Facilitator's Guide

FORTUNE
MAGAZINE
Video Seminars

Leadership

presented by John Kotter
Professor, Harvard Business School

A Nathan/Tyler Production

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Purpose

The purpose of this Guide is to encourage assimilation of the concepts presented in *Leadership.* Through activities, discussion, and planned viewing, the *Facilitator's Guide* will allow viewers to translate the program's concepts into applied behavior or performance. This *Facilitator's Guide* increases the likelihood that the material presented in the videotape will be assimilated by viewers and actually incorporated into their work behavior.

How To Use This Guide

To keep the sessions well organized and smoothly orchestrated, we strongly recommend that one person assume the role of "facilitator" at each session. Facilitating *Leadership* does not require training in advance; any participant may act as facilitator. Facilitation is as easy as following the instructional notes in the Guide, page by page. Perhaps the facilitator's role could be rotated so that each participant facilitates a different session. (There is the potential for up to six sessions.) If so, each facilitator should have the opportunity to read this section of the Guide ("The *Facilitator's Guide:* Overview") and the following section ("The *Leadership* Package") before the sessions he or she facilitates.

Before facilitating each module of *Leadership,* read the related section in this *Facilitator's Guide* so that you will be best prepared to follow the Guide comfortably during the facilitated session. Your instructional notes on how to conduct the sessions are written in the typeface you are reading currently. *The statements you actually make to other team members are in this same typeface, but in an italic format.*

Each module is divided into six parts:

- Purpose of the Module
- Instructional Events before Viewing the Videotape
- Transition to Viewing the Videotape
- Viewing the Videotape
- Instructional Events after Viewing the Videotape
- Transition to Next Module

Approximate times are assigned to the instructional events and videotape viewing so you may plan sufficient time for the sessions. For the most part, each session requires a minimum of 90 minutes (except Module Six which could run two hours or more).

Action Items

Some of the instructional events require participants to apply concepts and new skills in real corporate situations. Since they involve careful and thorough thinking, leaders may not be prepared to complete them during their allocated viewing session. Therefore, the groups are given the option of engaging in the event at a later date. These events, termed **Action Items**, are not optional; however, participants may choose to carry them out at a later date (e.g., with additional people, having conducted more research, etc.).

Contents

The *Leadership* seminar package includes the following:

Two Videocassettes. The video program is organized into six 20-minute modules. Each module is self-contained for viewing flexibility. All modules contain leader interviews, leadership and management vignettes, site visits, and a concluding "Summary Capsule."

Six *Viewer's Guides*. The *Viewer's Guide* is an outline/summary of the program contents. Space is available for note-taking as well. Additional copies may be ordered.

***Facilitator's Guide*.** This Guide takes a designated facilitator through a step-by-step process for ensuring that other team members fully assimilate the content of each of the modules, increasing the likelihood that the concepts will be transferred to work behavior. The Guide expands the conceptual seminar into a skill practice workshop for use individually and in groups.

Summary Card. This card provides key seminar information. One side contains a brief outline of seminar content. The reverse side contains usage guidelines capsulated from the *Facilitator's Guide*.

Audio Tape. Completing the package is a [illegible]-minute audio refresher course designed for individual study. It contains insights and examples not included in the *Leadership* videotape program.

Intended Audience

Leadership is intended for use by all those called upon to provide leadership in an organization. This includes, but is not limited to:

- Chief Executive Officers
- Chief Operating Officers
- Division Presidents
- Senior and General Managers
- Department Heads

Possible Applications

The *Leadership* seminar package is designed for use individually or in groups, on-site or off-site. One is limited only by the time available to participate in the seminar. Completing the seminar by viewing the videocassettes, and following the exercises in this *Facilitator's Guide*, takes a total of about 10 hours; viewing the videocassettes alone takes about two hours. Suggested applications for the *Leadership* seminar are listed below.

Management Team Workshop Series

Appropriate Audience: This method is ideal for people who are at a similar level across the organization (e.g., a group of department heads), or for those within one functional area of an organization (e.g., marketing, human resources). It is especially good for small groups of people who are easy to gather, and for those who have difficulty leaving their position for more than a few hours at a time.

Recommended Size: The Management Team Workshop Series works best with a small team of three to seven participants.

Scheduling: Plan for six sessions, allowing approximately two hours for each session, about once per week. The team will complete one module per session.

Facilitation: Designate one participant to act as facilitator for each session. This could be the same participant for all six modules, or the position could be rotated. That participant is responsible for following this *Facilitator's Guide* as it is presented. (Refer to the individual module guidelines for further facilitation notes.)

Off-Site Formal Executive Development Program

Appropriate Audience: This method is also good for people who are at a similar level across the organization (e.g., a group of department heads), or for those within one functional area of an organization (e.g., marketing, human resources). However, off-site programs work especially well for people who have the time to immerse themselves in up to a two-day event.

Recommended Size: The Off-Site Program works well with a group of five to fifteen participants. Fewer than five participants in such a session does not provide sufficiently varied experience for discussion; with more than fifteen, it becomes difficult to facilitate effectively.

Scheduling: Arrange one and one-half or two consecutive days in which participants can meet without interruption. Day One is used to work through Modules One, Two, Three, and Four. Day Two is used to work through Modules Five and Six. The agenda for the Program follows:

Day One		Day Two*	
9:00 am -10:30 am	**Mod. 1**	9:00 am - 10:30 am	**Mod. 5**
10:30 am -12:00 pm	**Mod. 2**	10:30 am - 1:00 pm	**Mod. 6**
12:00 pm - 1:00 pm	*Lunch*		
1:00 pm - 2:30 pm	**Mod. 3**		
2:30 pm - 4:00 pm	**Mod. 4**		

* *The last half of Day Two may be used to plan further the ongoing assignment called "The Challenge," which is recommended in Module Six.*

Facilitation: One person must be designated as facilitator, preferably someone who need not contribute to the discussions, but who can guide the process exclusively. Ideally, this would be someone who is experienced as a facilitator. This facilitator would prepare by thoroughly reading this Guide, preparing flipcharts and/or handout materials as recommended, and previewing the videotapes. This thorough preparation is advisable because a facilitator conversant with the material can enhance its value to participants.

Exercises may be conducted in the large group as outlined in this Guide, or they may be adapted to small group exercises (3-5 persons). Note that when small teams work on exercises, more time is needed for each team to report their conclusions to the entire group. Using this approach, the Off-Site Program may take a full two days. The facilitator using this method should review this Guide completely in advance of the Off-Site Program, and adapt each exercise and time allotment accordingly. Refer to the individual module guidelines for further facilitation notes.

Individual Study

Appropriate Audience: This seminar application is appropriate for a manager who wants to work on his or her own individual leadership skills development.

Scheduling: An individual can work through the seminar package at his or her own pace. There are two methods of pursuing individual study:

- *Minimum Effort:* Set aside two hours to view the tapes in their entirety while simultaneously reading the *Viewer's Guide*. At your option, allow an additional hour to read the *Facilitator's Guide* afterward, and at least another hour to work individually through the post-video viewing instructional events in each of the six modules. Total time: four hours, not necessarily at one sitting.
- *Maximum Commitment:* Designate about one hour per week to study each of the six modules. During that time, follow the instructions in the *Facilitator's Guide* for each instructional event, work through the pre-video instructional event, view the videotape module, and then work through the post-video instructional event. After completing the six modules, listen to the *Leadership* audiotape for additional insights and perspectives on leadership. At your option, read *A Force for Change: How Leadership Differs from Management*, by John P. Kotter (see reference under Suggested Readings, page 18.)

The *Leadership* Package (continued)

Internal Communication

Appropriate Audience: You may use *Leadership* as a motivation and communication tool for middle managers and staff who want to explore the seminar content under less rigorous conditions.

Recommended Size: You can screen the program for as few as ten or as many as fifty viewers. You are only constrained by the limitations of your television screen size and seating capacity.

Scheduling: Plan to show the entire program, Modules One through Six, in one screening session.

Facilitation: A facilitator is not necessary. Designate one viewer to introduce the program and to run the videotape player.

The Videotape: Overview

Objectives and Agenda

The purpose of the *Leadership* videotape is to present to participants Professor Kotter's ideas about leadership. More specifically, when participants have finished viewing the videotape and have completed the activities outlined in the *Facilitator's Guide*, participants will be able to:

	Module Addressing Objectives
• Differentiate leadership from management.	**One**
• Recognize the components of effective leadership.	**One**
• Better set direction in an organization.	**Two**
• Better align relevant constituencies to a new direction.	**Three**
• Better motivate and inspire those people.	**Four**
• Improve the quality and quantity of leadership in your organization.	**Five & Six**

Presentation of Material

The videotape uses a mix of the following methods to convey its message:

- Presentation by John Kotter, Konosuke Matsushita Professor of Leadership, Harvard Business School.
- Dramatized vignettes demonstrating the management and/or leadership behaviors described by Professor Kotter.
- On-site interviews with corporate executives at ARCO, ConAgra, NCR, and PepsiCo, discussing how they lead their people.

Featured Companies and Leaders

ARCO

Lodwrick M. Cook, *Chairman and CEO*

Don Murray, *Vice-President, Human Resources*

Featured Companies and Leaders (continued)

ConAgra

Philip B. Fletcher, *President and COO*

George Haefner, *President and COO, ConAgra Poultry Company*

Charles M. Harper, *Chairman of the Board and CEO*

Sy Levy, *Industrial Psychologist*

Thomas L. Manuel, *President and COO, ConAgra Grain Processing Company*

T. Truxtun Morrison, *President and COO, ConAgra International and COO, ConAgra Grain Processing Companies*

James R. Tindall, *President and COO, ConAgra Prepared Food Companies*

NCR

James G. Adamson, *Vice-President, Self-Service Systems Division*

Charles Exley, *Chairman and CEO*

Daniel O'Brien, *Director of Operations, Self-Service Systems Division*

PepsiCo

Wayne Calloway, *Chairman of the Board and CEO*

John Cranor, *President and CEO, Kentucky Fried Chicken Corporation*

Michael H. Jordan, *President and CEO, PepsiCo Worldwide Foods*

J. Roger King, *Senior Vice-President, Personnel*

Craig Weatherup, *President and CEO, Pepsi Cola Company*

Notes

Part One: Introduction

Module One: Leadership Is Not Management

Purpose of Module One: To define leadership in relation to management.

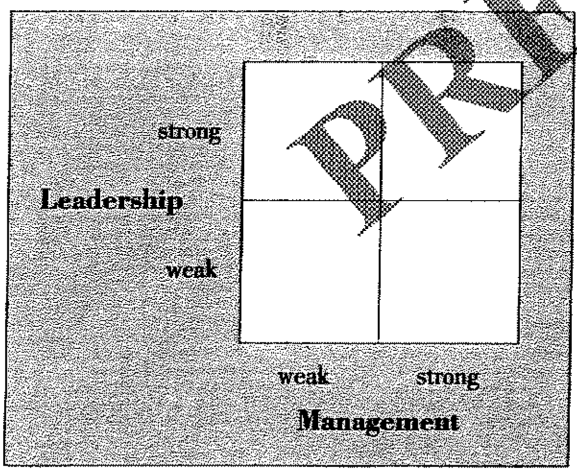
Feel free to reproduce the following on a flipchart to orient team members to the module.

Managers	**Leaders**
plan & budget	set direction
organize & staff	align constituencies
control & solve problems	motivate & inspire
▼	▼
create order	**produce change**

Instructional Events before Viewing the Videotape (20 minutes total)

Part 1 (15 minutes)

Draw a matrix like the one below on a flipchart. You may have this prepared in advance of the session. Tape it on a wall so that all can see it.



Ask team members the questions that follow. (Remember, you can also contribute ideas.) Use one sheet of flipchart paper to record responses to each question (total 4 sheets).

- *What are the characteristics of someone in the lower right cell?*
  (strong management, weak leadership)
- *What are the characteristics of someone in the upper left cell?*
  (strong leadership, weak management)
- *What are the characteristics of someone in the lower left cell?*
  (weak leadership, weak management)
- *What are the characteristics of someone in the upper right cell?*
  (strong leadership, strong management)

Part 2 (5 minutes)

Reminding members that this learning experience is not an exercise in making judgments about good and bad, ask them: *Where do you think you fall on the matrix?* Chart their initials on the matrix drawn in Part 1.

Transition to Viewing the Videotape

We will learn more about where other organizations chart their managers in Module One of the video program.

Viewing the Videotape

Show the videotape for Module One (17 minutes).

Instructional Events after Viewing the Videotape

(10 - 30 minutes)

Return to the matrix drawn on the flipchart and ask team members:

- *What percentage of the managers in our organization fall into each of these quadrants?* (Total should equal 100.)

Write their responses in each of the cells. Lead a discussion as desired and as time permits around the following questions:

- *Why are most of our managers where they are?*
- *What stops more of our managers from being in the upper right cell?*
- *What can we do in this organization to move our people toward that upper right cell so that they are both managers and leaders?*

Transition to Next Module

Present the purpose of Module Two:

The purpose of Module Two is to differentiate setting direction from planning and to use that information to improve your skills and those of others.

Confirm the time and place for the Module Two session.

Notes on Module One

Module Two: Setting Direction

Purpose of Module Two: To differentiate setting direction from planning and to use that information to improve your skills and those of others.

Feel free to reproduce the following on a flipchart to orient team members to the module.

Planning	Setting Direction
creates order	disrupts
eliminates risk	takes risks
short time frame	longer term
deductive	inductive
▼	▼
creates plans	**produces vision**

Instructional Events before Viewing the Videotape

None for this module.

Transition to Viewing the Videotape

The videotape for Module Two will help us to see how meetings should look if they are used to set direction.

Viewing the Videotape

Show the videotape for Module Two (17 minutes).

Instructional Events after Viewing the Videotape

(60 minutes total)

Part 1 (20 minutes)
Re-present the criteria for setting direction to team members on a flipchart or a prepared sheet as shown above:

Criteria for Setting Direction

- Challenge the status quo; ask basic questions.
- Use broad-based information to seek alternative answers.
- Make choices; be decisive.
- Be willing to revise decisions as circumstances change.
- Create visions and strategies.

As a team, use the criteria for setting direction (above) to identify someone whom you know who exemplifies effective direction-setting. Lead a discussion around these questions:

- *How precisely does he or she set direction?*
- *Why aren't more people like this person?*

Part 2: Action Item (40 minutes)

Note: This event is not optional; however, it may be completed at a later date if further research or preparation is required.

Using the team members present, conduct an actual meeting that sets direction, regarding something in which you all have an interest. You probably are a participant in the *Leadership* session because your organization wants to change something or improve itself. Now is your chance to take the first steps toward that change or improvement (e.g., how to implement stronger quality control on the line; how to minimize waste in operational expenses; how to better utilize administrative and clerical staff in the company). If there is no time for such a meeting right now, set up a time and place for it soon.

Conclude by reminding team members that direction setting is not a substitute for planning, but is an additional skill used by effective leaders.

Module Two: Setting Direction (continued)

Transition to Next Module

Present the purpose of Module Three:

The purpose of Module Three is to differentiate aligning constituencies from organizing and staffing and to use that information to improve your skills and those of others.

Confirm the time and place for the Module Three session.

Notes on Module Two

Module Three: Aligning Constituencies

Purpose of Module Three: To differentiate aligning constituencies from organizing and staffing and to use that information to improve your skills and those of others.

Feel free to reproduce the flipchart below to orient team members to the module.

Organizing	**Aligning**
decision-making process	communication process
focuses on specialized jobs	pulls everyone together
uses formal structure	uses informal relationships
▼	▼
compliance	**commitment**

Instructional Events before Viewing the Videotape (60 minutes total)

Part I: Action Item (40 minutes)

Note: This event is not optional; however, it may be completed at a later date if further research or preparation is required.

Ask each team member individually to write his or her own vision statement. This statement should reflect their area's goals; what they see in their area five to ten years out. It should not be the corporate mission statement if one has been created. Rather, this should be the vision that they would communicate to their people to guide them in doing their part toward the corporate mission.

Part 2 (20 minutes)

Lead a discussion around the following question:

Describe the way you have communicated your vision to your people.

Transition to Viewing the Videotape

The videotape for Module Three will provide us with more ideas about how effectively to bring our people aboard our vision.

Viewing the Videotape

Show the videotape for Module Three (18 minutes).

Instructional Events after Viewing the Videotape (30 minutes)

Re-present the criteria for aligning constituencies to team members on a flipchart or a prepared sheet as shown below.

> **Criteria for Aligning Constituencies:**
> - Communicate visions to all.
> - Make your message easy to understand.
> - Repeat your message frequently.
> - Encourage people to challenge your vision.
> - Behave consistently with your message.
> - Don't underestimate the difficulty of this task.

As a team, use the criteria for aligning (above) to develop actual ways to communicate visions to your people. Lead a discussion around this question:

What are some additional ways to communicate a vision?

Be creative here. Use a brainstorming process in which any idea may be voiced without fear of judgment. Feel free to use ideas presented by members of the four companies highlighted in the video. Remember, these are organizations that have demonstrated effective leadership. Use methods that already have a track record of working. Spend as much time on this exercise as you can.

Transition to Next Module

Present the purpose of Module Four:

The purpose of Module Four is to differentiate motivating and inspiring from controlling and problem solving and to use that information to improve your skills and those of others.

Confirm the time and place for the Module Four session.

Notes on Module Three

Module Four: Motivating and Inspiring

Purpose of Module Four: To differentiate motivating and inspiring from controlling and problem solving and to use that information to improve your skills and those of others.

Feel free to reproduce the following on a flipchart to orient team members to the module.

Controlling	Motivating
constrains energy tries to keep bad things from happening	expands energy tries to make good things happen
▼	▼
stabilizes	**energizes**

Instructional Events before Viewing the Videotape (20-30 minutes)

Part 1 (10 minutes)

Ask the group to volunteer responses to the following question:

What do you do currently to motivate your people to energize them to achieve your vision despite any barriers?

Part 2 (10-20 minutes)

Ask team members to take a few moments to think about the following question.

Think about your favorite manager in your career—the one who made you feel valuable and worthwhile; the one who inspired your confidence. What are the specific behaviors of that manager who inspired you?

Write responses on flipchart.

Transition to Viewing the Videotape

The Module Four videotape will guide us to be more like the leaders who have motivated us.

Viewing the Videotape

Show the videotape for Module Four (14 minutes).

Instructional Events after Viewing the Videotape (30-45 minutes)

Part 1 (30-45 minutes)
Re-present the criteria for motivating and inspiring to team members on a flipchart or a prepared sheet as shown below.

Criteria for Motivating:

- Communicate visions to appeal to the group's values.
- Let people work toward the vision as they choose.
- Visibly encourage people; cheer-lead them.
- Recognize and reward those who succeed.

Lead a group discussion in which the objective is to identify new and creative ways to energize members of the organization. Use the above criteria and ask:

How can we individually and/or as an organization better motivate our people?

Again, use a brainstorming process in which ideas are not judged or criticized. Any idea is worth contributing and considering.

Part 2: Action Item (Completion times will vary.)

Note: This event is not optional; however, it may be completed at a later date if further research or preparation is required.

Prioritize the ideas according to ease-of-implementation (e.g., those that require minimal resources) and commit to trying out the easier ones over the next few weeks. Plan a time when the group can reconvene and discuss the results of these efforts (perhaps allot 10 minutes at the beginning of the Module Five session).

Transition to Next Module

Present the purpose of Module Five:

The purpose of Module Five is to identify how many people in your organization need to provide some leadership.

Confirm the time and place for the Module Five session.

Notes on Module Four

Module Five: How Much Leadership Is Enough?

Purpose of Module Five: To identify how many people in your organization need to provide some leadership.

Instructional Events before Viewing the Videotape (10 minutes)

If you have implemented some of your new motivating efforts (from Module Four), spend a few moments now discussing the impact.

For this module, conduct a discussion by first asking the team: *How many people are there at your site?* Try to reach agreement on that number. Write it on a flipchart.

Then ask: *Of that number, what percentage of them do you think provide some leadership?* Write that number below the total organization size.

Finally ask: *To make this organization run most effectively* (e.g., so that it competes well and is positioned for growth), *what percentage of our people need to help provide some leadership?*

Responses to this question may vary considerably. Write all of them on the flipchart below the previous number. The flipchart should look something like this when completed:

> **Total: #**
>
> **Current % Leaders: #**
>
> **Ideal % Leaders:**
>
> **# # # # #**

Transition to Viewing the Videotape

Module Five of the videotape will help us to ascertain how much leadership is enough for this organization, and will give us some ideas about how to distribute leadership throughout the organization.

Viewing the Videotape

Show the videotape for Module Five (17 minutes).

Instructional Events after Viewing the Videotape (45-60 minutes)

Part I (15 minutes)

Referring back to the flipchart generated before the videotape, ask:

Does anyone want to change their idea about the ideal number of leaders for this organization?

Revise on flipchart as needed.

Present the following on flipchart to position the next exercise:

> **Ways to distribute leadership:**
>
> - Break the leadership challenges into small pieces.
> - Designate teams to work on leadership challenges.

Engage in a group discussion, with all taking notes as needed, and respond to each of the following:

Identify at least five individuals or small teams in this organization, other than yourselves, that you think have leadership potential, but are not currently being asked to provide leadership or to lead initiatives.

Part 2: Action Item (30-45 minutes)

Note: This event is not optional; however, it may be completed at a later date if further research or preparation is required.

For each of the individuals or small teams you just identified, articulate corporate strategies (e.g., a change effort) that they could lead well, given their capabilities and styles.

When all have finished, assign each participant one of those individuals or small teams with leadership potential. Each participant is responsible for delivering the message to their assigned leader(s) that they are to lead X corporate strategy. In other words, the task is: Communicate to someone with leadership potential a corporate strategy to lead.

Transition to Next Module

Present the purpose of Module Six:

The purpose of Module Six is to identify ways to attract and to nurture people with leadership capabilities.

Confirm the time and place for the Module Six session.

Notes on Module Five

Module Six: Creating Sufficient Leadership

Purpose of Module Six: To identify ways to attract and to nurture people with leadership capabilities.

Instructional Events before Viewing the Videotape (10-20 minutes)

If you were able to complete the Action Item from Module Five (communicate to someone with leadership potential a corporate strategy to lead), discuss how the designated leaders from the last session responded to their challenge of leading a given strategy. For example:

- Did they seem fearful or excited?
- What do you think caused them to feel this way?

Transition to Viewing the Videotape

There are ways to attract new leaders, and to nurture the leaders we have. Module Six of the videotape will help us to see how.

Viewing the Videotape

Show the videotape for Module Six (24 minutes).

Instructional Events after Viewing the Videotape (1 1/2 - 2 1/2 hours)

There are three parts to this exercise. The first and second parts are related directly to the videotape content. The third part is an ongoing process for team members that begins now, and should be used hereafter in an effort to become a better leader and to create other good leaders in the organization.

Part 1 (20-30 minutes)

To address the first theme of this module, attracting leaders, have a team discussion around this question:

When you have the opportunity to review applicants for positions in your area, what are some questions that you can ask of them to identify leadership potential?

Record responses on flipchart, and have them transcribed and distributed to all team members after the session.

Optional Action Item (Completion times will vary.)

Note: This optional event may be completed at a later date if further research or preparation is required.

Designate one person on the team to follow through on this effort of identifying leadership potential more thoroughly by leading a review of current hiring procedures. Perhaps one improvement your organization can consider is to revise current hiring systems to include the identification of applicants with leadership potential.

Part 2 (20-30 minutes)

To address the theme of nurturing leaders, lead a discussion around this question:

Consider the people we identified in the last session as having leadership potential. What can we specifically do to develop that potential?

Reproduce the following on a flipchart to help guide the team in this discussion.

Criteria for Developing Leadership Potential:

- Give people challenging jobs.
- Risk placing people in jobs for which they may not be ready.
- Act as, and designate, role models.
- Encourage people to set high expectations for themselves.
- Develop people all across the organization.

Keep notes (on flipchart or notepaper) on the ways in which your group agrees to develop leadership potential. Again, have the content transcribed and distributed soon after the session. Set up a follow-up meeting to discuss how your individual development efforts are going; revise and add new methods as needed.

Part 3 (60-90 minutes, and ongoing)

Deliver the following to the team:

While the Leadership *video seminar is over, the job of being a more effective leader is just beginning. Here are the kinds of activities you should be doing on a regular basis: Assess your organization and people, and strategize ways to develop both. Assess your own performance as a leader, and make small changes on a consistent basis to improve your effectiveness.*

We will guide your first change effort with the assignment that follows, to be carried out according to a time frame that you develop here and now as a group.

The Challenge: Develop vision statements for your individual areas, present them to this team, and revise as needed to ensure the visions support one another; communicate your visions to your people, and allow and encourage them—as leaders—to do what they need to do to help reach that vision.

Be aware that many steps in The Challenge have already been recommended in the Action Item pieces of this package. You and your team may want to review those pieces to remind yourselves of the specific leadership concepts with which they are associated. You may find the suggested Action Items in this Guide on pages 9, 10, 12, 14, and 15.

The Challenge, broken down into steps, should flow something like this:

Step 1: Spend approximately 20 to 30 minutes reviewing and discussing your individual vision statement developed during Module Three. If a formal corporate vision statement has been issued, your statement should support it. Make sure that all of the vision statements within this team overlap.

Step 2: Spend another 40 to 60 minutes developing an action plan for implementing The Challenge. It should include the components that follow. (Be sure to establish a time frame for implementation as well.)

a. What people need to understand and to accept this vision?

b. How will you communicate your vision to these people? By what communication channels? (You already discussed ideas during Module Three.)

c. Who needs to be inspired to make the vision a reality?

d. How do you motivate those people to make sure the vision happens?

e. Who among these people needs to play some leadership role?

f. Do those people have the potential to play that role?

g. Is that potential being developed?

h. How will you encourage them to lead their efforts to help reach the vision (e.g., how will you clarify level of authority and accountability)?

i. What will you do to ensure that all these leadership initiatives add up?

Step 3: Meet at a designated date to assess the effort as a team. Discuss how things are going, share insights, and seek advice and encouragement. Follow up throughout the effort as needed.

The Challenge Action Plan

Suggested Readings

Kotter, John P., *A Force for Change: How Leadership Differs from Management*, The Free Press (A Division of Macmillan, Inc.), New York, 1990.

Kotter, John P., *The Leadership Factor*, The Free Press, New York, 1988.

Kotter, John P., *The General Managers*, The Free Press, New York, 1986.

Kotter, John P., *Power and Influence: Beyond Formal Authority*, The Free Press, New York, 1985.

The *Leadership* seminar was derived largely from *A Force for Change*. To read more about the seminar content, approach the book as follows:

Leadership	*A Force for Change*
Module 1	Chapters 1 and 2
Module 2	Chapter 3
Module 3	Chapter 4
Module 4	Chapter 5
Module 5	Chapters 6 and 7
Module 6	Chapters 8, 9, and 10