey-Bass
The Student Leadership Challenge Workbook, gives students a brief overview of each of the Five Practices of Exemplary Student Leadership®. Students are guided through understanding and interpreting their scores on the Student LPI. Students then can begin to develop a preliminary action plan to determine the steps to take to become an even more effective leader. A more in-depth development plan can be created by using The Student Leadership Planner.

Student Leadership Planner: An Action Guide to Achieving Your Personal Best
James M. Kouzes, Barry Z. Posner
Paperback
48 pages
December 2005, Jossey-Bass
The Student Leadership Planner was produced to help students apply the leadership lessons learned from the thousands of student leaders studied by the authors. The Planner is a one-step-at-a-time guide that is designed to help students use The Five Practices of Exemplary Student Leadership® to meet their own leadership challenges.

For students who have already started on a journey of self-development by taking the Student LPI, the Planner will help them continue that journey. It includes questions, suggestions, checklists, and worksheets that will help students organize their thoughts, make action plans, and reflect on their various experiences.

James M. Kouzes, Barry Z. Posner
ISBN: 978-0-7879-8029-0
Paperback
104 pages
December 2005, Jossey-Bass
The purpose of this Facilitator’s Guide is to assist teachers, educators and facilitators in designing and conducting a leadership program based on the Student Leadership Practices Inventory (Student LPI). Using this manual in conjunction with the Student LPI, facilitators will be able to accomplish the following:

- Present a valid, understandable, and practical model of leadership for students.
- Provide reliable and useful feedback to students on their current use of a specific set of leadership behaviors.
- Conduct a workshop (from one hour to a half-day or full day) on leadership.
- Integrate the Student LPI into other leadership development programs.
Sample Guides
for
Developing Curriculum and Workshops

The Student Leadership Challenge ®
James M. Kouzes
and
Barry Z. Posner

Developed by
Gary M. Morgan
2010
# The Student Leadership Challenge – Sample Semester Course Design

## Learning Outcomes:
By participating in this course, students will:
- Understand the fundamental principles of leadership development
- Be able to identify the characteristics of exceptional leaders
- Identify the Five Practices of Extraordinary Leadership
- Distinguish specific leadership behaviors they and others have
- Practice specific behaviors correlated with exceptional leadership performance
- Design a personal action plan for developing their leadership behavior
- Integrate specific leadership habits into their daily activities
- Evaluate their progress in developing as a leader
- Understand strategies to help others develop their leadership behaviors

## The Student Leadership Challenge Semester Course

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Subject</th>
<th>16 week, 2-3 hour class sessions</th>
</tr>
</thead>
</table>
| 1    | First day of class  
Introduction  
Overview of Syllabus, Class Expectations, Course Objectives  
Personal Definition of Leadership | Assignment: Write a Personal Definition of Leadership;  
Student Leadership Practices Inventory with minimum of 8 Observers (use in Week 4-see note) |
| 2    | Definition(s) of Leadership  
Foundational Principles of Leadership Development  
Clarifying Values/Role of Values in Leadership | In Class: Small group Definitions of Leadership, Class Definition, Compare Both with Individual Definition and Kouzes and Posner, Other's definitions  
Assignment: Personal Best Leadership Experience (PBLE)  
SLCB, Ch 2; FG (see Key) |
| 3    | “Personal Best Leadership Experience” (PBLE)  
Characteristics of Admired Leaders | In Class: Small group-work on PBLE |
| 4    | Understanding the Student Leadership Practices Inventory (Student LPI) | Note: If Student LPI Online is used and assigned first week, this can be done in week Four (though it is tight); otherwise move to week Five and condense some of the work with the Five Practices  
Student LPI; WB; FG |
| 5    | Overview of Developing a Personal Action Plan  
Model the Way (MTW) – Content  
MTW – In-Class Activity(ies) | Assignment: MTW – “Into Action” – (Note: “Into Action” assignments are activities designed by the faculty member that challenge students to intentionally and directly apply the commitments and behaviors associated with a particular practice. The available publications can provide some insight for the type of activities to develop, but be creative in connecting the practice to specific activities that students are currently experiencing. “Into Action” can include any out of class activities that help students directly practice the 10 commitments/behavior statements.)  
SLCB-Ch. 3; SP; FG |
| 6    | Mid-Term Exam |  |
| 7 | Model the Way “Into Action” Reflection | **In-class:** Process MTW out of class assignment(s)  
**In-class and/or Assignment:** Create strategies in PAP to practice MTW  
Optional **In-class:** Paper on the Five Practices  
**Student LPI; SP; FG** |
|---|---|---|
| 8 | Inspire a Shared Vision (ISV) – Content | **Assignment:** ISV – “Into Action”  
SLCB-Ch. 4; SP; FG |
| 9 | Inspire a Shared Vision “Into Action” Reflection | **In-class:** Process ISV out of class assignment(s)  
**In-class and/or Assignment:** Create strategies in PAP to practice ISV  
Optional **In-class:** Reflection on Student LPI  
**Student LPI; SP; FG** |
| 10 | Challenge the Process (CTP) – Content | **Assignment:** CTP – “Into Action”  
SLCB-Ch. 5; SP; FG |
| 11 | Challenge the Process “Into Action” Reflection | **In-class:** Process CTP out of class assignment(s)  
**In-class and/or Assignment:** Create strategies in PAP to practice CTP  
Optional **In-class:** Group Presentation on aspect of Five Practices  
**Student LPI; SP; FG** |
| 12 | Enable Others to Act (EOA) – Content | **Assignment:** EOA – “Into Action”  
SLCB-Ch. 6; SP; FG |
| 13 | Enable Others to Act “Into Action” Reflection | **In-class:** Process EOA out of class assignment(s)  
**In-class and/or Assignment:** Create strategies in PAP to practice EOA  
Optional **In-class:** Case Studies on Group Development related to establishing relationships, collaboration, group/individual trust, etc.  
**Student LPI; SP; FG** |
| 14 | Encourage the Heart (ETH) – Content | **Assignment:** ETH – “Into Action”  
SLCB-Ch. 7; SP; FG |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity Description</th>
<th>In-class:</th>
<th>Optional In-class:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Encourage the Heart “Into Action” Reflection</td>
<td>Process ETH out of class assignment(s)</td>
<td>Creative options for recognizing and celebrating others</td>
</tr>
<tr>
<td></td>
<td>Incorporate ETH strategies into a Personal Action Plan</td>
<td>In-class and/or Assignment: Create strategies in PAP to practice ETH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student LPI; SP; FG</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam /Project</td>
<td>Exam or,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Option: Personal Action Plan or Reflection on Growth and Awareness of Five Practices with relation to the Student LPI</td>
<td></td>
</tr>
</tbody>
</table>
# The Student Leadership Challenge – Sample One Day Workshop/Retreat

**Learning Outcomes:**
By participating in this workshop, students will:
- Understand the fundamental principles of leadership development
- Be able to identify the characteristics of exceptional leaders
- Identify the Five Practices of Extraordinary Leadership
- Distinguish specific leadership behaviors they and others have
- Practice specific behaviors correlated with exceptional leadership performance
- Design a personal action plan for developing their leadership behavior

<table>
<thead>
<tr>
<th>Length</th>
<th>Elapsed Time</th>
<th>The Student Leadership Challenge One Day Workshop/Retreat</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Hours</td>
<td>Elapsed Time</td>
<td>The Student Leadership Challenge One Day Workshop/Retreat</td>
</tr>
</tbody>
</table>

| Key: Student Leadership Challenge Book (SLCB), Facilitator’s Guide (FG); Student Leadership Planner (SP); Student Workbook (SW) |

<table>
<thead>
<tr>
<th>Pre-work</th>
<th>30 mins</th>
<th>Welcome and Introductions Overview of the Workshop Schedule Expectations of the Day Ice Breaker (new group), Team Builder/Extended Introduction (established group)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 mins</td>
<td>Complete the “Personal Best Leadership Experience” (PBLE) Narrative – bring to workshop</td>
</tr>
<tr>
<td></td>
<td>To be assigned 3-4 weeks prior to the workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student LPI reports created and delivered at the workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Characteristics of an Admired Leader worksheet to be used later</td>
<td></td>
</tr>
</tbody>
</table>

| :30 | 1 hr | “Personal Best Leadership Experience” Reflections |
| :30 | 1 hr, 45 min | Foundational Principles of Leadership Development Personal/Leadership Values activity |
| :45 | 2 hrs, 15 min | “Characteristics of an Admired Leader” activity |
| :15 | Break |
| :30 | Student LPI overview and explanation |
| :60 | 4 hrs | Introduce concepts of Five Practices and 10 Commitments (:15) Five Practices/Commitments Overview and Activities – MTW (15 min/Practice overview, 30 min/each activity) |
| :60 | 5 hrs | Lunch |

| :30 | Distribution of Student LPI report. FG |
| :60 | Providing Overview of model and Introduction to individual Practices, Following each Introduction, conduct 1-2 activities to illustrate practice in action. SLCB or SP (Ch. 2) or SWB (pp. 5-7), FG |
### The Student Leadership Challenge – Sample One Day Workshop/Retreat

**Continued**

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30</td>
<td>6 hrs, 30 min</td>
<td><strong>Continue</strong> Five Practices/Commitments Overview and Activities – ISV, CTP (15 min/Practice overview, 30 min/each activity)</td>
<td>See above</td>
</tr>
<tr>
<td>:15</td>
<td>6 hrs, 45 min</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td>8 hrs, 15 min</td>
<td><strong>Continue</strong> Five Practices/Commitments Overview and Activities – EOA, ETH (15 min/Practice overview, 30 min/each activity)</td>
<td>See above</td>
</tr>
<tr>
<td>:30</td>
<td>8 hrs, 45 min</td>
<td>Student LPI Reflection</td>
<td></td>
</tr>
<tr>
<td>:15</td>
<td>9 hours</td>
<td>Wrap-up, Evaluation, Final Questions</td>
<td></td>
</tr>
</tbody>
</table>

**Personal Action Plan** – Students develop a 7 day plan to focus on one identified Practice to increase/improve behavior, LP

**Evaluation**

Optional: Closing activity to put a Practice into action the next week
The Student Leadership Challenge – Sample One-half Day Workshop

Learning Outcomes:
By participating in this workshop, students will:
- Understand the fundamental principles of leadership development
- Be able to identify the Five Practices of Extraordinary Leadership
- Distinguish specific leadership behaviors they have
- Formulate a simple action plan for developing leadership behavior

<table>
<thead>
<tr>
<th>4 hours</th>
<th>Elapsed Time</th>
<th>The Student Leadership Challenge One-half Day Workshop</th>
<th>Related Work/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td></td>
<td></td>
<td>Key: Student Leadership Challenge Book (SLCB), Facilitator’s Guide (FG); Student Leadership Planner (SP); Student Workbook (SW)</td>
</tr>
<tr>
<td>Pre-Work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| :15     | :15          | Have students complete the Student LPI Online (or paper version*), with a minimum of 8 Observer Respondents-submit in advance to facilitator  
* Note: if paper version is used, advance time may need to be increased |
|         |              | Complete the “Personal Best Leadership Experience” Narrative – bring to workshop | To be assigned 3-4 weeks prior to the workshop  
Student LPI reports created and delivered at the workshop |
| :45     | :60          | Welcome and Introductions  
Overview of the Workshop Schedule  
If new group, select and introduction-type Ice breaker (and allow additional time) |                        |
| :30     | 1 hr, 30 min | Discuss Personal Best Leadership Experience-common themes (small groups)  
Foundational Principles of Leadership Development | Pre-work:  
Personal Best Leadership Experience SLCB; FG (see Key)  
Optional Activities:  
- Characteristics of an Admired Leader (worksheet and activity to compare CAL to student’s own perceived characteristics).  
- Most Important Values of a Leader |
| :10     | 1 hr, 40 min | Explain results and how to interpret the Student LPI | Optional Activity: If the Student SLPI was not administered, Create an activity around the “Tips for Becoming a Better Leader” in the SP to create a framework for self and external observation and feedback. SP; FG |
|         |              | Break |                        |
The Student Leadership Challenge – Sample One-half Day Workshop

Continued

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:50</td>
<td>3 hrs, 30 min</td>
<td>Five Practices Overview</td>
<td>SLCB or SP (Ch. 2) or SWB (pp. 5-7), FG</td>
</tr>
<tr>
<td></td>
<td>10 min presentation on each of the 5 Practices. To illustrate the behaviors of a practice, create an activity around MTW, CTP and EOA that students can relate to their own personal experiences/observations (10 min/practice presentation; 20 min/activity). Total: 1 hr 50 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>:30</td>
<td>4 hours</td>
<td>Personal Action Plan – Students develop a 7 day plan to focus on one identified Practice to increase/improve behavior. <em>Eliminate EOA activity (~20 min.) to create buffer if needed</em></td>
<td>SP</td>
</tr>
</tbody>
</table>
The Student Leadership Challenge – Sample One-hour Workshop

Learning Outcomes:
By participating in this workshop, students will:
- Develop an understanding that leadership can be learned
- Be able to describe the Five Practices of Extraordinary Leadership
- Apply specific strategies to further develop their personal leadership behavior

Note: This particular workshop design for The Student Leadership Challenge should be considered as part of a “series” of workshops that allows the facilitator and students opportunities to further explore and understand the leadership model and how students can apply it to their lives. A comprehensive series would require 6-8, one-hour workshops depending on the goals of the school’s leadership program.

<table>
<thead>
<tr>
<th>1 hour</th>
<th>Elapsed Time</th>
<th>The Student Leadership Challenge One-hour Workshop</th>
<th>Related Work/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Key: Student Leadership Challenge Book (SLCB), Facilitator’s Guide (FG); Student Leadership Planner (SP); Student Workbook (SW)</td>
<td></td>
</tr>
<tr>
<td>Pre-Work</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>:05:05</td>
<td></td>
<td>Welcome and Introductions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>:05:10</td>
<td>Overview and Objectives of the Workshop</td>
<td></td>
</tr>
<tr>
<td>:05:10</td>
<td></td>
<td>Five Practices Overview of model and impact on personal leadership development</td>
<td>SP or WB; FG (see Key)</td>
</tr>
<tr>
<td>:30:40</td>
<td></td>
<td>Introduction to each of the Five Practices and Ten Commitments</td>
<td>SP or WB; FG</td>
</tr>
<tr>
<td>:20:1 hr</td>
<td></td>
<td>One Practice Focus</td>
<td>Isolate one selected practice with activity for students to develop specific action plan to implement in a leadership capacity for the following week</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SP; FG</td>
</tr>
</tbody>
</table>