

Six Keys to Effective Leadership

Courage

Leadership learning resources for copy and use



A Management Learning Box Book

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Courage training and learning resources included in this E-book:

➔ *Courage-based management and leadership* – a 5-page synthesis exploring the what, why and how of courage as an essential quality in managers and leaders today.

➔ 4 assessments/self-assessments allowing you or your learners to pinpoint levels of courage, situational courage and areas in which to focus on.

➔ A profiler

➔ 8 games and teasers making learning both challenging and fun.

➔ 4 courage activities for the individual and team to show what you're made of!

➔ 5 role plays and simulations – the opportunity to put practice into learning

➔ 15 high-impact coaching and self-coaching tools

➔ 2 courage case studies including self-study questions, discussion topics, additional approaches and answers.

➔ Quotes, tips and video links



Six Keys to Effective Leadership

Courage

Tom Gamble



The Management Learning Box

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Tom Gamble is British and has been living and working in France for twenty years. He has a MA in human resource management and is accredited in TMS, NLP and 360° appraisals. He has wide experience of teaching at all levels and has been a freelance trainer-coach for many companies including the Thales Group, Groupe Spie, Sagem, BP, Renault and Alexander Proudfoot Consulting. At Crossknowledge, he notably wrote and developed a twelve-module Vision and Leadership e-learning programme with Robert Dilts and an eight-module intercultural programme with experts Nigel Ewington and David Tricky. His passion for writing spans advertising, learning content, scripts, poetry and novels and he has published a short collection of poetry and two books. His innovative new business venture, The Management Learning Box, provides the training community with multi-format, ready-to-integrate, ready-to-adapt management and leadership learning content. He has three children and his pastimes include writing, desert trekking and mountain biking.

The publisher

The vision of The Management Learning Box is to provide a quality, time-saving and flexible source of raw learning content for all those connected to the management and leadership training fields. Centred around a series of qualities featuring in many corporate leadership frameworks, The Management Learning Box learning content can be copied, adapted, immediately deployed in the training room or integrated into any final training format including coaching sessions, e-learning modules, videocast add ons, e-books, books, training manuals, self-coaching media or training programmes. The Management Learning Box also provides bespoke learning content development services and has provided many leading companies and organisations with e-learning and film scripts, book content, training programmes and case studies. A second major aim is to act as a platform for training professionals and academics to market and sell their learning content on The Management Learning Box website. Part of Management Learning Box yearly profits are donated to learning projects throughout the world, specifically aimed at improving the knowledge of young people in developing countries.

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Management means, in the last analysis, the substitution of thought for brawn and muscle, of knowledge for folkways and superstition, and of cooperation for force. It means the substitution of responsibility for obedience to rank, and of authority of performance for the authority of rank.

Whenever you see a successful business, someone once made a courageous decision.

Peter Drucker

Introduction and acknowledgements

The topic

A key skill in any leadership role, *Courage* increasingly appears at the top of the list in many corporate leadership frameworks. Project managers, team managers, department heads, entrepreneurs and leaders simply must show proof of it. But courage is also a necessary ingredient in a motivational management environment and should be encouraged to manifest itself throughout the organisation. The courage to speak out and speak up, voice opinion or counter what may be evident injustice are necessary abilities which in the end run provide positive benefit for the larger perspective of business and employee commitment.

How to use this book

The *Six Keys* series of downloadable books in PDF and Word formats contain a condensed essential best of the four hundred or more available learning formats featured on The Management Learning Box website.

Six Keys has been tailored to both the individual manager and leader seeking soft skills development, the trainer-coach wanting to explore and include essential leadership framework themes in his/her training offer, and training providers developing training material in traditional, blended, mobile, distance or e-learning format.

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1 A summary of courage

Training uses: Analysis, Discussion trigger, Example, Introduction to topic/theme, Marketing document, Stand-alone exercise, Summary/synthesis

Associated qualities: Bravery, Daring, Mettle, Valour, Heart, Guts, Stamina, Tenacity, Pluck, Fearlessness, Perseverance, Grit, Gumption, Stoutness, Gall, Backbone, Dauntless, Intrepid, Spunk, Fibre, Boldness, Audacity, Temerity, Determination, Nerve, Endurance, Resolution.

Recommended public: Project managers, Managers, Directors, Leaders, Masters+ students

Courage-based management and leadership



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From great leaders and high-potential managers to team members and assistants, courage is an essential quality. Encouraged by countless films and stories, courage traditionally brings to mind images of heroism and sacrifice, high risk and grim determination. It may be so, but difficult to produce on such an epic scale in the office. In reality, people at work face a multitude of small acts and decisions everyday in their working lives in which they have to show proof of courage: from having the guts and determination to make that cold call to reorienting poor performance or behaviour to speaking out against what is clearly high-risk or unfair. Courage makes people and companies grow. It triggers honesty, clarity and communication and encourages people to take initiative. Finally, courage is essentially as much about knowing one's fears and knowing how to overcome them as the act of courage itself.

What is courage?

The word courage finds its root in the French word *coeur* – heart – and appears in the English language in the 14th century as *curage*. It is interesting to note

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that early metaphors centred on this vital life organ as the origin behind the quality – the historical figure of *Richard Coeur de Lion* in French is picked up word-for-word in English as Richard the Lion Heart, an obvious analogy to the sovereign's bravery. Other terms of language such as *take heart*, or *put your heart into it* constitute further examples.

Definitions of courage tend to focus on the capacity to face up to fear and the ability to endure or face danger or pain; it points towards force of character, firmness, overcoming timidity and calling upon energy and zeal to undertake an action. But courage can be deeper and more complex, especially if we begin to explore the reasons behind the behaviour of courage. Where does it come from? Why do certain people have a distinctly strong capacity for courage? What causes it and what encourages it? How can we learn to be it? Research points to various answers, among them the notion that courage is rather a calculated awareness of the risks involved in an action. And it is by passing through a number of decision criteria that the act of courage occurs. On the other hand, courage may indeed be seen as an "impulsive" act, driven from inner and cultural values that.....

Full Courage summary included in

Six Keys to Effective Leadership Courage

[Buy online](#)



2 Courage assessments and self-assessments

Training uses: Activity, Analysis, Exercise, Profiler, Self-awareness exercise

Associated qualities: Bravery, Daring, Mettle, Valour, Heart, Guts, Stamina, Tenacity, Pluck, Fearlessness, Perseverance, Grit, Gumption, Stoutness, Gall, Backbone, Dauntless, Intrepid, Spunk, Fibre, Boldness, Audacity, Temerity, Determination, Nerve, Endurance, Resolution.

Recommended public: Project managers, Managers, Directors, Leaders

2 Does your leadership show courage?



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Read the questions and assess yourself by giving a score from 1 – 5 (1 is lowest, 5 highest). All questions are positive-oriented. A high score indicates strength in a given area. A low score would indicate improvement to be made in a given area.

1. Do you tend to look the truth in the face and dare to express it? [1] [2] [3] [4] [5]
2. Do you avoid exploring unknown areas to avoid revealing possible problems? [1] [2] [3] [4] [5]
3. Do you rely on trusting your team members? [1] [2] [3] [4] [5]
4. Do you accept losing some control by delegating? [1] [2] [3] [4] [5]
5. Faced with risk or incertitude, do you easily take decisions? [1] [2] [3] [4] [5]
6. Do you sometimes make decisions without knowing all the details? [1] [2] [3] [4] [5].....

Video:

Lewis Pugh talks about why and how he swam the North Pole

(Visit TED at www.ted.com)

Full Courage assessments included in

Six Keys to Effective Leadership

Courage

[Buy online](#)

Courage is not limited to the battlefield or the Indianapolis 500 or bravely catching a thief in your house. The real tests of courage are much quieter. They are the inner tests, like remaining faithful when nobody's looking, like enduring pain when the room is empty, like standing alone when you're misunderstood.

Charles Swindoll



4 Courage games and teasers

Training uses: Activity, Discussion trigger, Exercise, Ice-breaker, Introduction to topic/theme, Relaxer, Warm-up exercise

Associated qualities: Bravery, Daring, Mettle, Valour, Heart, Guts, Stamina, Tenacity, Pluck, Fearlessness, Perseverance, Grit, Gumption, Stoutness, Gall, Backbone, Dauntless, Intrepid, Spunk, Fibre, Boldness, Audacity, Temerity, Determination, Nerve, Endurance, Resolution.

Recommended public: All

3 Acts of courage



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- Write the words "Acts of courage" on a flipchart/screen
- Distribute sheets of paper to the individual/pairs/group and ask them to write/describe a situation in which they showed inner strength, a positive attitude and determination in the face of a challenging or threatening event.
- Post the stories up on the flipchart as reference material/identifiers for the audience. (Alternatively), have people read out and explain in greater detail their act of courage.
- (Alternatively), have the audience ask questions to elicit the story/act of courage (ex. Did it concern your working environment, your boss, fears or objectives? Was it something to do with speaking out?)
- What common qualities have the stories highlighted in relation to courage?
- What conclusions can we draw from the stories/experiences?



Notes/Action:

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5 Courage activities

Training uses: Activity, Analysis, Assessment/self-assessment, Discussion trigger, Exercise, Introduction to topic, Personal profiler data sheet, Self-awareness exercise, Team-building activity, Warm-up exercise

Associated qualities: Bravery, Daring, Mettle, Valour, Heart, Guts, Stamina, Tenacity, Pluck, Fearlessness, Perseverance, Grit, Gumption, Stoutness, Gall, Backbone, Dauntless, Intrepid, Spunk, Fibre, Boldness, Audacity, Temerity, Determination, Nerve, Endurance, Resolution.

Recommended public: Project managers, Managers, Directors, Entrepreneurs, Leaders



1 Facing up to fears

1. (Individual or group work) Hand out sheets of paper to your trainees and write up the following question on a flipchart/board: What are your innermost fears?
1. Each trainee should spend ten minutes writing down on their sheets of paper three things that they have either:
 - always been fearful of doing or saying
 - never tried to undertake because of the risks they perceive in doing it
 - avoid doing or saying by closing out the reality of the issue
 - or worry about because of the unknown result of doing it.
2. After ten minutes, tell trainees to stop and call for a volunteer to step up to the front (an act of courage in itself!) and present their three fears. Ask also

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for a volunteer to make a note of what will be said. For five minutes maximum, the volunteer should explain for each of the three fears:

- what it is
- the context in which the fear occurs/occurred
- what the perceived negative result of doing it would be
- what really stops them from doing it
- what they would like to see as a positive outcome
- why they would like to see such an outcome.

**Full Courage games and activities included
in**

**Six Keys to Effective Leadership
Courage**

[Buy online](#)



6 Courage role plays and simulations

Training uses: Activity, Discussion trigger, Endorser, Ice-breaker, Introduction to topic/theme, Relaxer

Associated qualities: Bravery, Daring, Mettle, Valour, Heart, Guts, Stamina, Tenacity, Pluck, Fearlessness, Perseverance, Grit, Gumption, Stoutness, Gall, Backbone, Dauntless, Intrepid, Spunk, Fibre, Boldness, Audacity, Temerity, Determination, Nerve, Endurance, Resolution.

Recommended public: All

1 Cold call

Scenario

Chose one of the following situations:

- Change jobs: with your CV and offer of skills, call and convince a potential employer.
- Sell a product: write a product description or choose one from your company brochure. Phone a potential client(s) and sell your product.
- Chase up late payment: contact two customers who are behind in their payments. Present the situation over the phone and get them to pay you.
- Make a conf-call presentation to top management: choose one of your projects/tasks and present it/give an update over the phone.
- Report on the reasons for poor project results: give an update of the situation over the phone, reasons for the poor results and actions to undertake.

Instructions

- To be played out in pairs or mini-groups.
- Either face each other back-to-back or use a telephone/means of remote calling.
- If possible record the calls.



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- If wished, form a “panel of experts” using the rest of the participants who listen to the calls and provide constructive feedback on performance (language used, voice stress and tempo, composure, argumentation, etc.).



Notes:

A series of horizontal dotted lines provided for taking notes.

**Full Courage role plays and simulations
included in**

**Six Keys to Effective Leadership
[Courage](#)**

[Buy online](#)



7 Courage coaching and self-coaching exercises

Training uses: Flashcard, flowchart, checklist, action card, tip, self-awareness exercise

Associated qualities: Bravery, Daring, Mettle, Valour, Heart, Guts, Stamina, Tenacity, Pluck, Fearlessness, Perseverance, Grit, Gumption, Stoutness, Gall, Backbone, Dauntless, Intrepid, Spunk, Fibre, Boldness, Audacity, Temerity, Determination, Nerve, Endurance, Resolution.

Recommended public: See individual coaching exercises

2 Strengthening your courage by analysing your values and beliefs



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Recommended public: Project managers, managers, directors, entrepreneurs, leaders

- How does your nationality (national culture) value courage?

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- What words would you/your national culture associate with courage?

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- What concrete events/actions in your country's history are examples of courage?

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- What social/religious/cultural groups do you belong to? What do they value?
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 - What limits do you set for acting/not acting with courage?
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 - What do you clearly state as your own expectations for courageous behaviour?
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 - Think of situations/events you have experienced where you showed proof of courage.
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 - Think of a future situation/event requiring a degree of courage. How can your roots, nationality, culture, values and beliefs help you to show proof of courage?
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- What would they make you do/stop you from doing?

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- What emotions/effects do these fears trigger? How can you master them?

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Step back and put your fears into perspective

- What would happen if these worries/fears came true?

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- To what extent are they likely to happen?

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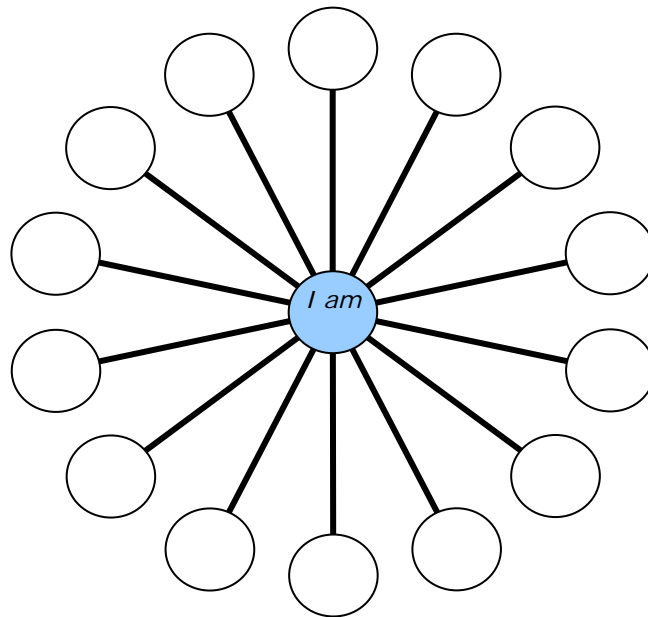
- To what extent are they really founded?

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5 Aiming for courage through self-awareness

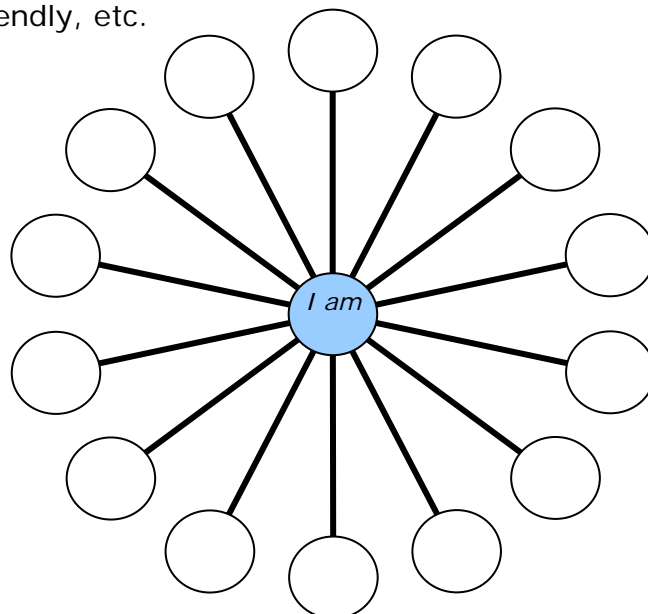
Recommended public: Project managers, Managers, Directors, Leaders, Masters+ students

- Write down *everything you are* with respect to the words "*I am*". (Examples: I am a manager, I am a project manager, I am an engineer, I am a father/mother, I am a husband, I am a partner, I am British/French/American, etc., I am a tennis player, I am a golfer, etc.).



Etc.

- Write down *every quality* you have with respect to the words "*I am*". Examples: *I am* honest, intelligent, farsighted, truthful, courageous, open, friendly, etc.



Etc.

- Write down a specific challenging event/issue/situation you will soon have to deal with:

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- List your “*I am*” statements below your forthcoming challenge, event, issue or situation, beginning with:

I can successfully show courage and deal with this because I am.....

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Full Courage coaching and self-coaching exercises and tools included in

Six Keys to Effective Leadership Courage

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9 Courage case studies

Training uses: Analysis, Discussion trigger, Example, Exercise, Introduction to topic/theme, Script, Team-building activity, Test

Associated qualities: Bravery, Daring, Mettle, Valour, Heart, Guts, Stamina, Tenacity, Pluck, Fearlessness, Perseverance, Grit, Gumption, Stoutness, Gall, Backbone, Dauntless, Intrepid, Spunk, Fibre, Boldness, Audacity, Temerity, Determination, Nerve, Endurance, Resolution.

Recommended public: Project managers, Managers, Directors, Entrepreneurs, Leaders, Masters+ students

1 Speak Up and Speak Out



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Martin put down the phone and rubbed his eyes. It was end-afternoon and he was tired. He took a look around him at his colleagues – they were all working studiously, heads-bowed towards the computer screen, concentrating hard. He hesitated, wondering whether to chance a brief word or two, then thought of his own targets. No wonder the fun had all gone out of the office, he thought – there's no time for it. He sighed, turned back to his screen and once again returned to his work.

A year before, Martin had been hired as a project manager to join a team of seven others. He had been impressed by Darren, their manager, and the way in which he motivated people with his enthusiasm and listening. Whenever they had a problem or needed help, Darren was all ears, only occasionally intervening to point the project managers towards finding a solution. On more than one occasion, if things got too difficult or complex, then Darren would step in and speak with senior management, even going so far as to convince them that workload was momentarily too high for any extra projects to be handled.

And then that changed. Darren's qualities and way of dealing with problems impressed senior management so much that when the department director moved on, they offered Darren his post. Darren promptly moved upstairs to a private office, leaving his team on the open space.

Martin thought that Virginia would make a great successor. She'd been in the team longest, had good interpersonal skills and mirrored Darren in that difficult balance between being assertive and being fair. But much to Martin's, as well as the other project managers' surprise, Virginia wasn't offered the vacant post of team manager. Instead, on one of his morning visits of the open space as department director, Darren announced the arrival of Cheryl Roxe.

Cheryl Roxe made a good first impression – Darren had obviously coached her before she took up the post. In a series of one-to-one interviews, she listened to the project managers and their expectations for the team. She also set individual shared objectives and encouraged the project managers to innovate and aim for a personal goal within the company. She was also adamant on quality – it was her priority above all else. Finally, she did something that Darren hadn't done: state that her personal aim was to decrease the complexities, stress and heavy workload of the team members' jobs. This she would do by getting the systems and processes into shape and outsourcing time-consuming, low added-value tasks. Things looked set to change – for the better.

But as the weeks passed, instead of decreased workload and stress, Martin noticed that if anything, he was doing more work now than ever before. The same went for his colleagues. And it was causing higher levels of tension and stress within the team. Cheryl's emphasis on processes meant that he had to follow quite a rigid and multi-layered series of checks which took up more hours. The trouble was that more work was coming in at the same time. Faced with this, the project managers began to work faster cutting corners with the processes and make mistakes. And mistakes meant both Cheryl and Darren complaining of a drop in quality. In team meetings no one wanted to raise the subject. Cheryl was quite an imposing boss and had made it clear from

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Questions

- After reading the case study, sum up the issue in a short paragraph.
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- What elements contributed to the breakdown of relations between the various players?
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- How did Darren lack courage and what were his reasons?
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- How did Martin lack courage and what were his reasons?
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- How did Cheryl lack courage and what were her reasons?
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2 A Spark to Start a Fire

Part 1

The weekend before he took up his new post as head of the Product Development department, Frank Highgate paid a visit to Gill Lochlin. As he approached the Lochlin house, he felt himself smiling as the memories of his first ever real job in his professional life came back to him.

Gill had been his first boss. Twenty-six at the time, Frank had been impressed by her composure and the quiet confidence she showed in her role. During the two years he'd stayed with the firm she'd taken him under her wing and ensured that Frank took a role in every aspect of the department. It was thanks to the experience he gained there that he was later able to find a project manager post in another organisation, a well-respected IT consulting firm. Frank and Gill had been in contact ever since and both families met at least once a year for a dinner occasion or other social event.

This time, there was another reason for Frank's wish to see her. Quite apart from swapping good memories, he sought her advice. For the coming Monday, he was to step into his first role as a department head – a great increase in responsibility and a dramatic change in how he was used to working. Not least because one of his major objectives was to increase productivity and performance among the fifty or so team members that made up the department. In reality, Frank considered people management one of his weaker points. For up until then, he'd headed smallish project teams made up of technical experts. Most of the management aspects had been about processes and meeting client specifications. The little experience he'd obtained in dealing with people problems had luckily been solved by the two members in question moving on before things got too complicated. They simply hadn't shown him the sort of respect he had expected. When he thought back at this, Frank heard a distant alarm bell ringing in his head and despite his attempt at stifling the annoying warning sign, he heard himself hoping such a mess wouldn't arise again in his new job.....

Questions for Part 1

- Frank was right to seek a mentor in order to help him. Gill tried to reassure Frank in several ways – what were these?

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- Discussion point: Gill gave Frank some tough advice. To what extent do you think her advice was pertinent?
- Following Frank’s discussion with Gill, what do you think Frank will initially do in his new job? Compare your conclusions with the next part to the case study – did you guess correctly?

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Part 2

The first thing Frank did when arriving in his new department that Monday was to make a tour of the team. He’d already been introduced by his predecessor the previous month and first impressions had been positive. It was the nice part of taking on a new function and as he passed from team to team, the atmosphere he felt was warm and enthusiastic. He sensed his people were motivated by the change his coming would make.

The rest of the morning was taken up by reviewing his tasks and objectives. His boss, Senior Partner, Bob Steiger, dropped in

Answers to questions: parts 1, 2, 3, 4

Part 1

- **Frank was right to seek a mentor in order to help him. Gill tried to reassure Frank in several ways – what were these?**

No manager is perfect. During Gill's time as a department head there were times when she doubted herself and her capacities. She was also nervous and apprehensive at times/It's quite normal to feel a certain degree of fear. Gill states that a manager/leader sometimes has to be hard – even if this means going against their real nature.

- **Discussion point: Gill gave Frank some tough advice. To what extent do you think her advice was pertinent?**
- **Following Frank's discussion with Gill, what do you think Frank will initially do in his new job? Compare your conclusions with the next part to the case study – did you guess correctly?**

Frank set up a series of interviews to spell out clearly each team member's role and responsibilities. He also used the occasion to set down the rules by which he expected his team members to abide by. Finally, he reviewed individual processes and guidelines used for reaching objectives. His attitude was one of clarity, firmness and transparency.....

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Courage is being scared to death—but saddling up anyway.

John Wayne

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