

THE POSITIVE LEADERSHIP CURRICULUM BUILDER

The University of Louisville's Center for Positive Leadership (CPL) provides many [tools](#) for helping people practice positive leadership. The purpose of this document is to present ideas for how you might use these tools in a training program or a university class. There are many learning objectives that you can accomplish with the Center for Positive Leadership's tools. Here, we give three examples. You may certainly use these tools to accomplish other objectives as well. The learning objectives we demonstrate here are

Learning Objectives: A participant who completes this course / module / program will be able to

1. ***Transform themselves*** by understanding their leadership tendencies and developing plan to make those tendencies more effective.
2. ***Transform others*** by creating experiences that inspire people to want to act in positive and high-performing ways.
3. ***Transform social settings and systems*** by consistently acquiring and implementing moral insights.

As you review these learning objectives and the leadership tools that we provide to help you achieve these objectives, it may be useful to know some of the assumptions that drive our development of these tools. These assumptions include

- A person can lead whether they hold a position of formal authority or not.
- Leadership can be learned through reflective practice. People can choose for themselves when and how they will lead.
- People will achieve more positive and more radical outcomes when their leadership exhibits excellence in multiple, relevant virtues. Virtues are standards of moral excellence such as integrity, courage, compassion, and humility.
- When people exhibit virtues in ways that exceed others' expectations, others often choose to follow, rather than because of compulsion or authority, while also retaining the freedom and flexibility to build on or contribute in personalized and creative ways.
- The virtues that a person should exhibit and the way in which they should exhibit them will change from situation to situation.

We organize this document using the learning objectives above. Most of these tools described in this document are free, and we indicate any exceptions to this when describing specific tools.

Also, new tools come out at the Center for Positive Leadership all the time, so check back for more!

Learning Objective #1: Personal Transformation

If your goal is to help participants in your leadership class or program to be able to understand their current leadership tendencies and develop a plan to make those tendencies more effective, then here is an example of how you might use the CPL's tools to do so.

Assessment. Before planning the development process, it is important to assess what participants' tendencies are now, and then assess their tendencies again at the end of the developmental period to evaluate progress. Tools from the CPL provide multiple ways to assess leadership tendencies. Here are a few of the tools the CPL provides for assessing leadership tendencies, which you can use once, or multiple times.

- **The Positive Leadership Self-Assessment.** [\[link\]](#) This online assessment tool asks participants to rate themselves on how they lead with courage, compassion, humility, honesty, or other virtues. If instructors use this tool, they may wish to ask participants to assess themselves at the beginning and end of their learning experience, save their results, and write an essay about what changed and what did not change. Please note that one of the advantages of this tool is that in addition to receiving the results of this assessment, participants also receive links to tools associated with their strengths and areas for improvement, giving them tools that are directly relevant to their needs. For example, if a person receives the result that they need to work on their decisiveness, the survey results provide participants with a link to the page on the CPL website that provides tools, videos, and professionals who can help you improve your decisiveness. One approach that instructors can use is to have participants make their own learning plan using tools at the relevant links, execute that plan, re-take the assessment, and then write a report on whether and how progress was made. If this occurred in a graded class, the instructor could ask the participant to develop a plan that has improvement goals, measurements, a plan for achieving the goals, and a contract for grading the participant's efforts and progress. The instructor and student would agree on the contract before beginning, and then use the contract for assigning the grade at the end.
- **The Positive Leadership 360-degree Assessment.** Contact us at CPL@louisville.edu if you would like us to collect anonymous feedback from participants' supervisor, peers, and direct reports for a more comprehensive assessment of their positive leadership tendencies. This is a paid service, rather than a tool. Please find the pricing [here](#).
- **Compassion Leadership Scale.** [\[link\]](#) This tool focuses specifically on compassionate leadership. It is a PDF document with the items for the compassion leadership scale. You may use this document to assess someone's compassionate leadership by asking them to assess themselves, having other people assess them, or by discussing them in pairs or groups. The scales are validated scientifically but must be adapted by you to the format you wish to use them in.

- **Playbook: Bringing Play to Work and Work to Play.** [\[link\]](#) This tool has multiple experiences that participants can try out and talk through that will help them to assess their ability to lead with playfulness in fun and entertaining ways.
- **Online Team and Community Index.** [\[link\]](#) In today's world of remote work, we need ways to understand how people who are not co-present experience themselves as a team. This tool provides scales for assessing the sense of community online teams have, and helps leaders acquire insight into how well they are managing such teams.

Training, Education, and Development. Once you are clear on how you will assess improvement, the next step is to plan to develop participant tendencies. You can tailor the developmental process to match specific tendencies. Some examples of tools that instructors can use to help participants change their leadership tendencies include:

- **The Positive Leadership Advanced Reflection.** [\[link\]](#) This is an online tool for helping people to compare and contrast their successes and failures with positive leadership in the past and to generate ideas for improving in the future. It moves from general tendencies to specific events, circumstances, and contingencies.
- **Anchor Relationships.** [\[link\]](#) This beautiful and profound workbook helps people create relationships that sustain them and help them to thrive as leaders and in life.
- **Moral Insight Slides.** [\[link\]](#) Instructors can use these slides to walk through the process of what it takes to acquire the kind of moral insight that enables people to practice positive leadership.
- **Getting Unstuck: The Personal Accountability Canvas.** [\[link\]](#) This is an adaptation of the [business model canvas](#), developed to enhance personal accountability. Participants can use this canvas to make plans for practicing exceptional accountability.
- **The Leadership as a Marathon Tool.** [\[link\]](#) This tool helps participants make plans for how to persist in leading effectively even when leadership starts to wear them down.
- **Problem Solving versus Purpose Finding Slides.** [\[link\]](#) These slides enable a person to lead participants through a discussion on how to think in terms of purpose rather than problems, as defined by Robert Fritz in his classic book, *The Path of Least Resistance* [\[link\]](#), as well as in chapters 3 and 4 of *Lift: The Fundamental State of Leadership* [\[link\]](#). They provide several vignettes for discussion. If you would like to receive the accompanying teaching note, please contact us at CPL@louisville.edu.
- **Thinking through Your Decision Worksheet.** [\[link\]](#) Participants can use this tool to practice using better decision processes to make better decisions.
- **The Transforming Relationships Assignment.** [\[link\]](#) This is an assignment that is intended to span multiple class sessions in which participants practice forgiving another

person. It is a powerful experience that leads to important learning and classroom discussions.

- **The Humble Leadership Generator.** [\[link\]](#) This tool provides four activities that participants can use to practice leading in humble ways. The activities include reflecting, enhancing interactions, inquiry, and rituals/traditions.

Learning Objective #2: Transform Others

If your goal is to help participants in your leadership class or program to be able to create experiences for people that inspire those people to want to act in positive and high-performing ways, then here is an example of how you might use the CPL's tools to do so.

Assessment. A great way to assess if your participants or students are developing the ability to inspire others is to require them to make regular attempts at doing so, over time. Then you can track and measure those attempts and see if their ability improves. One way to do this is to use our online application, *Leadership Amplifier*. (Click [here](#) for the iOS version and [here](#) for the Android version, and try it out for yourself!) *Leadership Amplifier* can be used in two ways. First, individuals can use alone and for free to guide them in making plans to practice positive leadership. Second, for \$3.00 per seat per month, coaches or instructors can put participants into groups in which they not only make and execute plans to practice positive leadership but also give each other advice and feedback as they do so, and receive advice and feedback from you, the instructor. This group-and-instructor support amplifies everyone's learning. Also, instructors and coaches can use *Leadership Amplifier* for assessment because the application records participants' plans, advice, and reports into a spreadsheet that the instructor can download and evaluate as often as needed, and thus can be used to assess progress. This application is also valuable because it requires practicing in real settings, and not just in simulated ones.

Leadership Amplifier assesses participants' perceptions of their impact on other people, but it does not track other people's perceptions of the participant's perceptions. If you would like to require students to seek feedback from others, so that you can assess others' perceptions of their impact, we have a survey tool that we can use. We provide an email invitation that participants can use to contact potential feedback-givers and to request that they fill out a survey giving them feedback on how they led in specific events. Please contact us at cpl@louisville.edu if you are interested in this.

Training, Education, and Development. In addition to providing data for assessment, *Leadership Amplifier* is also a group coaching app. As such, you can use it to help participants develop the skills to create inspiring experiences. Instructors can also use CPL tools to educate participants in learning these skills, both in the classroom and through homework assignments. Here are a few tools that can help with this process:

- **The Team Alignment Tool.** [\[link\]](#) Participants can use this tool to learn how to align the individual ambitions of team members into a collective ambition for the entire team. It is a worksheet, designed to help leaders think through the process explicitly.
- **Resilience Ready Crisp Communication Model.** [\[link\]](#) This tool gives participants a framework for communicating in ways that enhance resilience, and also two exercises for practicing active listening.
- **Virtues and Vices Suite of Scenarios.** The Virtues and Vices Suite of Scenarios is a collection of documents that instructors can use to foster discussion about what people can do to lead with exceptional courage, ambition, compassion, humility, honesty, and other virtues. Each tool provides four or five examples of times when people did well or poorly at exhibiting the virtue in question, and each tool comes with instructions for guiding discussion. Examples of questions participants can discuss include, “What could people have done to exhibit this virtue in more exceptional ways?” “How might this story be similar to experiences in your own life?” or “How might the people who experienced this story perceive it differently from you?” Discussing questions about actual scenarios makes virtues more real and gets people to think more critically about what it takes to exhibit virtues in exceptional ways. The suite includes the following documents:
 - [Sluggishness, Agility, and Over-reactive-ness Stories](#)
 - [Apathy, Ambition, and Selfishness Stories](#)
 - [Cowardice, Courage, and Recklessness Stories](#)
 - [Triteness, Creativity, and Absurdness Stories](#)
 - [Hesitation, Decisiveness, and Impulsiveness Stories](#)
 - [Indifference, Gratitude, and Obsequiousness Stories](#)
 - [Deceit, Honesty, and Rudeness Stories](#)
 - [Arrogance, Humility, and Timidity Stories](#)
 - [Exclusion, Inclusivity, and Laxness Stories](#)
 - [Unfairness, Justice, and Rigidity Stories](#)
 - [Stinginess, Generosity, and Indulgence Stories](#)
 - [Restlessness, Patience, and Inactivity Stories](#)
 - [Fragility, Resilience, and Stubbornness Stories](#)
 - [Suspiciousness, Trust, and Naïvete Stories](#)
- **Inclusive Experiences Workbook.** [\[link\]](#) This tool helps people to practice leading inclusively, which can be applied to demographic categories such as race, gender, age, or ability, but can also be applied to helping people feel more included regardless of demographic categories. The tool provides users with a series of questions and frameworks that they can fill out, which help them in designing experiences for others.
- **Micro Resistance Toolkit.** [\[link\]](#) This tool gives participants an acronym that they can remember and use that will help them turn micro-aggressions into inclusive experiences. Participants can practice using it in a classroom using scenarios or to prepare for real-life use.

- **Scenarios for Practicing Restorative Justice.** [\[link\]](#) This tool provides scenarios in for discussion in which people behave in ways that are unfair or discriminatory. Participants then use the concept of restorative justice to help them come up with potential responses to the scenarios.
- **Speak Up! Engaging in Fearless Public Speaking.** [\[link\]](#) This tool is a worksheet that walks participants through the process of planning public speaking opportunities to make them less intimidating and more inspiring.
- **Leading Gratitude in Remote Teams: An Instruction Manual.** [\[link\]](#) This tool provides six different ways in which a person can lead with gratitude. Participants can use these tools to make plans for increasing how much gratitude they exhibit.
- **Inspiring Team Resilience.** These documents provide participants with sets of questions that they can ask their teams to help them acquire insight into how to improve the team’s resilience. Question sets include
 - [Partnership](#)
 - [Persevering](#)
 - [Perspective](#)
 - [Praise](#)
 - [Purpose](#)
- **The Think, Feel, Do Exercise.** [\[link\]](#) This tool helps participants increase their empathy by giving participants opportunities to practice in a wide variety of scenarios.
- **The “What Would You Do” Tool for Leading with Integrity in Remote Work.** [\[link\]](#) This tool provides multiple scenarios of difficult situations that arise in remote work and enables participants to discuss different ways to try to lead in response. It is especially useful for helping participants identify and close integrity gaps that are easy to miss.

Learning Objective #3: Setting and System Transformation

If your goal is to help participants in your leadership class or program learn how to consistently acquire profound insight about ways to transform social settings and systems, then here is an example of how you might use the CPL’s tools to do so.

Assessment. Assessing participants’ abilities to transform systems is difficult because system transformation typically takes longer to accomplish, is more complex, and harder to measure. However, an instructor can accomplish proximal measurements of learning by assessing participants’ ability to generate insight into interventions for system transformation or an understanding of system transformation. Thus, one way to assess participants is by giving them scenarios and seeing how well they understand how to apply principles and what kinds of insights they generate. Some of the scenario tools on the previous pages are stories of system

change and could be used for this purpose. Also, the case study, [University of Louisville Athletic Department: The Endless Comeback](#), could also be used for this purpose.

Alternatively, you can assign participants to work on real system transformation, have them write reflections on their process and progress, and then assess their understanding that way. You may also be able to use Leadership Amplifier or the Positive Leadership Advanced Reflection (both of which are discussed on previous pages) but focus only on actions taken to advance system change.

Training, Education, and Development. To help students learn how to consistently acquire moral insight, the following tools will be helpful. The scenario tools mentioned above can also be used for teaching. For example, the University of Louisville Athletic Department case mentioned above also comes with a [technical note](#) on positive leadership and culture change that participants can read and try to apply to the case study.

- **The Nine Laws of Loyalty Tool.** [\[link\]](#) Participants can use this tool to assess how loyalty manifests itself on a cultural level in their organization and inquire insights into how they might act to influence this culture.
- **Management Team Conflict.** [\[link\]](#) This tool is a role play of a top management team trying to make strategic decisions. As participants engage in this role play, it provides multiple opportunities for failure in leadership, helping people to see ways in which they can improve as they deal with system-level issues.
- **Diversity, Inclusiveness, and Engagement Model.** [\[link\]](#) This is an adaptation of the business model canvas, applied to helping people create organizations that are inclusive and engaging to people from all demographic categories and types of professional experience.

Conclusion

The three examples above illustrate how CPL tools may be used to accomplish three different learning objectives related to leadership. They are just illustrations, and many details need to be worked out to incorporate these into a curriculum. These tools or other tools could also be used to accomplish other learning objectives. Hopefully these examples suggest insights into how one might approach those objectives.

Please note that the examples here do not contain every tool offered by the CPL. For example, we have tools specifically designed to help with managing employee burnout, managing remote work, and more. Thus, there are other learning objectives you can accomplish with these tools, please review them, be creative, and share your ideas. We also develop new tools on a regular basis.