Leadership Guidelines for an Agile Team

Part 3: Principles

Paul Alfred Elling

Contents

This book is dedicated to my family: my wife, Janelle and my son, Isaac.

Paul Alfred Elling

Introduction

Not enough education is provided to people, including students, about the subject of leadership. It can be considered art and science and has been practiced by people in various situations and organizations throughout the world and through the course of history. Leadership is available to anyone from any walk of life. It is not limited to gender, race, religion, physical attributes, or economic means. Rather, leadership is about galvanizing oneself and others to accomplish something greater than can be achieved by individual efforts. It is the goal of this book to provide guidelines of leadership that can be learned and practiced accomplishing the goals of an organization.

"Leadership can be defined as the art, science, or gift by which a person is enabled and privileged to direct the thoughts, plans, and actions of others in such a manner as to obtain and command their obedience, their confidence, their respect, and their loyal cooperation. Leadership is the profession of the officer in which proficiency can only be obtained through a constant study of leadership principles and practice in applying them in day-to-day relationships with juniors, seniors, and peers. The most successful leaders have a keen understanding of human behavior and know how to get the most from their followers." (p. 1 – 3, Navy)

"Leadership is not about a position or title, as many young people think. It is about choices you make throughout your life—with the goal of making the situations and places you find better because you were there. Great leadership is not about making the leader look good but about how individuals use leadership in service to others to make the people and groups around them better. Leadership is the art of mobilizing others to want to struggle for shared aspirations." (p. XV – 1, Kouzes and Posner)

I obtained an MBA in Strategic Leadership from Amberton University because I wanted to learn what it takes to lead. I have learned about leadership from my career experiences as well. What I have realized over time is that learning about leadership happens throughout life as a never-ending process.

Members at all levels of an organization can lead. The role of the leader is to define reality and give hope. Followers can be leaders when they embrace their leaders' goals and when they lead by example. Leadership begins when leaders seize opportunities, and it is all about behavior. "A leader is someone who takes responsibility. Leadership is born when we become active rather than passive." (p. 5, Sacks) Leaders must have the courage to be themselves and not someone else. "The core task of leadership is to create the conditions for other people to thrive." (p. 9, Frei and Morriss) "Leadership is the influencing process of leaders and followers to achieve organizational objectives through change." (p. 6, Lussier and Achua)

These leadership books will focus on the intangibles, the fundamentals, and the principles necessary for an Agile team to succeed. The first book will focus on the process, or the building blocks, that are needed. The second book will focus on development, or the fundamental skills, that are needed. The third and fourth books will focus on the principles, or the bedrock, that are needed.

Part 3: Principles

Chapter 1: Strive for Level 5 Leadership

Level 5 leadership comes from the book <u>Good to Great</u>, and it is by Jim Collins and his research team. It is based on the idea of blending extreme personal humility and intense professional will to bring about sustainable success in organizations. Level 5 leaders focus on making the organization great rather than gratifying their own egos. They make productive contributions and help achieve group objectives. Additionally, they organize people and resources toward effective and efficient pursuit of objectives. Furthermore, Level 5 leaders stimulate higher performance standards and catalyze commitment by building enduring greatness through personal humility and professional will. Being a Level 5 leader is believing that good enough never is and that the organization should seek more than just profits and cash flow. Level 5 leaders preserve core values and purpose. They stimulate progress by allowing business strategies and operating practices to endlessly adapt to a changing world. These people feel compelled to try to create greatness and embrace the Hedgehog Concept. To turn potential into results, Level 5 leaders seek continued improvement and deliver results. Moreover, Level 5 leaders get organizations to become better through an organic evolutionary process. Lastly, Level 5 leaders push their organizations to become the best at something and to be passionate about it.

The Hedgehog Concept was also put forward by Collins and his research team. The fox is a predator of the hedgehog and is very cunning. The hedgehog can do one thing to protect itself – roll up into a ball of spikes for protection. The hedgehog can win the battle with the fox despite the fox having all the advantages. The hedgehog is expert at this one skill and uses it to survive and thrive. Foxes pursue many strategies. "Hedgehogs see what is essential and ignore the rest." (p. 91, Collins, <u>Good to Great</u>) Foxes are "scattered, diffused, and inconsistent." (p. 92, Collins, <u>Good to Great</u>) Hedgehogs simplify their strategies. The Hedgehog Concept gets organizations to focus on being the best at one thing. "It is an understanding of what you can be the best at." (p. 98, Collins, <u>Good to Great</u>)

Two sides of Level 5 leadership are professional will and personal humility.

Professional Will	Personal Humility
Creates superb results, a clear catalyst in the transition from good to great.	Demonstrates a compelling modesty, shunning public adulation; never boastful
Demonstrates an unwavering resolve to do whatever must be done to produce the best long-term results, no matter how difficult.	Acts with quiet, calm determination; relies principally on inspired standards, not inspiring charisma, to motivate.
Sets the standard of building an enduring great company; will settle for nothing less.	Channels ambition into the company, not the self; set up successors for even greater success in the next generation
Looks in the mirror, not out the window, to apportion responsibility for poor results, never blaming others, external factors, or bad luck.	Looks out the window, not in the mirror, to apportion credit for the success of the company to other people, external factors, and good luck.

Level 5 leaders presented by Jim Collins' team in the book Good to Great:

Darwin E. Smith (Kimberly-Clark)

Colman Mockler (Gillette)

David Maxwell (Fannie Mae)

Ken Iverson (Nucor)

George Cain (Abbott Laboratories)

Alan Wurtzel (Circuit City)

Jim Herring (Kroger)

Lyle Everingham (Kroger)

Joe Cullman (Philip Morris)

Fred Allen (Pitney Bowes)

Cork Walgreen (Walgreens)

Carl Reichardt (Wells Fargo)

Additional Level 5 leaders:

Abraham Lincoln

Abraham Lincoln was a great president who freed the slaves with the Emancipation Proclamation. Among US presidents, he is the best example of a Level 5 leader. The book, <u>Lincoln the Unknown</u>, provides insight into Lincoln as a person and how he had both humility and professional will. In his first political speech in 1832, Lincoln's humility was on display when he said, "Fellow citizens, I presume you all know who I am. I am humble Abraham Lincoln. I have been solicited by many friends to become a candidate for the Legislature. My politics are short and sweet, like the old woman's dance. I am in favor of the national bank; I am in favor of the internal improvement system and a high protective tariff. These are my sentiments and political principles. If elected, I shall be thankful; if not, it will be all the same." (Lincoln, <u>Wisdom & Wit</u>) When Lincoln's grocery store failed, and his partner died, he was left with a large debt. He slowly paid back every penny of the debt, demonstrating his honesty and character. As a lawyer, Lincoln was very humble in what he charged clients, often undercharging them compared to his peers. Lincoln rose to the occasion as a public speaker when he debated against Stephen Douglas over the issue of slavery after the repeal of the Missouri Compromise. "Lincoln was fighting for a great principle, and it mattered to him very little who won the election for Illinois Senator, if only justice and mercy triumphed in the end." (p. 104, Carnegie, <u>Lincoln the Unknown</u>) As president, Lincoln's professional will was on full display when he guided the Union Army to victory in the Civil War.

When Lincoln's mother died when he was a child, his father left him and his sister to find a wife. Lincoln and his sister were left to fend for themselves, which made Lincoln self-reliant. Lincoln was self-aware and had the capacity for self-improvement. Despite his modest formal education, Lincoln was able to teach himself many subjects, which is a hallmark of leaders, the ability to teach oneself. When you don't know something, you should take it upon yourself to educate yourself. Lincoln's depression

caused him to be very empathetic toward others. Lincoln believed in upholding the Constitution.

Lincoln's goal when he was President went from enhancing his political career to saving the nation.

Despite the Union Army losing the first battle of the Civil War, Lincoln was confident in ultimate

victory and made an effort to boost morale among the troops. During the Civil War, Lincoln would write

angry letters addressed to his generals and place them in a desk drawer. Rather than sending the letters

right away, Lincoln would gather his thoughts and decide not to send the letters, thus demonstrating a

rare level of emotional intelligence. Indeed, Lincoln had emotional intelligence at a young age despite

the deaths of his mother and older sister. He was self-confident and capable of many things, both

academics and physical tasks. Lincoln's upbringing was very modest and required maturity at a young

age. Lincoln's humility, intelligence and industrious nature led him to a career in law. He possessed a

great deal of compassion and empathy toward others. When Lincoln was in the Illinois State

government, he demonstrated his character by sharing stories with good humor rather than physically

fighting his political opponents like some other politicians did.

When Lincoln became President of the United States, he transcended personal and political

bitterness by appointing rivals to positions in his cabinet. Lincoln had the "ability to rise above defeat

and create friendships with previous opponents." (p. 256, Kearns Goodwin, Team of Rivals) Lincoln

chose competitors from the Republican presidential nomination of 1860 for his cabinet. He also chose

representatives from various states and areas of the United States for his cabinet rather than choosing

his political friends, making his cabinet more representative of the country rather than fulfilling his own

ego. Lincoln exhibited an independence of mind when he chose his cabinet, choosing politicians who

were rivals of each other. Lincoln wisely chose strong representatives that would hold the Republican

Party together. Lincoln also chose members of his cabinet from border states between the Union and

newly seceded states.

Many people, especially politicians, underestimated Lincoln, because of his poor upbringing, lack of formal education, and affable manner. Lincoln admitted when he was inexperienced in matters and delegated work. For example, he delegated foreign affairs work to his Secretary of State, William Henry Seward. Lincoln depended on the Secretary of the Treasury, Salmon Chase, to figure out financing for the Union military during the Civil War. Lincoln practiced coalition building for both the military as well as his cabinet. (p. 369, Kearns Goodwin, Team of Rivals) He took his time to wisely develop his positions on different matters, while exhibiting patience when dealing with generals of the Union Army.

Over time, Lincoln's cabinet grew to realize his shrewd understanding of people and politics. When there was a potential crisis with England during the Civil War, Lincoln deferred to the advice of his Secretary of State, Seward, to diffuse the situation by returning a British ship and sailors that had attempted to transport Confederacy statesmen to England. (p. 396 – 400, Kearns Goodwin, Team of Rivals) When Lincoln replaced his Secretary of War, Simon Cameron, with Edwin Stanton, Lincoln had the emotional intelligence to write a letter to Congress propping up Cameron as ambassador to Russia rather than ruining Cameron's reputation. Lincoln shared the blame for the War Department's initial failure to fully supply the Union troops. Lincoln was able to empathize with soldiers' deaths during the Civil War because he lost two of his sons to illness.

Lincoln's handling of his administration and the war effort earned him the admiration of his Secretary of State, Seward. Even when Secretary of Treasury, Chase, publicly criticized Lincoln, he kept Chase in his cabinet, determined to keep valuable public servants in office. When Union General George McClellan arrogantly wrote a letter giving Lincoln political advice, Lincoln simply read the letter and handed it back to McClellan, demonstrating his emotional intelligence and stoic nature. As a leader, Lincoln "refused to let a subordinate take the blame for his own decisions." (p. 453, Kearns Goodwin,

Team of Rivals) Lincoln publicly defended Secretary of War, Stanton, against criticism, pointing out that

he (Lincoln) approved of Stanton's decisions.

Lincoln continued to back General George McClellan despite the general's repeated failures,

thus demonstrating faith in his subordinates. Ultimately, McClellan was relieved of command and

Replaced with General Ambrose Burnside. When Congress wanted to replace members of Lincoln's

cabinet, Lincoln rallied around his cabinet members and supported them. Lincoln inspired his cabinet

members to support each other. Lincoln "had treated the senators with dignity and respect and, in the

process, had protected the integrity and autonomy of his cabinet." (p. 495, Kearns Goodwin, Team of

Rivals) When Secretary of the Treasury Chase repeatedly tendered his resignation, Lincoln managed to

convince Chase to remain in his cabinet. Despite arguments between his cabinet members, Lincoln

resolved not to make changes if each one did their job well. (p. 526, Kearns Goodwin, Team of Rivals)

Lincoln gave his cabinet members more access to him to keep morale high.

Lincoln maintained faith in the Union Army and the purpose of the war when those around him

lost faith. When generals in the Union Army resented Lincoln, he sometimes resorted to his diplomatic

nature and empathized with them by admitting his own mistakes. When Lincoln wrote a letter

criticizing General Meade, he refrained from sending it and waited "for his emotions to settle." (p. 536,

Kearns Goodwin, Team of Rivals) When Secretary of the Treasury Chase ran for president against

Lincoln in 1864, Lincoln still treated Chase with dignity and respect and kept him as Secretary of

Treasury to focus on the war effort. Lincoln's focus was to keep the radicals and conservatives of the

Republican Party united and focused on fighting the rebels of the Confederacy. Even when Chase visited

Ohio for the 1863 election and took subtle digs at Lincoln, the President knew Chase's presence would

bring pro-Union votes. Thus, Lincoln prioritized the success of the Union Army over his own election in

1864. Lincoln was magnanimous and eventually appointed Chase to Chief Justice of the Supreme Court.

Because Lincoln believed slavery was wrong, because border states would not accept compensated emancipation, and because the Confederacy used slaves in the war, Lincoln issued the Emancipation Proclamation. Frederick Douglass, the former slave, and famous orator felt that Lincoln was not prejudiced against black people. Lincoln reasoned that "the constitutional protection of slavery could and would be overridden by the constitutionally sanctioned war powers of the president." (p. 463, Kearns Goodwin, Team of Rivals) Lincoln was opposed to slavery as far back as his time in the Illinois state legislature when he was in his 20's. Lincoln issued the Emancipation Proclamation on January 1, 1863. Lincoln issued the Emancipation Proclamation in part to discourage Europe from recognizing the Confederacy, as Europe detested slavery.

In 1864, Lincoln was convinced that he would not win re-election. He circulated documentation, called the Blind Memorandum, that he would work with the President-Elect to preserve the Union.

Dean Smith

Dean Smith was the basketball coach at University of North Carolina Chapel Hill. He coached Michael Jordan, James Worthy, and many other great basketball players. His philosophy and approach to coaching makes him a Level 5 leader. Smith integrated college basketball at the University of North Carolina when he awarded a scholarship to African-American player Charlie Scott. When Smith was in high school, he petitioned the school to integrate the basketball team on which he played. While he played basketball at Kansas University, Smith also worked alongside the coaches in preparing the team for games. Smith became head basketball coach at the University of North Caolina in 1961. Smith acted as a mentor to his former players, maintaining strong relationships with them after their college careers. "I think the family situation is because Coach Smith was there so long. We know what we went through and we all enjoyed North Carolina. Coach Smith would always stay in contact with us after we left", said

Phil Ford. (p. 160, Davis) Ford was a three-time All-American at North Carolina, playing for Dean Smith.

According to Athletic Director John Swofford, Coach Smith "stressed a balance between academics and

athletics." (p. 161, Davis) Coach Smith "had to succeed and win at everything he did, and he never gave

in regardless of the odds he faced. As Smith wrote in A Coach's Life, 'It was a part of the Carolina

philosophy that we were never out of a game.'" (p. 170, Davis) Dean Smith "was someone you could

trust. His word was good, and his players knew it long after they were out of school," said Sonny

Vaccaro (p. 190, Davis) Dean Smith "never coached for money. Never took a dime. Money was the

most insignificant thing in his life," said Billy Cunningham. (p. 190, Davis)

Dean Smith led USA's Olympic basketball team to the gold medal in 1976. "A team wins

consistently by playing as a team and a team can lose one or two players and still win by dedicating

themselves to a common goal." (p. 18, Davis) Dean Smith wrote the book The Carolina Way.

From the book The Carolina Way:

1. It's all about the team.

2. Treat each team member as an individual and make them feel important to the team.

3. In teaching, concentrate on the process rather than the result.

4. Thorough preparation does wonders for anyone's confidence.

5. Hard work that results in success equals confidence.

6. Getting to the top is difficult; staying there for many years is even harder.

7. Play hard; play together; play smart.

8. When I make a mistake, I know I should recognize it, admit it, learn from it, and then forget it.

Smith cared about his players as both students and athletes. "Along with winning on the court,

more than 95% of Smith's players graduated." (p. 4, Frothingham) Dean Smith thought that "making

winning the goal can actually get in the way of winning." (Frothingham) Smith focused on teaching the

game, or the process involved. Smith said, "A leader's job is to develop committed followers. Great leaders inspire their teams to believe so deeply in their mission that they become immersed in what they're doing." (p. 8, Frothingham) Smith believed in mastering the fundamentals. "We taught and drilled until we made the things we wanted to see become habits. The only way to have a smart team is to have one that is fundamentally sound. We didn't skimp on the fundamentals. We worked on them hard in practice and repeated them until they were down cold. We didn't introduce something and then move away from it before we had nailed it." (p. 10, Frothingham)

Smith believed that leaders should be able to deal with losses. "It's an absolute necessity for a leader to be able to handle losing. The bigger a person's job, the more losses he or she will have, and the more costly they will be." (Frothingham) The greatest basketball player of all time, Michael Jordan, said of Dean Smith, when he died, "Other than my parents, no one person had a bigger influence on my life than Coach Smith. He was more than a coach – he was my mentor, my teacher, my second father. Coach Smith was always there for me whenever I needed him and I loved him for it. In teaching me the game of basketball, he taught me about life." (p. 38, Frothingham)

John Wooden

John Wooden was a college basketball coach who was a Level 5 leader at UCLA (University of California Los Angeles). He coached his teams to 10 national championships and is famous for creating the Pyramid of Success (See Figure 1). Like Dean Smith, Wooden coached many great basketball players: Kareem Abdul-Jabbar (formerly Lew Alcindor) and Bill Walton, among others.

John Wooden had many thoughts on leadership, and he shared them in his book Wooden on Leadership: How to Create a Winning Organization. According to Wooden, leadership is "helping others

to achieve their own greatness by helping the organization succeed." (p. xi, Wooden, Leadership)

Wooden believed that time spent comparing yourself to others is time wasted. "Coaching and

leadership skills are learned through listening, observation, study, and then trial and error." (p. 5,

Wooden, Leadership) Wooden suggested to only worry about things you can control. "It's the quality of

your effort that counts most and offers the greatest and most long-lasting satisfaction. Never cease

trying to be the best you can become. Success is peace of mind which is a direct result of self-

satisfaction in knowing you made the effort to become the best of which you are capable." (p. 8,

Wooden, Leadership) Winning is a by-product. Focus on the product: effort. According to Wooden,

"reputation is what others perceive you as being…character, however, is what you really are. Before

you can lead others, you must be able to lead yourself. Focus on those actions that an individual needs

to take in order to most effectively and productively execute his or her assignment." (p. 13 – 15,

Wooden, Leadership)

John Wooden described the Pyramid of Success (See Figure 5) with the following qualities: (p. 21

– 56, Wooden, Leadership)

- Industriousness
    - "Work in which you are fully engaged, totally focused, and completely absorbed"
- Enthusiasm
    - "As a leader, you must be filled with energy and eagerness, joy and love for what you do."
    - Transforms work into industriousness
- Friendship
    - "The two qualities of Friendship so important for a leader to possess and instill in team members are respect and camaraderie."

- Loyalty

  - Loyalty starts with "yourself—your standards, your system, your values."

  - "First, do not betray yourself. Second, do not betray those you lead. This is Loyalty."

- Cooperation

  - "As a leader, you must be sincerely committed to what's right rather than who's right."

  - "A leader who incorporates the productive ideas and creativity of other makes it work better."

  - "A strong leader accepts blame and gives the credit. A weak leader gives blame and accepts the credit."

- Self-Control

  - "Discipline yourself and others won't need to."

  - "To be a true leader requires credibility and consistency in one's actions, and this is hard to achieve when you lack Self-Control."

  - "A team lacking Self-Control will get outplayed."

  - "Self-Control creates consistency."

- Alertness

  - "Alertness, the ability to be constantly observing, absorbing, and learning from what's going on around you, is a critical component for the individual in charge, the leader who strives for continuous improvement."

  - "An alert leader creates an organization filled with people who pay attention, are open-minded, and strive always for improvement."

- Initiative

  - Initiative is "the result of assertive action based on proper assessment of risk"

- o "Be quick, but don't hurry. By that I mean to make a decision, take action; decide what you're going to do and do it. Keep this word of caution in mind: 'Failure to act is often the biggest failure of all'."

- Intentness

  - o Intentness conveys "diligence and determination, fortitude and resolve—persistence."

  - o Intentness is "the willingness to persevere when hardship is forced upon you and those you lead."

- Condition

  - o "To achieve one's potential as a leader in any organization you need mental and moral strength."

  - o "Practice moderation and balance in all that you do."

  - o "The leader must set the example, not only in areas of right and wrong—character, of course—but elsewhere."

  - o "Effective leaders seek balance in their personal and professional lives."

- Skill

  - o "You must know all facets of your job—not just parts of it—and be able to execute quickly and correctly. Being prepared to do all that your job requires will quickly separate you and your organization from much of the competition."

  - o "The best leaders understand that to successfully compete at any level requires continuous learning and improvement."

  - o "The best leaders are lifelong learners."

  - o Know the fundamentals and learn how to teach the fundamentals.

- Team Spirit

- o "Team Spirit—an eagerness to sacrifice personal interests or glory for the welfare of all—is a tangible driving force that transforms individuals who are 'doing their jobs correctly' into an organization whose members are totally committed to working at their highest levels for the good of the group."

- Poise

  - o "Being true to oneself, not getting rattled, thrown off, or unbalanced regardless of the circumstance or situation."

- Confidence

  - o "The knowledge that your preparation is complete, that you have done all things possible to ready yourself and your organization for the competition, whatever form it comes in."

  - o "Confidence…is earned only by tenaciously pursuing and attaining those assets that allow you to reach your own level of competency—the potential you have within."

- Competitive Greatness

  - o "A real love for the hard battle, knowing it offers the opportunity to be at your best when your best is required."

- Faith and Patience

  - o "A leader must remain undaunted."

- Success

  - o "Success is peace of mind which is a direct result of self-satisfaction in knowing you made the effort to do the best of which you are capable."

SUCCESS

COMPETITIVE GREATNESS
"When the going gets tough, the tough get going. Be at your best when your best is needed. Real love of a hard battle.

The Pyramid of Success
John R. Wooden
Head Basketball
Coach
UCLA

Success
is peace of mind which is a direct result of self-satisfaction in knowing you did the best to become the best that you are capable of becoming.

POISE
Just being yourself. Being at ease in any situation. Never fighting yourself.

CONFIDENCE
Respect without fear. Confident, not cocky. May come from faith in yourself in knowing that you are prepared

CONDITION
Mental – Moral – Physical. Rest, exercise, and diet must be considered. Moderation must be practiced. Dissipation must be eliminated.

SKILL
A knowledge of and the ability to properly execute the fundamentals. Be prepared. Cover every detail.

TEAM SPIRIT
An eagerness to sacrifice personal interests or glory for the welfare of all. "The team comes first."

SELF-CONTROL
Emotions under control. Delicate adjustment between mind and body. Keep judgement and common sense.

ALERTNESS
Be observing constantly. Be quick to spot a weakness and correct it or use it as the case may warrant.

INIATIVE
Cultivate the ability to make decisions had think alone. Desire to excel.

INTENTNESS
Ability to resist temptation and stay with your course. Concentrate on your objective and be determined to reach you goal.

INDUSTRIOUSNESS
There is no substitute for work. Worthwhile things come from hard work and careful planning.

FRIENDSHIP
Comes from mutual esteem, respect, and devotion. A sincere liking for all.

LOYALTY
To yourself and to all those dependent upon you. Keep your self-respect.

COOPERATION
With all levels of your co-workers. Help others and see the other side.

LOYALTY
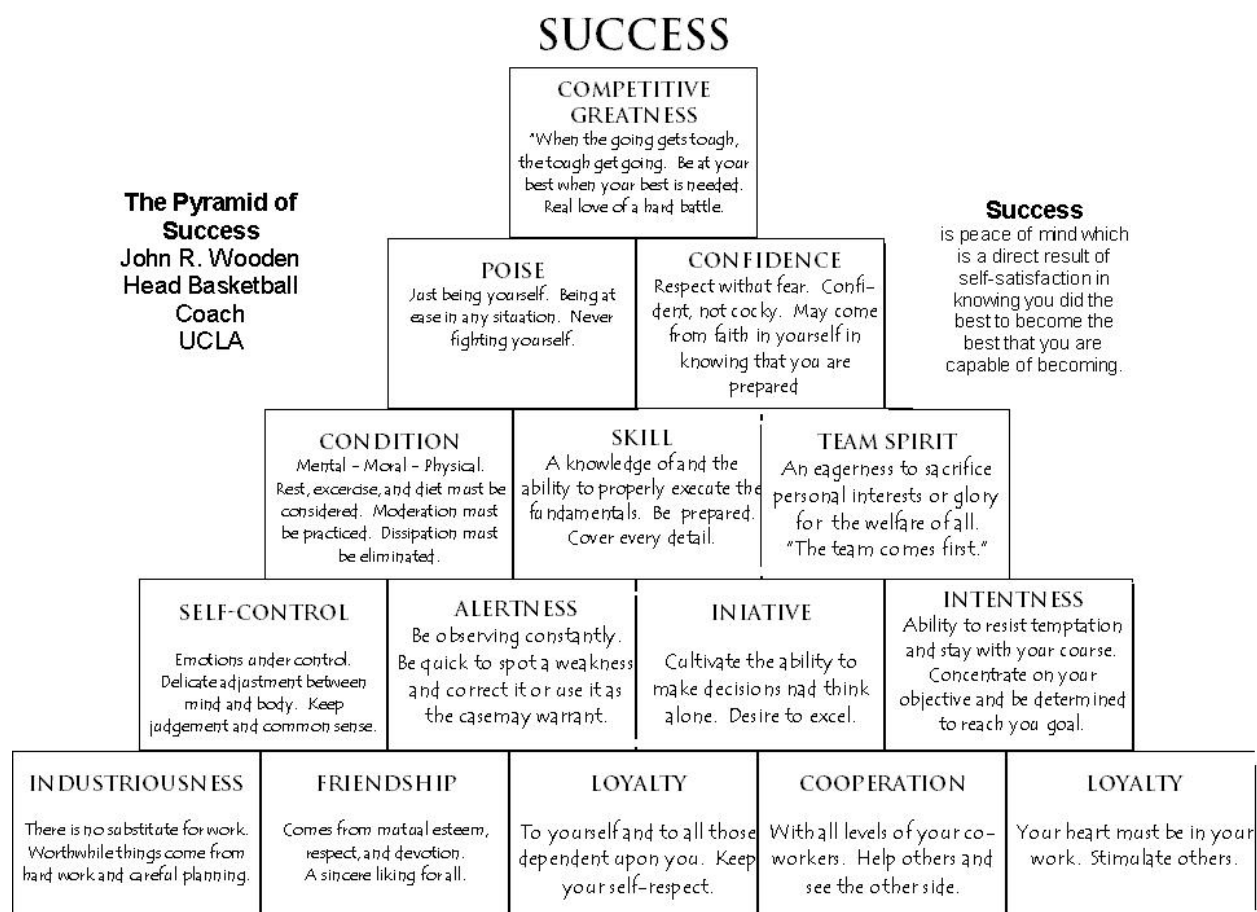Your heart must be in your work. Stimulate others.

Figure 1 John Wooden's Pyramid of Success

John Wooden provided additional lessons on leadership. "Values and standards, purposes and principles matter when choosing members of a team. Values create an environment of integrity. A good leader creates belief—in the leader's philosophy, in the organization, in the mission." (p. 68 – 69, Wooden, Leadership) Wooden was very successful as a basketball coach and it informed his view on leadership. "Successful leadership is not about being tough or soft, sensitive or assertive, but about a set of attributes. First and foremost is character. Character is what you do. Character is respect for yourself, respect for others, respect for the game, whether it's basketball, business, or anything else." (p. 71 – 74, Wooden, Leadership) Wooden suggested that leaders focus their intensity and limit the

effects of their emotions. "Intensity makes you stronger. Emotionalism makes you weaker. The hallmark of successful leadership is consistently maximum performance. Emotionalism opens a leader to inconsistency. Seek intensity coupled with emotional discipline. Display those behaviors and then demand them from those you lead. A leader with a volatile temperament is vulnerable. And so is the team he or she leads." (p. 107 – 109, Wooden, Leadership)

Bill Russell

Bill Russell is the greatest winner in the history of basketball, with his collection of 2 NCAA championships, Olympic gold medal, and 11 NBA championships. He was arguably the best defensive player the game has ever seen, while also being one of the most beloved teammates as well. Russell is the best example of a Level 5 leader among basketball players. He had a reputation for throwing up before games because he wanted to win so badly. If he didn't vomit, his Boston Celtics teammates would remind him. [MORE TO BE ADDED]

Russell faced racism throughout his hall-of-fame career and marched with Reverend Dr. Martin Luther King, Jr. [MORE TO BE ADDED]

Chapter 2: Ethics

"Ethics are the standards of right and wrong that influence behavior." (p. 54, Lussier and Achua) Use the golden rule to guide ethical behavior: "Do unto others as you want them to do unto you." "Be one of the 20 percent by doing the right thing even when no one is looking, and you should blow the whistle when appropriate. Ethical leadership requires courage—the ability to do the right thing at the risk of rejection and loss. Courage requires taking responsibility for mistakes and failures, rather than trying to cover them up or blaming others." (p. 59, Lussier and Achua) The primary traits expected of leaders are honesty, vision, inspiration, and competence.

Ethical behavior "creates trust throughout the organization, promotes buy-in of the goals and vision professed by the leader, and sets an example of the behavior expected from everyone. Ethics is defined as the study of standards of right and wrong; that part of philosophy dealing with moral conduct, duty, and judgment. Engineering ethics is defined as the study of the decision, policies, and values that are morally desirable in engineering or scientific practice and research. Engineers depend on mentors for examples of ethical behavior. A code of ethics offers a framework for ethical judgment wherein values and standards for behavior within the profession are described." (p. 55 - 56, Hess)

"Ethics is concerned with the kinds of values and morals an individual or a society finds desirable or appropriate. Furthermore, ethics is concerned with the virtuousness of individuals and their motives. Ethical leadership has to do with the nature of leaders' behavior, and with their virtuousness." (p. 423, Northouse) Ethics and morality can be considered in the following categories (p. 423 – 425, Northouse):

- Preconventional morality
  - "Individuals tend to judge the morality of an action by its direct consequences"
- Conventional morality

- o "Individuals judge the morality of actions by comparing them to society's views

  and expectations"
- Postconventional morality

  - o "Individuals have developed their own personal set of ethics and morals that

    guide their behavior"

"Virtues and moral abilities are not innate but can be acquired and learned through practice.

Managers should develop virtues such as perseverance, public-spiritedness, integrity, truthfulness,

fidelity, benevolence, and humility. Our virtues are derived from our actions, and our actions manifest

our virtues." (p. 428 – 429, Northouse)

"Because leaders usually have more power and control than followers, they also have more

responsibility to be sensitive to how their leadership affects followers' lives. Ethics is central to

leadership because of the nature of the process of influence, the need to engage followers in

accomplishing mutual goals, and the impact leaders have on the organization's values." (p. 429,

Northouse) Principles of ethical leadership include the following:

- Respects others

- Serves others

- Shows justice

- Manifests honesty

- Builds community

Leaders have a strong sense of ethics, in that they exhibit good character and good behavior and

work to build trust through honesty and integrity. They give honest feedback and accept responsibility

by being accountable and not blaming others. True leaders are passionate about the organization.

Ethics are important for leaders at all levels of an organization, and ethics need to be a part of decision-

making processes. Business ethics and principles guide leaders throughout an organization.

Organizations identify core values as part of their ethics, while successful organizations also have

reputations of high ethical conduct. A leader's moral values should not conflict with business ethics.

Leaders are in a position of power within organizations and have a responsibility to behave ethically for

the sake of the organization, its stakeholders, and their followers. Leaders and their followers are

subject to the risk of ethical misconduct. A leader's ethical conduct can also be described as social

responsibility.

In a large organization, a leader's ethical conduct impacts their corporate citizenship and their

standing within the organization. Leaders must operate in a protective manner when it comes to ethics

in terms of protecting the consumer. Leaders must be accountable and transparent in their actions.

When leaders identify ethical issues, they must act with integrity and report the issue and not act

unethically themselves. Leaders must embrace an organization's core practices as part of their ethical

conduct. When making decisions, leaders must act ethically by being aware of any conflicts of interest.

Leaders must work with their subordinates to ensure that they act ethically as well, while adhering to an

organization's ideal when approaching an ethical issue. Leaders must uphold their organization's

principles and follow moral philosophies that are common across cultures. Leaders should promote

instrumental and intrinsic goodness, while striving to be pragmatic in their behavior and decision-

making. Leaders should embrace teleological philosophies by judging the consequences of potential

actions. They should understand utilitarianism to achieve good results. While leaders must be

respectful to their peers and managers, they must also encourage respect among their subordinates.

They should act virtuously and set the standard for their followers, while upholding the ethical

framework set forth by their corporate culture. Leaders must act in compliance with their organization's

ethics, and they must motivate subordinates to maintain an ethical organization. It's important for

leaders to practice ethical behavior to avoid legal issues. Organizations have a code of conduct or ethics

that leaders must follow and encourage their subordinates to follow as well. Leaders need to be aware

of ethical standards locally, nationally, and internationally. Leaders at all levels of an organization need

to understand their ethical responsibilities. Leaders must strive to always act with integrity and not put

business or their own goals above doing what is right. Leaders need to participate in and uphold ethical

company cultures. "Ethical business leaders are more likely to have employees who follow their

example and less likely to have deviants that create trouble in the company." (p. 281, Ferrell, Fraedrich,

and Ferrell) Leaders need to base decisions on knowledge and experience. "Ethical leaders must

maintain and build upon an ethical firm's culture to maintain the stamp of the original founders through

successive generations." (p. 284, Ferrell, Fraedrich, and Ferrell) Ethical leaders must be proactive about

problems, because they have an impact on the market value of their organizations.

Aristotle

Muhammad

According to Muhammad, "God prepared all prophets for leadership roles by first teaching them to care

for sheep, a responsibility that involves dedication, calmness and great patience." (p. 26, Hayward)

Muhammad expected his followers to "listen to him and obey him 'as best as they could.'" (p. 36,

Hayward) Muhammad was an understanding leader, as shown when a follower needed to return to his

parents rather than emigrate with Muhammad to Medina. Muhammad consulted other people rather

than only using his own judgment, thus demonstrating his ability to listen and an inclusive form of

leadership. Muhammad "believed the best way of teaching moral conduct was always to remain moral

himself." (p. 47, Hayward) Muhammad demonstrated his ethical conduct by not eating when others did

not. He endured hardships along with his followers and shared his camel with others. "Muhammad did not like fighting, and preferred to solve disputes through mediation and diplomacy, but recognized that coercion and warfare were sometimes inevitable or necessary, and that good could flow even from must and proportionate fighting." (p. 49, Hayward) Muhammad's ethical and courageous behavior encouraged followers to fight for him and die for him. "Muhammad undoubtedly had the common touch; the ability to relate and appeal to ordinary people from all walks of life, and this was central to his appeal as a leader." (p. 53, Hayward) A traditional hadith about Muhammad highlights his "ability to use everyday things to communicate moral and spiritual truths: 'The strong man is not one who wrestles well but the strong man is one who controls himself when he becomes angry.'" (p. 53 – 54, Hayward) Muhammad liked decency and good manners. His ethics included being humble by giving away fancy gifts. Muhammad worked to raise the standard of living of Muslims and combat poverty. He was scrupulous about giving bounty from battle to participants regardless of status or strength or weakness. He was generous with his own money, spending it on horses and weapons for the army. Muhammad was ethical in teachings and strict with himself, not owning much at the end of his life. He was trying to restore the lost legacy of Abraham, Ishmael, and God's other messengers. Muhammad wanted people in his community to feel like they belonged and that they mattered. He established the Constitution of Medina to bind together Muslims, Jews, and other Arab tribes. Muhammad created a fresh, new way to live for all humans. "Through conviction, strength of character and charisma, Muhammad" convinced large numbers of people to follow him. (p. 65 – 65, Hayward) Jews and Christian minorities lived in peace in Mecca during Muhammad's time. "Muhammad wanted every good thing for all humans everywhere." (p. 65, Hayward) Muhammad's goal was "to help Muslims make sense of the complex, ambiguous and often difficult world around them, the challenges they collectively faced, and how they would, with God's mercy and strength, face them together." (p. 74, Hayward) "Muhammad disliked war and sought other ways to solve disputes. He understood that war would only

be moral if fought for just reasons." (p. 86, Hayward) He preferred to avoid harming civilians during battle and expected his army to live according to the same strict moral code they he expected of civilians.

Hinduism

Swami Vivekananda

Swami Vivekananda was a Hindu monk and philosopher who lived in the 19th and early 20th centuries. He taught about interfaith awareness and brought Hinduism to the world stage. Vivekananda was very influential with his views on spirituality and leadership. According to Vivekananda, "the most important lesson for true success and good leadership in our rapidly changing world is the principle of moving away from very rigid ideologies and moving towards an open, accepting, broad-visioned attitude. The real factor for human freedom, mentally and emotionally, is to not get stuck on ideologies. Only those people who are able to transcend limitations of thoughts and narrowness of ideologies become dynamos of positive action." (p. 8 – 12, Pranay, Vivekananda) He preached that leadership is about courage, faith, and strength. "Courage is the key to real success and great leadership." (p. 14 – 15, Pranay, Vivekananda) Being courageous allows you to be a good example for others. It's essential for leaders to have faith in themselves. "Only through faith are leaders able to make people transcend ordinary and mediocre functioning and take them towards a higher functioning of being." (p. 23, Pranay, Vivekananda) Leaders must exhibit strength to lead others.

Vivekananda emphasized the following characteristics of leaders.

- Leaders seek to grow as individuals.

- Leaders have an attitude of reaching their full potential.

- Leaders remain open to new opportunities.

- Leaders don't get bogged down by attachments.

- Leaders care about essential matters.

- Leaders seek to make work more enjoyable.

- Leaders are able to face challenges and changes that come their way.

- Leaders don't let their own ego get in the way of leading their followers in the pursuit of success.

- Leaders believe that they are worthy of leading others.

- Leaders remain focused despite criticism and challenges; they maintain self-control.

- Leaders have compassion for others.

- Leaders give of themselves to their followers.

- Leaders have the strength to overcome negative emotions.

- Leaders are empathetic toward others.

- Leaders make each moment matter; they have a sense of urgency.

- Leaders harness intuition to lead others and solve problems with both insight and knowledge.

The Buddha and Buddhism

In Buddhism, people focus on the four noble truths: the truth of suffering, the truth of the cause of the suffering, the truth of the ending of suffering, and the truth of the way to end suffering. The main goal of Buddhism is to end suffering.

Buddhism focuses on the Eightfold Noble Path, which is the following:

- The path that leads to the end of suffering

- The Right View

    o See the things how they really are

    o Try to see them objectively

- The Right Resolve

    o Is the right intention in doing things

    o To do things out of the right morality

- The Right Speech

    o At the right time at the right place, tell the truth with the right words to the right person

- The Right Action

    o Acting in the ways that do not cause harm such as not taking a life or not stealing

- The Right Livelihood

    o Making an ethically sound living, being honest in business dealings

- The Right Effort

    o Endeavoring to give rise to skillful thoughts, words and deeds

    o Renounce unskillful ones

- The Right Mindfulness

- o   Being mindful of one's body, feelings, mind, and mental qualities

- The Right Concentration

  - o   Practicing skillful meditation informed by all of the preceding seven aspects

Buddhism teaches people that they should not kill, steal, lie, commit sexual misconduct or misbehavior, and should not use intoxicants. People should stick to these five precepts, because it prevents them from causing suffering for others. This is the rule of karma. Karma is the law of cause and effect. What we send out will come back to us. In Buddhism, there is no superior judge or judgement. Everyone is at their own level and carries their own karma. It is the responsibility and the freedom of the individual to change. Do not pull the pendulum too far to you and do not push it too far away.

Buddhism teaches the four ways of letting go. One should let go by letting go, which means that if you live in the past, it simply hurts just like in the moment when the incident happened. It is also important to let go of happy moments. Otherwise, one has too many expectations. Letting go sets a person free. Letting go in the mind is forgiveness. One should be content with where they are. Everything you experience in life that you don't like can become a prison. Whenever you have the feeling of being in a prison, realize it and name it for yourself. Learn to be content and accept the situation you are in. Enjoy the moment. One should let go of attachments. Being attached always leads to the destruction of the one that is attached. Giving is the antidote to greed. To give makes you happier than to get something. Be open and give with an open heart. Give without expecting anything in return. "The common one makes demands on others. The noble man makes demands on himself." (Confucius) "Letting go of attachments leads to enlightenment." (Buddha) One should cultivate a lotus mind, so that nothing can stick on it. People with attachment to their knowledge can never understand the truth of the Now. Enjoy every moment, because it will end, and when you don't stick to it, then you

can enjoy the next moment. Never let knowledge stand in the way of truth. Never let what you have learned or trained stand in the way of realizing the truth.

Buddhism offers wisdom on the past, present, and future. Instead of living in the past, learn from the negative past and keep the positive past as a reminder. One who lives in the past cannot let go. One cannot forgive when he or she holds on to things. Instead of worrying about the future, realize that we have so many worries and fears, and they don't bring you anything at all. Life happens regardless of planning for the future. If you plan for the future, keep an open mind and be open for changes. The future doesn't always happen in the way you planned for it. There's a difference between planning and worrying; planning is solution-oriented and worrying is suffering. Focus on the present by concentrating the mind on it. Only in the present can one influence something. If you get rid of your past and your worries about the future, then most of your suffering will be gone. Embrace change and get rid of worries. The past is gone, and the future is still not here. Be in the here and now.

Buddhism helps individuals cope with emotions. When people are emotional, it is a signal that something is not normal. It means you must look carefully to make wise decisions. This is important for both negative emotions and positive emotions. While you are emotional it is important to never give an answer, never go into an action, and never make a decision. Reacting to things emotionally leads to suffering. Anger is the most destructive emotion. You are either the master of your emotions or the slave to your emotions. Learn how to deal with your emotions. When you hear something that makes you emotional, get out of the situation mentally and physically. When dealing with someone who makes you emotional, give a reason for removing yourself from the situation. After getting out of the situation, think about what happened and what emotion happened. Ask yourself how you want the situation to be in the future. When you feel emotional, sit down, be quiet, meditate, and you can see clearly again. A moment of anger can destroy a lifetime of work, whereas a moment of love can break barriers that took a lifetime to build.

"Buddhist philosophers have been thinking about ethics for 2,500 years." (p. ix, Garfield) In Buddhism, there is the idea of dependent origination, which means "every phenomenon is dependent on countless other phenomena in a web of interdependence." (p. 3, Garfield) "Moral progress and moral experience, rather than moral responsibility, are foregrounded in moral reflection." (p. 5, Garfield) Suffering depends on confusion, attraction, and aversion. "Buddhist ethics is concerned primarily not with how we act in the world, but with how we see the world in which we act: actions are important, but secondary, flowing from moral vision." (p. 11, Garfield) "The cultivation of wisdom is at the heart of ethical development." (p. 12, Garfield) "By improving myself morally, I benefit those around me; by benefitting others, I become a better person." (p. 17, Garfield) "Buddhist ethics is not concerned with maximizing pleasure or minimizing pain, but with alleviating true suffering, or in other words, with transforming the aspects of life that with insight and reflection, we reject as antithetical to our interests." (p. 21, Garfield) Buddhist ethics "concerns itself only derivatively with what we do in response to what we experience." (p. 29, Garfield) It's about developing habits of mind, such as attention and patience and wisdom. Buddhism is concerned with replacing the experience of suffering with faring well. "Moral excellence itself is constituted by the way one sees the world and oneself in it, although it may well be manifested in one's actions." (p. 32 – 33, Garfield) In Buddhism, meditation is an ethical practice, as it allows individuals the opportunity to have "greater attentiveness to the consequences of one's attitudes, intentions, and actions for oneself and for those around one." (p. 88, Garfield) "Buddhist ethical though does not focus so much on the moral ideal at which we aim, but at the immediate steps we take to move ourselves toward an ideal. Ethical reflection is aimed at the means for approaching that ideal, not at the end." (p. 89, Garfield)

The Eightfold Path and the metaphorical path are used in Buddhist ethical thought. The concept of a path is used to improve ethical conduct. Paths are also states of mind. One Buddhist school of thought indicates that there is a path of purification, which begins with a state of impurity and ends

"only when all that impedes moral engagement and clarity of thought is eliminated." (p. 94, Garfield) A

path is a way of life or a way of being. The path has as a goal "the cultivation of generosity and the

elimination of greed and attachment." (p. 94, Garfield)

> "The cultivation of generosity takes us to a less egocentric way of experiencing our world:
>
> instead of seeing it as a field of objects and others, always defined in relation to ourselves, we
>
> come instead to adopt an attitude that is in harmony with what rational reflection reveals our
>
> world to be. We find that it is a world of interdependence in which we and everything around
>
> us depend for our identities on everything else, and in which anything like narrow self-interest
>
> immediately appears as irrational and self-defeating." (p. 95, Garfield)

In Buddhist thought, "ethical cultivation is not a solo affair, but a process that must be guided." (p. 102,

Garfield) "The moral development that ensures as we develop our own character, in turn, leads to the

resolution to cultivate the spirit of awakening and to achieve full awakening or moral maturity for the

benefit of others." (p. 107, Garfield) "Buddhist ethics is concerned more with how to become good than

with what it is to be good." (p. 108, Garfield)

Buddhism offers the Maháyána tradition where the ethical framework involves the path of the

bodhisattva, which is "the individual who aspires to attain full awakening in order to benefit the world."

(p. 109, Garfield) Karuná, or compassion, is "emblematic of a Buddhist moral sensibility." (p. 111,

Garfield) "Karuná is not a mere feeling, but a determination to act to relieve the suffering of sentient

beings." (p. 112, Garfield) When it comes to generosity, Buddhism is concerned not simply with the act

of giving, but also "the reflective attitude and moral character of the one who gives." (p. 117, Garfield)

Buddhism advocates for patience instead of anger. In Buddhism, wisdom is essential to morality.

Buddhism advocates for "cultivating friendliness as an antidote to aversion or to violence, and

possessing it consists in seeing others as actual or potential beneficiaries of one's own actions." (p. 132,

Garfield) Care for others is central to Buddhist ethics. Buddhism supports "the attitude of rejoicing in the accomplishments and virtue of others." (p. 139, Garfield) Buddhism emphasizes impartiality, "in which one does not take oneself to be the center of one's moral universe, but simply one of many moral agents and patients in a vast and interconnected moral universe." (p. 141, Garfield)

In Buddhism, vows are intentions. "Every action is motivated by and preceded by an intention; therefore, a vow, if it is to be relevant to actions over, say, a lifetime, must persist in some form over that lifetime." (p. 153, Garfield) Buddhism promotes ethical vows, which are resolutions "to eliminate confusion, attachment, and aversion." (p. 153, Garfield)

> "The vow not to take life is an antidote to aversion. The vow not to steal is an antidote to attraction. The vow against deceit is meant to undermine the expression of attraction and aversion in speech, and to prevent one from adding to the confusion already permeating existence. And the vow to refrain from intoxication is also intended both as an antidote to confusion, and as a means to control attraction and aversion that might arise in a state of intoxication." (p. 155, Garfield)

Dalai Lama

The 14th Dalai Lama promotes peace and ethics throughout the world and was awarded the Nobel Peace Prize in 1989 for promoting nonviolence.

The Dalai Lama wrote that, "those individuals whose conduct is ethically positive are happier and more satisfied than those who neglect ethics. It is essential that we reach a consensus in respect to what constitutes positive conduct and what constitutes negative conduct, what is right and what is wrong, what is appropriate and what is inappropriate." (p. xii, Dalai Lama, Ethics) Additionally, the Dalai

Lama wrote that "the more we develop compassion, the more genuinely ethical our conduct will be. When we act out of concern for others, our behavior toward them is automatically positive." (p. 74 – 75, Dalai Lama, Ethics) Compassion and positive ethical conduct requires inner discipline.

According to the Dalai Lama, "conducting ourselves ethically consists in more than merely obeying laws and precepts." (p. 82, Dalai Lama, Ethics) People must make a conscious effort to be ethical. "Negative thoughts and emotions are what cause us to act unethically." (p. 97, Dalai Lama, Ethics) Furthermore, the person "who practices forbearance is determined not to give in to negative impulses (which are experienced as afflictive emotion in the form of anger, hatred, desire for revenge, and so on) but rather counters their sense of injury and does not return harm for harm. Patient forbearance is the quality which enables us to prevent negative thoughts and emotions from taking hold." (p. 104 – 105, Dalai Lama, Ethics) The Dalai Lama also wrote that "as in all matters of ethics, discipline is only really effective when it comes from within." (p. 187, Dalai Lama, Ethics)

Accountability

IEEE Code of Ethics

The IEEE Code of Ethics was developed for engineers to abide by and can be extended to software engineers. They are as follows.

"We, the members of the IEEE, in recognition of the importance of our technologies in affecting the quality of life throughout the world, and in accepting a personal obligation to our

profession, its members and the communities we serve, do hereby commit ourselves to the highest ethical and professional conduct and agree:

I.   To uphold the highest standards of integrity, responsible behavior, and ethical conduct in professional activities.

   a. To hold paramount the safety, health, and welfare of the public, to strive to comply with the ethical design and sustainable development practices, to protect the privacy of others, and to disclose promptly factors that might endanger the public or the environment;

   b. To improve the understanding by individuals and society of the capabilities and societal implications of conventional and emerging technologies, including intelligent systems;

   c. To avoid real or perceived conflicts of interest whenever possible, and to disclose them to affected parties when they do exist;

   d. To avoid unlawful conduct in professional activities, and to reject bribery in all forms;

   e. To seek, accept, and offer honest criticism of technical work, to acknowledge and correct errors, to be honest and realistic in stating claims or estimates based on available data, and to credit properly the contributions of others;

   f. To maintain and improve our technical competence and to undertake technological tasks for others only if qualified by training or experience, or after full disclosure of pertinent limitations;

II. To treat all persons fairly and with respect, and to not engage in harassment or discrimination, and to avoid injuring others.

a. To treat all persons fairly and with respect, and to not engage in discrimination

based on characteristics such as race, religion, gender, disability, age, national

origin, sexual orientation, gender identity, or gender expression;

b. To not engage in harassment of any kind, including sexual harassment or bullying

behavior;

c. To avoid injuring others, their property, reputation, or employment by false or

malicious actions, rumors or any other verbal or physical abuses;

III. To strive to ensure this code is upheld by colleagues and co-workers

a. To support colleagues and co-workers in following this code of ethics, to strive to

ensure the code is upheld, and to not retaliate against individuals reporting a

violation."

Integrity

"Integrity is the quality of honesty and trustworthiness. People who adhere to a strong set of

principles and take responsibility for their actions are exhibiting integrity. Leaders with integrity inspire

confidence in others because they can be trusted to do what they say they are going to do. They are

loyal, dependable, and not deceptive. Basically, integrity makes a leader believable and worthy of our

trust." (p. 34, Northouse)

"For followers to commit to the vision and directions described by a leader, they must first trust

the leader and believe that he/she is credible, since relationships represent the essence of

leadership. Trust and credibility require that a leader knows himself or herself and therefore

demonstrates responsibility for his or her actions and reactions in specific situations. Leaders

must demonstrate that they take responsibility for their actions. When trust is lacking, open

discussion and constructive criticism are inhibited which greatly limits innovative directions, risk-

taking, and improvement in performance." (p. 88 – 91, Hess)

Leaders should be candid and take responsibility for mistakes to emphasize their integrity. (Iger) "As

Stephen Covey explains: 'Integrity includes but goes beyond honesty. Honesty is telling the truth—in

other words, conforming our words to reality. Integrity is conforming reality to our words—in other

words, keeping promises and fulfilling expectations. This requires an integrated character, a oneness,

primarily with self but also with life." (p. 216, Strock, Reagan)

John Adams

Chapter 3: Character

Character is defined as "the mental and moral qualities distinctive to an individual and the stable and distinctive qualities built into an individual's life which determine his or her response regardless of circumstances. Character ethics are based on the premise that there are basic principles of effective living that include integrity, humility, fidelity, temperance, courage, justice, patience, industry, simplicity, modesty, and the Golden Rule." (p. 63, Hess) "The leader must develop the high standards of moral character so necessary for his or her own integrity, and he or she must impart these moral values to subordinates through example, and more directly, through personal interviews, organized group instructions, and discussions. The leader must feel the importance and responsibility of developing high moral standards in personnel." (p. 71, Navy)

Ethics is related to morality because it is how a person behaves. Character is how you behave when you think no one is watching. Leaders must exhibit good character to get their teams to follow them effectively. Without character, followers will resent leaders or not take them seriously. Character is a broad topic, and it helps to define it here. According to Plato, character, or virtue, relies on these fundamental characteristics: (p. 2, Pigliucci, Character)

- "Prudence: practical wisdom; the ability to navigate complex situations in the best way possible."
- "Justice: acting fairly toward others and respecting them as human beings."
- "Fortitude: courage; encompassing endurance and the ability to confront our fears."
- "Temperance: the ability to practice self-restraint and to act in right measure."

Indeed, ancient philosophers discussed character in detail. "Both the Epicureans and the Stoics agreed that we should act virtuously because doing so helps us live 'in accordance with nature'. Ancient

philosophers associated character with reason, because "human nature is characterized by our use of reason to solve problems. Ethics, or morality, in the ancient Greco-Roman sense, is what we do in order to live well together. In order to live a good life, we need a society where people act virtuously." (p. 3 – 4, Pigliucci, Character)

Good leadership has its basis in history, because as societies grew, they needed leaders to exhibit strong character. The agricultural revolution caused people "to develop explicit systems of ethics and related systems of laws. People began to consider whether and how they might best select good leaders to handle increasingly stratified and complex societies—leaders who would act virtuously for the benefit of all." (p. 5, Pigliucci, Character) Further, good character is logical, as Socrates reasoned: (p. 19-20, Pigliucci, Character)

- "Premise 1: If something is just, it is necessarily admirable."

- "Premise 2: If something is admirable, it is also good."

- "Premise 3: Good things are advantageous, so"

- "Conclusion: If something is just, it is also advantageous."

Despite the attitudes of rulers throughout history, "being a good leader has little to do with power or authority; rather, it has to do with moderation and justice." (p. 25, Pigliucci, Character) Indeed, "Aristotle thought that a good and influential man had to have three characteristics: physis (nature), ethos (education), and logos (intellect)." (p. 118, Pigliucci, Character) Additionally, Socrates, Plato and others thought that "personal philosophy and politics, as well as character and leadership were fundamentally inseparable and deeply interconnected." (p. 182, Pigliucci, Character) The history of religion shows that character and core virtues exist across Confucianism, Daoism, Buddhism, Hindus, Athenian philosophy, Christianity, Judaism, and Islam: (p. 210 – 211, Pigliucci, Character)

- Courage: "Emotional strength that involves the exercise of will to accomplish goals in the face of internal or external opposition; specific manifestations include bravery, perseverance, and authenticity (honesty)."

- Justice: "Civic-minded strength that makes healthy community life possible; it includes fairness, leadership and citizenship or teamwork."

- Humanity: "Interpersonal strength that involves 'tending and befriending' others; it includes intentional acts of kindness and love."

- Temperance: "Strength that protects against excess; manifestations comprise forgiveness, humility, prudence, and self-control."

- Wisdom: "Cognitive strength that entails the acquisition and use of knowledge; it includes creativity, curiosity, judgment, perspective, and the ability to provide counsel to others."

- Transcendence: "Strength derived from cultivating connections to the larger universe that provides personal meaning; it manifests itself as gratitude, hope, and spirituality."

Leadership is "raising the motivations and moral levels of followers." (p. 15, Northouse)

Stoicism

"Socrates is the philosopher whom the Stoics took as their primary inspiration and model. Stoicism is a set of specific teachings about living well." (p. 165, Farnsworth, The Socratic Method) Zeno was the first Stoic philosopher. Epictetus and Seneca the Younger were also Stoic philosophers. Seneca's "writings are the largest surviving body of work on Stoicism." (p. 167, Farnsworth, The Socratic Method) Marcus Aurelius, Roman emperor for nearly twenty years, was also a Stoic philosopher. "The Socratic method starts with an understanding of how little you know. Epictetus viewed this point as the start of Stoicism as well." (p. 168, Farnsworth, The Socratic Method) Humility is essential to studying

philosophy and practicing Stoicism. Humility is also essential to programming, with the knowledge that you do not have all the answers and must search for them or develop them as solutions. "The Stoics thought they could reason their way to important truths." (p. 169, Farnsworth, The Socratic Method) Epictetus used a question-and-answer approach to teach his students, which was in line with the Socratic method and Stoic philosophy. Epictetus was "more likely to go after the ethical assumptions of his students directly or use questions to make a point that he wants them to understand. Epictetus spoke of an innate moral sense on which people can draw to make judgments. Stoic philosophy on the meaning of a good life is similar to the Socratic one: Virtue is the only good; at any rate there is not good without virtue; and virtue itself is situated in our nobler part, that is, the rational part." (p. 171 – 175, Farnsworth, The Socratic Method) The Stoics showed how to handle some of life's problems, including vanity, anger, fear, and greed. "Men are disturbed not by the things that happen but by their opinion about those things." (p. 176, Farnsworth, The Socratic Method)

"For the Stoics, wealth falls into the category of what they called 'preferred indifferents,' that is, the sort of things that it is okay to pursue so long as they don't get in the way of the only thing that truly matters for a Stoic: the improvement of one's character." (p. 126, Pigliucci, Character) Stoic philosophy takes a high moral stand and advised that role models should be held up as examples of character.

Cato the Younger

Cato the Younger practiced Stoic philosophy, which was useful to him as a Roman military commander and city administrator. Cato put Stoic philosophy into practice, "and his men loved and respected him for it." (p. 145, Pigliucci, Character)

Marcus Aurelius

As a Roman emperor, Marcus Aurelius was a one of the few philosopher-kings. He made philosophers his advisors.

Marcus Aurelius learned "not to become angry with people who irritate him, which apparently was a weakness that Marcus had identified in himself. Marcus' political role models – Paetus Thrasea, Helvidius Priscus, Cato the Younger, Marcus Junius Brutus, and Dio of Syracuse – the common factor among all these men is that they put their lives on the line to fight against tyranny and for what they regarded as liberty. Marcus' ideal for how to run the Roman Empire: 'A State in which the laws are equal for all, administered on the basis of equality and freedom of speech, and of a monarchy that respects the freedom of its subjects above all else." (p. 159 - 163, Pigliucci, Character)

Confucius and Confucianism

King David

"Your character determines who you are." (p. 11, Maxwell) You can't separate character from a leader's actions and realize that crisis reveals character. Character is created every time choices are made. David chose not to kill Saul even though he caught Saul alone in the cave, and his men wanted him to kill Saul for chasing after him. Individuals who take responsibility have the credibility to lead. "Responsible leaders begin by taking ownership of their roles and tasks. When responsible leaders fail, or make a mistake or bad decision, they readily admit it and apologize." (p. 191, Maxwell) David owned up to his sin of requesting a census of fighting men in Israel.

King David kept his throne when he confessed to his sins.

George Washington

George Washington's biographer, Ron Chernow, wrote, "As his life progressed, Washington would adhere to the Stoic creed of governing one's passions under the most adverse circumstances and facing the prospect of death with serenity" (p. 156, Pigliucci, <u>Character</u>)

Chapter 4: Conviction

Jesus Christ

Jesus Christ taught his followers with a divine conviction. He exhibited the greatest amount of self-discipline the world had ever seen, which led to his death on the cross. Jesus introduced a new code of morals to the people of the world. He was the ultimate servant leader—he served his Father, God, as well as being the sacrificial lamb for Christians. "Jesus showed the disciples true humbleness by washing their feet. By washing their feet, he was implying that in order to obtain greatness, you must be a servant and be willing to humble yourself and become a servant. He being the Messias/Messiah, humbled himself and became a servant. He was not only a regular servant, but the lowest of servants— the one who washed the feet of the guests." (p. 542, Charles, The Search) Jesus preached that people should love thy neighbor, or get along with one another. His message was one of peace for the world. Jesus had the conviction to follow through on being the Son of God and sacrifice his life for the sins of the world on the cross. Jesus gave hope to people all over the world. He chose to associate with outcasts and uplift their lives and spirits. Jesus had the conviction to convince people to believe in something greater than themselves. When people tried to make Jesus king, he escaped to the mountains to be by himself. Jesus saved many lives just by preaching morality. He taught his followers to love one another and forgave Peter and reinstated him even after Peter denied knowing Jesus. Jesus had the conviction to be the Son of God.

"Every leader needs to possess the ability to communicate. Good leadership communication is clear, credible, and compelling." (p. 49, Maxwell) Jesus communicated that people must love God and that they must love their neighbors as they love themselves. "Leaders must lead themselves first before they can effectively influence anyone else. Self-discipline in a leader is regular, consistent, ongoing practice of activities that produce long-term benefit for the leader and the team. Leaders with self-

discipline know what is important and why. Leaders create routines and systems for themselves and they hold themselves accountable for sticking to them." (p. 218, Maxwell) When Jesus began his ministry, he had the self-discipline and conviction to fast for 40 days while also being tempted by the devil, but he resisted temptation.

Joan of Arc

Joan of Arc was a simple peasant girl in 15th century France, who saw the archangel Michael and two angels in a vision. The angels and Michael informed Joan that God wanted her to drive the English out of France during the Hundred Years War and to get the Dauphin Charles crowned King of France. Joan had the conviction to follow what God wanted her to do. Joan heard from the angels for years. Joan's father also had a vision of her leading the French Army.

Joan eventually met with Robert de Baudricourt, French military commander, and revealed that God wanted Dauphin Charles to be crowned King of France. Joan had the conviction to believe that she would save the French from the English. Joan met with the Dauphin Charles and informed him that he was the rightful king. Joan's faith was officially examined by the church. Joan was determined to fight off the English at Orleans and crown Charles king. The French believed the prophecy that Joan was the young woman who would save them from the English.

Joan's conviction inspired her French countrymen to have confidence in her. Joan inspired the French to a victory at St. Loup just by making her presence felt and led the French Army to another victory at Les Augustins. The French defeated the English and took back Orleans. Joan believed that God had chosen her to lead the French to victory over the English.

Joan had the foresight to know that Charles should be crowned king at Reims, where men had been crowned king many times before. The Dauphin Charles was crowned King of France at Reims in 1429. Joan urged King Charles to fight the English in Paris, but he refused to follow the advice of Joan and instead chose to negotiate with the Duke of Burgundy. King Charles' delay in having Joan and the French Army march on Paris gave the Duke of Burgundy time to fortify against an attack.

At her trial for heresy, Joan's conviction gave her the confidence of a queen. She had the boldness to answer difficult theological questions correctly. Her conviction was so strong that it led to her being burned at the stake.

Margaret Thatcher

Margaret Thatcher was Prime Minister of the United Kingdom from 1979 to 1990. She was for "a free society with power well distributed amongst the citizens and not concentrated in the hands of the state and the power supported a wide distribution of private property amongst citizens and subjects and not in the hands of the state." (p. 326, Kissinger, Leadership) Thatcher had conviction early on and was labeled opinionated and headstrong. She "believed in the right of citizens to choose their own form of government and in the responsibility of states to exercise sovereignty on their own behalf." (p. 337, Kissinger, Leadership) Thatcher embraced the economic philosophy of Friedrich Hayek and Milton Friedman. Her battle against inflation in the early 1980's returned the British economy to growth and turned Britain into an international financial center. Thatcher had the conviction to challenge public opinion while governing. While she was a "champion of free markets, she was also proud that her government had improved the quality of social services." (p. 341, Kissinger, Leadership)

Chapter 5: Discipline

"A unit without morale cannot have true discipline; and, conversely, without discipline, no organization will have good morale. Discipline and morale are primary responsibilities of the leader. Admiral Arleigh A. Burke wrote: 'A well-disciplined organization is one whose members work with enthusiasm, willingness, and zest as individuals and as a group to fulfill the mission of the organization with expectation of success. Lack of discipline results in loss of smooth, determined operating action and combat efficiency. Nothing but resentment can result when a leader demands behavior from followers which he does not exhibit himself." (p. 169 – 170, Navy)

Leaders exhibit discipline by maintaining focus and reinforcing objectives. They are pragmatic and realistic, while also being self-disciplined.

Attitude, Effort, Work Ethic, and Self-Discipline

Leaders exhibit work ethic through a positive attitude and leading by example. They encourage good performance in coworkers, along with encouraging them to try for the betterment of the team. Additionally, leaders demonstrate diligence and are conscientious about solving problems. [MORE TO BE ADDED]

"The best discipline is self-discipline, the individual doing the right thing because he or she wants to do the right thing." (p. 170, Navy)

"Self-discipline gives leaders focus and determination. When leaders establish objectives and standards of excellence, self-discipline helps them to reach these goals and to keep everyone

accountable. It allows leaders to remain cool, calm, and consistent in stressful times." (p. 225, Northouse)

George Franklin Wells, Sr.

My grandfather, George Franklin Wells, Sr., had a great work ethic. He worked hard all his life and expected the same work ethic from his family members. All of Grandpa Wells' children and grandchildren were inspired to work hard in their jobs and careers, just like him. Grandpa Wells served in the Navy during World War II, in the Seebees, which is the Navy's Construction Battalion. His industriousness showed at home, as he worked on odd tasks around the house at my grandparents' country home.

Time Management

"Efficiency and effectiveness require that proper use be made of the fixed amount of time available." (p. 74, Hess) When managing time, it's important to understand how time is being allocated and to prioritize time appropriately, while also planning and organizing effectively.

Zen Buddhism

"The practitioners of Zen hold the Buddha as their predecessor, whose spiritual level they confidently aim to attain." (p. 5, Nukariya) Zen emphasizes the practice of meditation. "Buddha would give his own life for the sake of suffering people." (p. 32, Nukariya) Self-sacrifice is of the utmost

importance in Zen discipline. The Zen monk and the samurai both adhere to honest poverty rather than ignoble wealth. Zen monks and samurai maintained composure and lived their lives courageously. Zen holds that "transformation and change are the essential features of life." (p. 67, Nukariya) Zen masters attained Enlightenment after practicing meditation. Mental training first involves mastering external things or worldly pleasures. Then, it involves mastering control over the body. Lastly, mental training focuses on mastering the mind.

Miyamoto Musashi

Miyamoto Musashi was a samurai from early 17th century Japan. He was a Japanese swordsman who lived during the age of duels. He had discipline and was able to focus his attention on the task at hand rather than seeking pleasure. Musashi was the son of a samurai. He did not have time for pleasure, and instead focused on the task of being a great swordsman. When Musashi had a task on his mind, he was very focused on accomplishing it. He was effective at using a strategy he had learned in the past. When Musashi was caught by a monk after the Battle of Sekigahara, he did the honorable thing and turned himself in. Musashi was placed in solitary confinement for three years for attacking the stockade at Hinagura, and he survived the lonely time. During his imprisonment, Musashi read a great deal, including The Art of War.

When Musashi left solitary confinement, he began a life of discipline and training in martial arts. He was determined to establish the Miyamoto Style of the Samurai. Musashi showed discipline in his training by defeating many opponents. Despite having a child travel with him on his journey, Musashi had the discipline to defeat his opponents. The priest Nikkan advised Musashi that he had to use another way besides his strength when fighting. Musashi said to his student, "Fighting isn't all there is to the Art of War. The men who think that way, and are satisfied to have food to eat and a place to

sleep, are mere vagabonds. A serious student is much more concerned with training his mind and

disciplining his spirit than with developing martial skills. He has to learn about all sorts of things—

geography, irrigation, the people's feelings, their manners and customs, their relationship with the lord

of their territory. He wants to know what goes on inside the castle, not just what goes on outside it. He

wants, essentially, to go everywhere he can and learn everything he can." (p. 183 – 184, Yoshikawa).

Despite injuring his foot, Musashi had the determination to make the journey to Kyoto for a

duel. Rather than seeking creature comforts, Musashi pursued his training as a samurai by way of

discipline and willpower. Musashi strived to have discipline in both his heart and his mind by repeating

vows. Despite women having passion for him, Musashi maintained his discipline by focusing on his

samurai training. Musashi was so disciplined from training that he was not used to relaxing among

common folk. Despite coming from a once powerful clan, Musashi was determined to find his own path.

Musashi chose to live a life of discipline and hardship; he chose to be stoic. Through his repeated duels

with the Yoshioka School, Musashi demonstrated the discipline he was achieving by his endless training.

His mode of fighting was to fight first and theorize about it later.

Chapter 6: Willpower

Leaders exhibit the will to complete projects with given resources and within a given timeframe. They instill in team members the kind of drive and creativity and innovative spirit more commonly found among entrepreneurs. Not only do leaders understand the expectations of the organization, but they also set clear objectives. Leaders avoid arrogance and exhibit self-confidence by setting goals and achieving them. They are proactive and arouse in team members the want to improve. Furthermore, leaders set high goals and exceed them, as they seek self-renewal and self-improvement. Leaders accelerate momentum by using technology. [MORE TO BE ADDED]

Charles de Gaulle

Charles de Gaulle served as President of France from 1959 to 1969. Prior to that, in 1940, France signed a ceasefire with Germany and entered German occupation during World War II. De Gaulle had been determined to prevent German occupation, and he got Britain to recognize him as the leader of the Free French. He was also determined to bring France back to its former glory. "In his dealings with Roosevelt and Churchill, he acted as if he was already a head of government." (p. 74, Kissinger, Leadership) Furthermore, "he had to demonstrate to Britain and the United States that France was an autonomous nation with independent choices for whose goodwill it was important to contend." (p. 80, Kissinger, Leadership) His willpower included that he believed that he was the only person who could lead the Fifth Republic of France. He ended up rewriting the French Constitution. He "made it a practice never to permit personal feelings to override his sense of duty or the requirements of the historical process." (p. 103, Kissinger, Leadership) De Gaulle established friendly relations with

Chancellor of Germany Konrad Adenauer after World War II to put an emphasis on European alliances.

Furthermore, he had the willpower to control decision making regarding France's destiny in the world.

Steve Jobs

Chapter 7: Communication

Leaders make every effort to communicate effectively, as they dramatize their ideas and throw down challenges. The leader must sell themselves as well as sell the organization and its purposes (other than profit). Leaders must be effective speakers and listeners, and they must have excellent written communication skills.

"Communication must be formulated for the recipient." (p. 195, Hess)

"The most persuasive communicators are unquestionably, passionately committed to their cause, exuding a believability that draws others to them." (p. 178, Strock, Reagan)

Face-to-face meetings are a better way to communicate complex information that needs to be discussed.

According to former White House Communications Director, George Stephanopoulos, it's better to get bad news out quickly, to apologize when you're wrong, to make your communication concise, and to be prepared. Don't be afraid to admit that you don't have all the answers. When preparing to communicate, it's best to read from several sources, know who you're communicating with, and to prepare for meetings to communicate effectively.

Storytelling is an essential part of communication; it must be done effectively to deliver a message appropriately. People are more likely to remember stories than facts and figures. When communicating with others, use the following techniques to be more effective (p. 99 – 100, Dilenschneider):

- Face people directly

- Maintain positive eye contact

- Use open gestures

- Use your head

- Activate your smile power

Listening

"Listening is the process of giving the speaker your undivided attention." (p. 195, Lussier and Achua) It's important to do the following when listening:

- Pay attention

- Avoid distractions

- Stay tuned in

- Don't assume and interrupt

- Watch nonverbal cues

- Ask questions

- Take notes

- Convey meaning

People "are biologically compelled to share and communicate their thoughts. Conversations should be thought of not as a means to win attention, but to share it enjoyably with someone else. Listening well requires that you suspend your own self-interest and ego and gracefully allow someone else to shine." (p. 13 – 19, Patrick King) Good listening involves using "support responses", which contributes to a good two-way conversation. Support responses include statements such as "Oh really?" and "That's interesting. Tell me more.". "A lack of (genuine!) feedback from the other person can quickly make someone feel they ought to stop speaking. Good listeners stay in the moment and don't get distracted with their own concerns when they're meant to be focused on someone else. Great

communicators tend to speak less than poor communicators." (p. 24 – 28, Patrick King) Content-oriented listening is impersonal and focuses on solving the problem rather than empathizing with the speaker. To be a good listener, a person must aim for empathetic listening. It's important to be an active listener and focus on the person with whom you are having a conversation. Active listening and empathetic listening go together. It's about showing concern for another person's situation. Listening without judgment is a form of empathy. "To be an empathic communicator is to be emotionally mature in yourself and comfortable with emotions, whatever they are." (p. 124, Patrick King) To empathize with someone, it's better to say that you understand what they are feeling and that you think it's perfectly valid to feel the way they do. Listening is a form of reading and analyzing people, which is emotional intelligence.

It's important for leaders to be good listeners. "A good manager needs to listen as much as he needs to talk." (p. 28, Phillips) Listening is an important part of being a technical leader. An active listener does the following (p. 30, Hess):

- "Pays attention, is not on his/her smartphone or laptop"

- "Makes eye contact"

- "Accepts the viewpoint expressed as authentic/genuine"

- "Is open to alternative viewpoints"

- "Listens to understand, not judge, prejudge, or reply"

- "Recognizes speaker body language, facial expressions, and tone of voice to enhance information being conveyed"

- "Does not interrupt or correct the message"

- "Gives verbal and nonverbal feedback (asks questions for clarification and summarizes what was said, offers supportive feedback or constructive criticism, and displays appropriate body language, e.g. nods head to express agreement/approval/understanding)"

- "Is not distracted by poor presentation skills, odd behavior, or anger, but focuses on the message being conveyed"

"A person learns little from his own conversation—but much wisdom and understanding can be obtained from listening to someone else." (p. 130, Navy)

"The very act of listening is a form or respect." (p. 254, Sacks)

Alfred Elling

My grandfather, Alfred Elling, was the best listener I ever knew. He was such a good listener that he was employed as a radio operator for the United States Army during World War II, and he was part of the invasion of Normandy, D-Day. From his experience as a radio operator, my grandfather developed his hobby of ham radio operator. His favorite thing to do was listen to other people on the radio, while also sharing details of his life. He was always willing to share his knowledge with family members and encouraged them to take up ham radio themselves.

Thomas Jefferson

John F. Kennedy, Jr.

Communication was essential during the Cuban Missile Crisis of 1962. Kennedy received two messages from Soviet Union President Nikita Khrushchev, one that was more conciliatory and one that was more hawkish toward war. Kennedy had a crucial decision to make—which message to trust was more likely to have come from Khrushchev. Fortunately, the American ambassador to the Soviet Union, Llewellyn Thompson, Jr., had spent time with Khrushchev. Thompson communicated to Kennedy that the more conciliatory message sounded more like the Soviet President. This vital string of communications prevented nuclear war between the United States and the Soviet Union.

Ronald Reagan

Ronald Reagan, the great President of the United States during the 1980's, earned the nickname, the Great Communicator. During his presidency, Reagan confronted the communist threat of the Soviet Union. Reagan told people in the Soviet Union, "'Democracy is less a system of government than it is a system to keep government limited, unintrusive; a system of constraints on power to keep politics and government secondary to the important things in life, the true sources of value found only in family and faith.'" (p. 24, Strock, Reagan) Reagan believed that freedom was God's gift to people all over the world. Reagan said to students in the Soviet Union, "'Freedom is the recognition that no single person, no single authority or government has a monopoly on the truth, but that every individual life is infinitely precious, that every one of us put on this world has been put there for a reason and has something to offer." (p. 29, Strock, Reagan) Because of his communication skills and his negotiation skills, Reagan "successfully concluded the first agreement in history that would eliminate nuclear weapons." (p. 34, Strock, Reagan) Reagan stated, "'Most often it's not how handsomely or eloquently you say something, but the fact that your words mean something.'" (p. 34, Strock, Reagan) "Reagan always understood that the single most important role of a leader is to craft a compelling vision. He

took great pains to ensure that he communicated it effectively, in substance as well as in presentation."

(p. 34, Strock, Reagan) Reagan was decisive in his communication regarding combating the terrorist

actions of Muammar Qaddafi. Reagan said, "'When our citizens are abused or attacked anywhere in the

world on the direct orders of a hostile regime, we will respond so long as I'm in the Oval Office. Self-

defense is not only our right, it is our duty. It is the purpose behind the mission undertaken tonight, a

mission fully consistent with Article 51 of the United Nations Charter.'" (p. 53, Strock, Reagan)

Reagan prioritized national defense, as that was the primary concern of citizens when he ran for

president. Regan communicated the need for budget cuts to the country, using the advantages of an

audience. As president, Reagan admitted and communicated his mistakes in the Iran-Contra Affair to

the American people, demonstrating humility that is absent from many leaders. Reagan communicated

to the public the steps he would take to remediate the Iran-Contra Affair. When Reagan ran for

Governor of California, "he asked the people what they thought was important, reminding them that

they were in charge—and that he understood they were in charge." (p. 108, Strock, Reagan) In his first

press conference as President of the United States, Reagan communicated that he was not going to yield

so easily to the demands of the Soviet Union.

Reagan's management style involved empowering others. He communicated a clear vision for

his staff to follow. He also supported his staff when they were challenged. "Reagan's two top priorities

flowed directly from his vision: cut taxes and regulations; strengthen defense and reestablish the U.S.

military posture vis-à-vis the U.S.S.R." (p. 136, Strock, Reagan) "Reagan communicated his overarching

priorities so effectively that nearly 70 percent of the American people were reported to name at least

one." (p. 138, Strock, Reagan) "Reagan's approach reflected the realization that when a manager

routinely takes on the details despite the fact that others could handle them as well or better, he may

not be acting in the best interest of the organization." (p. 145, Strock, Reagan) "Reagan methodically

maintained sources of outside information." (p. 153, Strock, Reagan)

Reagan was meticulous about his speech preparation. He believed it was important to repeat messages over time to reinforce them. Reagan was acutely aware of the importance of nonverbal communication. "Reagan was the first president to break traditional military protocol and routinely return salutes to military personnel in public settings." (p. 181, Strock, Reagan) As a speaker, the "fundamental rule, as Reagan saw it, is for a speaker to always talk to his audience." (p. 185, Strock, Reagan) Reagan spoke as if he was personally speaking to friends. As the Great Communicator, Reagan said this about speaking: "Over the years, I've always remembered that, and when I'm speaking to a crowd—or on television—I try to remember that audiences are made up of individuals, and I try to speak as if I am talking to a group of friends…not to millions, but to a handful of people in a living room…or a barbershop." (p. 186, Strock, Reagan) "Reagan would periodically lock in and focus on one person while delivering a key line." (p. 187, Strock, Reagan) Reagan gave his speeches from a series of index cards. "Reagan would directly learn the concerns of his live audiences through question-and-answer sessions following his speeches." (p. 188, Strock, Reagan) Reagan honed his public speaking skills during his time as a spokesman for General Electric in the 1950s. "Reagan found that some of the most important audience suggestions and reactions came from individuals who waited to talk with him after his speeches." (p. 189, Strock, Reagan)

Reagan mastered public speaking and speaking through movies, radio, and television. Reagan instituted Saturday morning radio addresses. "Reagan had confidence in his ability to communicate through the written word, either in articles or in personal replies to letters from members of the public, which he wrote from his days as a young actor through his terms as president." (p. 190, Strock, Reagan) In his acceptance speech at the Republican National Convention in 1980, Reagan echoed the words of President Franklin Roosevelt that government spending needed to be reduced. Reagan was his own speechwriter as president. For Reagan, it was important to describe his vision to the American people in a way that was easily understood. Reagan used examples in his communications, which included

"statistics, quotations from historical and current events, graphic representations, and anecdotes of individual accomplishments." (p. 197, Strock, Reagan)

"In 1981, Reagan's first major speech from the Oval Office made the case for a new economic policy with numerous examples intended to make complex issues plain by rendering them in the shared language and experience of everyday life. The fact that there were seven million Americans out of work meant that 'if they stood in a line, allowing three feet for each person, the line would reach from Maine to California.' Holding a dollar bill and some coins, he explained the costs of inflation: 'Here is a dollar bill such as you earned, spent, or saved in 1960. And here is a quarter, a dime, and a penny—thirty-six cents. That's what this 1960 dollar is worth today. And if the present world inflation rate should continue three more years, that dollar of 1960 will be worth a quarter." (p. 198, Strock, Reagan)

Reagan made great use of storytelling to make his points. He confronted criticism directly and used humor to respond to criticism. Reagan managed to not take criticism personally. He "focused intently on his vision and on the audience he was trying to reach. He understood that replying in kind to the personal attacks could only distract and detract from that effort." (p. 211, Strock, Reagan)

When Reagan was Governor of California, "he signed the most liberal abortion law in the country and one of the most restrictive gun control laws. He added 145,000 acres to the state's parks and blocked development projects that would have destroyed wilderness areas. And he appointed a state Supreme Court chief justice (Donald Wright) who voted to overturn the state's death penalty law." (Boot)

Reagan "turned out to be a supreme pragmatist who knew the difference between running for office and holding it." (Boot) "Reagan was willing to abandon the dogmas of a lifetime when it became evident they no longer applied to a changing world." (Boot) Reagan was willing to compromise. As

President of the United States, Reagan and Democratic House Speaker Tip O'Neill put their partisan differences aside to get legislation done.

Reagan provided "a path to legal residency for millions of undocumented immigrants." (Boot)

Reagan and Mikhail Gorbachev signed the Intermediate-Range Nuclear Forces (INF) Treaty, which banned an entire class of nuclear weapons.

Chapter 8: Influence

Leaders must realize that they have influence on others within their organizations and they must understand that influence on followers. How leaders treat people demonstrates how they influence others in an organization. Leaders can have influence by not criticizing, condemning, or complaining in some circumstances. Leaders must give honest and sincere appreciation, while also being genuinely interested in others. (Carnegie, How to Win Friends and Influence People) Personable leaders smile and remember the names of each person they meet. More importantly, leaders are good listeners and encourage others to talk about themselves. Additionally, leaders speak in terms of other people's interests. They make other people feel important by listening to them sincerely, and by avoiding arguments. Leaders show respect for the opinions of others and admit quickly and emphatically when they are wrong. Not only do leaders begin things in a friendly way, but they also get the other person to say yes immediately, while letting the other person do most of the talking. When discussing ideas, the leader lets the other person feel that the ideas are theirs. (Carnegie, How to Win Friends and Influence People) Furthermore, leaders try honestly to see matters from the other person's point of view. When it comes to the other person's ideas and desires, leaders demonstrate a sympathetic aspect of their personality. They appeal to more noble motives, such as ethics. Leaders begin conversations with praise and honest appreciation rather than criticism. (Carnegie, How to Win Friends and Influence People) When criticism is warranted, leaders draw attention to people's mistakes indirectly to motivate them to change. Additionally, the leader admits their own mistakes first before criticizing the other person. Rather than giving direct orders, leaders ask questions to gain knowledge. Thus, they first seek to understand, prior to being understood. Leaders demonstrate empathy by letting the other person save face and by praising the slightest improvement and every improvement thereafter. This tactic is how a leader gives the other person a fine reputation to live up to rather than tearing them down. (Carnegie, How to Win Friends and Influence People) When discussing faults,

leaders use encouragement to make it appear easy to correct. Leaders make other people happy about

doing what they suggest. Moreover, leaders remain humble by not dwelling on individuals' mistakes.

Leaders also immerse themselves in their organizations by becoming integral parts. To influence

someone, allow them to influence you. (Willink)

Pericles

Benjamin Franklin

James Madison

James Monroe and the Monroe Doctrine

Sam Houston

Nelson Mandela

"Mandela was a deeply moral man with a strong conscience. While fighting to abolish apartheid

in South Africa, he was unyielding in his pursuit of justice and equality for all. When he was in prison

and was offered early release in exchange for denouncing his viewpoint, he chose to remain incarcerated rather than compromise his position." (p. 224, Northouse)

"Leadership matters. And ethical leadership—whether in corporate settings or schools or government—can be the difference between going to war and doing something much more difficult: making peace." (p. 6, Malala)

When Mandela was in prison and "terribly sad or frightened, he had to pretend to be strong and stoic and bold. Mandela knew that other people were looking to him for inspiration." (p. 94, Malala)

"Mandela did not just want to save lives and preserve talks; he wanted to prove the skeptics wrong and show the ANC (African National Congress) could indeed control its militants when the cause was justified. Mandela and others use the word 'discipline' several times to indicate that violence had to be averted." (p. 107, Malala)

"F W de Klerk was South Africa's president, but popular power, it was clear, lay in Mandela's hands. Without title or ceremony, he was very near to being the leader of the country." (p. 135, Malala)

Following the assassination of Chris Hani, "Mandela's statesmanlike speech, set against De Klerk's silence, suggested that he was the real leader, and protector of peace. Had Mandela not gone on television and radio … our country would have gone up in flames … It would have been the easiest thing just to release the dogs of war … Mercifully, Mandela was there and held them all at bay." (p. 161, Malala)

"Mandela had an almost single-minded vision—his eye was on a greater goal: elections and freedom for South Africans." (p. 184, Malala) De Klerk and Mandela shared the 1993 Nobel Peace Prize, which coincided with Apartheid ending in 1993. In 1994, South Africa had its first nonracial national election, and Mandela became President of South Africa.

John Lewis

Followership

Chapter 9: Inspiration

Leaders motivate team members by inspiring them to do exceptional work. [MORE TO BE ADDED]

Reverend Dr. Martin Luther King, Jr.

Martin Luther King, Jr. organized bus boycotts in Montgomery, Alabama, to protest racism in 1955 and 1956. King was the leader of the Montgomery Improvement Association (MIA) that organized the bus boycotts. After his home was bombed during the bus boycott, King refused to be bitter. King was convicted of breaking the non-boycott law in Montgomery. King wrote, "Segregation is an evil, segregation in a cancer in the body politic which must be removed before our democratic health can be realized." (p. 90, King, The Autobiography) The United States Supreme Court declared Alabama's segregated buses to be unconstitutional in 1956.

In 1957, King became president of the South Christian Leadership Conference (SCLC). Despite bombings of African-Americans' homes and churches, even his own home, King persevered in leading the civil rights movement. In 1957, federal troops escorted black high school students to class after public schools had been integrated in 1954. King was inspired by the nonviolent protests that Mahatma Gandhi had led in India. In 1960, students protested segregation and held sit-ins at lunch counters. King was arrested for his participation in a sit-in in Atlanta, Georgia. In 1963, King was arrested for protesting.

King led the civil rights movement in Birmingham, Alabama, "the most segregated city in America." (p. 173, King, The Autobiography) For his efforts in leading the civil right movement in

Birmingham, King was jailed in solitary confinement. In the boycotts and protests in Birmingham in

1963, King led the desegregation of public places, including "lunch counters, rest rooms, fitting rooms,

and drinking fountains, as well as eliminating some discriminatory hiring practices. (p. 214, King, The

Autobiography)

King led the March on Washington in 1963 for the civil rights of African-Americans where he

delivered his "I Have a Dream" speech. Here are observations of King's "I Have a Dream" speech (p. 103,

Kouzes and Posner):

- "He appealed to common interests. Most anyone in the audience or those who heard
  this speech afterward could find something personal to which they could relate."

- "He talked about traditional values of family, church, and country."

- "He used a lot of images and word picture that the audience could relate to."

- "His references were credible. It's hard to argue against the Constitution or the Bible."

- "It was personal. He mentioned his own children, as well as struggling."

- "He included everyone—for example, different parts of the country, all ages, and major
  religions."

- "He used a lot of repetition—for example, saying 'I have a dream' and 'Let freedom ring'
  several times."

- "He focused on a theme, but expressed it in different ways."

- "He was positive and hopeful, but also realistic."

- "He shifted his focus from 'I' to 'we'."

- "He spoke with genuine emotion and passion."

When a church bombing killed four black girls in Birmingham, King delivered the eulogy. King's

work led to the Civil Rights Act of 1964. For his efforts in leading the civil rights movement, King was

awarded the Nobel Peace Prize in 1964. The leadership of King helped lead to the Voting Rights Act of 1965, which outlawed discriminatory practices. King dedicated his life to fighting against racial injustice, poverty, and war. King led a march in Alabama protesting discrimination in voting practices. King brought the nonviolent protest movement to Los Angeles and Chicago. King continually preached the idea that, "Freedom will never voluntarily be granted by the oppressor. It must be demanded by the oppressed." (p. 303, King, The Autobiography) King was repeatedly wrongfully jailed in his life for leading the civil rights movement. King opposed the Vietnam War because it conflicted with his stance of advocating for peaceful resolutions.

Mahatma Gandhi

"A small body of determined spirits fired by an unquenchable faith in their mission can alter the course of history." (Gandhi)

Barack Obama

Chapter 10: Teamwork

Teamwork is "an understanding and commitment to group goals on the part of all team members." (p. 282, Lussier and Achua) The stronger the relationships, the stronger the team. Trust is most important in a relationship. Show your team that you care about them. (Willink) "Managerial behavior influences organizational outcomes, and the leader's style impacts the relationship with followers and affects their motivation to achieve organizational objectives." (p. 69, Lussier and Achua) The team leader "has high concern for both production and people. This leader strives for maximum performance and employee satisfaction. This leadership style is generally the most appropriate for use in all situations." (p. 76, Lussier and Achua) "Workplace social exchanges between individual employees, work groups, and managers are critical to team building." (p. 245, Lussier and Achua)

When there are challenging problems, diverse teams make better decisions. Diverse teams are composed of individuals who think differently. Leaders need to build camaraderie among their team members. They need to empower people to disagree with them.

"A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members. Team members must be open to new ideas and directions, listen carefully to each other's concerns and suggestions, and practice shared leadership." (p. 139, Hess)

"A team is a group of collaborators who understand their goals and their interaction so well that when a team member goes down for some reason, they keep making progress toward their goal." (p. 272, Martin, <u>Clean Craftsmanship</u>)

Oftentimes, the greatest contributor to productivity is the cohesiveness of a team. The basic elements of a good team are:

- Small enough in number

- Adequate in levels of complementary skills

- Truly meaningful purpose

- Specific goals

- Clear working approach

- Sense of mutual accountability

Leaders embrace teamwork and are supportive of coworkers, and they assist when asked. Rather than criticizing team members, leaders offer positive suggestions to them. They brainstorm with team members to come up with several ideas to solve problems, thus demonstrating the ability to work with people inside and outside the team. Leaders empower people with autonomy over their work instead of micro-managing them. Leaders remain confident in team members, while also being compassionate with them. Leaders make team members feel like their contributions are appreciated and that they are valuable members of the team. They motivate team members to abandon negative and unproductive behaviors. Leaders avoid micro-managing team members, while listening to their concerns. Leaders maintain productive working relationships and use criticism sparingly to improve performance. Leaders demonstrate an ability to resolve conflicts by getting team members to develop synergy and cohesiveness. Furthermore, leaders allow team members to contribute to decision-making and encourage them to take initiative. Thus, leaders respect the free will of others and foster an environment that encourages team members. "Team leadership involves a primary concern to motivate a group of individuals to work together to achieve a common objective, while alleviating any conflicts or obstacles that may arise while striving toward that objective." (p. 244 – 245, Lussier and Achua) Effective leaders form relationships with all group members and make every member feel important and respected.

"A team leader must be a role model; communicate clearly a reasoned vision/mission/goal for the team; and display passion, drive, and a positive attitude, even when the difficulty level is high." (p. 139, Hess) The team leader must demonstrate respect for team members' ideas. They should discuss past incidents where failure was overcome and success was achieved. Team leaders should assemble a team that includes members who are more technically skilled than they are rather than putting their ego first. They must demonstrate confidence and pride in their teams, while recognizing the contributions of team members to projects. Team leaders should take responsibility for mistakes made by the team. "The good leader is the individual who has a rich variety of social skills, skills that enable evaluation of individuals, groups, and situation and then produce reactions to them in a way that gets results." (p. 66, Navy) A team leader should embrace values-driven leadership. (Krzyzewski) They should take responsibility for their teams' failures. They need to manage emotion and constantly coach their team through changing environments. Team leaders need to explain the mission and define their core values. Team leaders should build their teams by finding people who know more than they do and have skills that they do not have. (Auriemma)

Team leaders must understand cultural differences when teams are cross-culturally located.

"Effective team leadership facilitates team success and helps teams to avoid team failure. Effective leadership processes are the most critical factor in team success. Shared team leadership occurs when members of the team take on leadership behaviors to influence the team and to maximize team effectiveness. Team goals must be very clear so that one can tell whether the team performance objective has been realized. Excellent teams are those that have developed a sense of unity or identification." (p. 463 – 468, Northouse) The primary responsibility of the team leader is focusing the team on its goals. A team needs to be able to collaborate to be effective. A leader needs to monitor their team if they need to take action.

When teams change frequently, leaders must manage different personalities and some different

problems.

Vince Lombardi

Phil Jackson

Jerry West

Chapter 11: Conflict Resolution

"Conflict exists whenever people are in disagreement and opposition. The psychological contract is the unwritten implicit expectations of each party in a relationship Conflict arises when the psychological contract is broken." (p. 210, Lussier and Achua)

Leaders resolve conflicts by understanding the root issues of the conflict. They get both sides of the conflict to give up something to get something else. Leaders get both sides to see that there is common ground in a resolution and that both sides can win, in other words cooperation. Leaders move the resolution process from being negative to being positive. They do not ignore conflict. Rather, leaders encourage both sides to communicate about the issues rather than about each other. Leaders express support for both sides and accommodate both sides rather than assigning blame. A leader cannot be zero-sum in their approach; they must build relationships. (Bush) Leaders get both sides to understand that they both have a stake in the organization. They take emotion out of the conflict as much as possible. Leaders get both sides to see the issues rationally and to avoid and overcome fears. They gain an understanding of what each side expects from the other. Leaders mitigate the power (or perception of power) that one side has over the other. Moreover, leaders build a bridge between each side and understand each side's perceptions. Leaders have the discipline to see opponents as people and work with them. Leaders need to put things into perspective to get people to work together. Leaders must build trust when resolving a conflict by showing both sides that they are working in their best interests. (Clinton)

Sources of conflict include the following (p. 185, Hess):

- Actual versus perceived facts

- Poor communication

- Technical methods, views, and opinions

- Values and beliefs

- Goals and objectives

- Priorities

- Resources

- Personalities

"Different perspectives should be embraced and an attempt made to understand the fundamental issues and motives that led to the differing opinions." (p. 186 – 187, Hess)

Constructive conflict can lead to the following (p. 187, Hess):

- Improved communication

- Enhanced creativity

- Improved procedures

- Increased understanding of technical and interpersonal issues

- Expedited change

- Rapid personal growth

- Better productivity

- Synergy

"The leader should question and evaluate his/her motives and views to ensure that he/she is neither a major cause of nor is promoting the conflict. The leader must listen carefully to all sides to understand the basis for the conflict." (p. 187, Hess) When conflict impacts productivity, leaders need to take action. It helps leaders to have mentors or advisors to turn to when conflict happens. During conflict resolution, the leader should show appreciation for both sides.

Successful negotiations involve the following (p. 230, Sacks):

- "Separate the people from the problem."

- "Focus on the interests, not positions."

- "Invent options for mutual gain."

- "Insist on objective criteria."

Conflict management styles (see Figure 2) include the following (p. 210, Lussier and Achua):

- Accommodating

- Collaborating

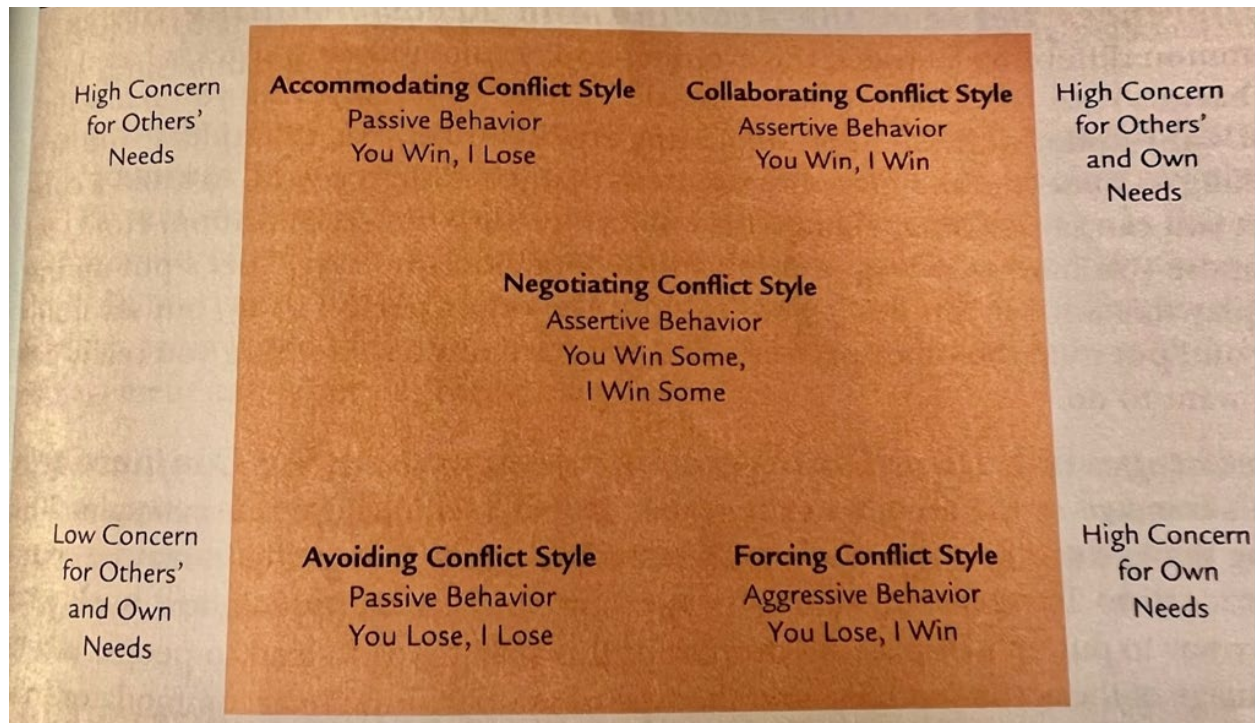- Negotiating

- Avoiding

- Forcing

Figure 2 Conflict Management Styles (Source: Lussier and Achua)

The BCF model describes a conflict in terms of behavior, consequences, and feelings (BCF).

"When you do B behavior, C consequences happen, and I feel F feelings." (p. 216, Lussier and Achua)

The initiating conflict resolution model involves the following:

- Plan a BCF (Behavior, Consequences, Feelings) statement that maintains ownership

  of the problem.

- Present your BCF statement and agree on the conflict.

- Ask for and/or give alternative conflict resolutions.

- Make an agreement for change.

Mediating a conflict resolution involves a mediator, which is "a neutral party who helps resolve

a conflict." (p. 217, Lussier and Achua) Managers serve as mediators in non-unionized organizations.

Chapter 12: Stability

Leaders exhibit emotional stability and a high emotional IQ. They maintain a calm demeanor when others panic or when a crisis happens. Leaders accept brutal reality but never lose faith. [MORE TO BE ADDED]

Emotional Intelligence

"Emotional Intelligence (EI) or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions to discriminate between different feelings and label them appropriately and to use emotional information to guide thinking and behavior." (p. 42, Hess) Emotional intelligence involves being able to control one's own emotions and helps an individual deal with conflict and decision making. Lack of emotional intelligence means a leader has "an inability to cope with stress, unwillingness or inability to consider alternative or conflicting views, or poor interpersonal skills." (p. 43, Hess)

"Some experts believe that emotional intelligence is more important than IQ because emotional intelligence incorporates more of the skills that are really necessary to succeed in life." (p. 132, Mann)

Emotional intelligence training can involve the following (p. 39, Northouse):

- "Know yourself: increase self-awareness of emotions and reactions"

- "Choose yourself: shift from unconscious reactions to intentional responses"

- "Give yourself: align moment-to-moment decisions with a larger sense of purpose"

Empathy

Empathy is about having consideration for others even when you do not go through the same problem. Empathy is putting yourself in someone else's shoes and trying to be understanding with their situation. "Compassion refers to being sensitive to the plight of others, opening one's self to others, and being willing to help them." (p. 225, Northouse) Empathy is needed by leaders to realize that everyone is different. Leaders need to understand the perspectives of others.

Listening to others is an important way to show empathy towards others. Empathic leaders also pay attention to body language. Leaders respond appropriately to others in an empathic way.

Kamala Harris

In 2003, Kamala Harris was elected District Attorney of San Francisco. As District Attorney, Harris focused on helping the poor people of San Francisco. Harris instituted interventions to be smart on crime. She implemented a Back on Track program to provide job training for first-time nonviolent offenders. Harris met with people on an individual basis sometimes, which was one of the ways she demonstrated her empathetic nature. In 2004, Harris increased sentences for sexual exploitation of children. She focused on decreasing truancy among elementary school children, as statistics showed that those children sometimes went on to become high school dropouts. Harris was smart on crime. "'There is a very direct connection between public safety and public education,' Harris told a reporter. 'It's much cheaper to focus on getting that elementary school student to school than it is prosecuting a homicide.'" (p. 65, Morain)

In 2010, Harris was elected Attorney General of California. She focused her campaign on criminal justice reform. As Attorney General, Harris took "stands against banks and for-profit colleges

that bilked their students, and in defense of child victims of human traffickers." (p. 88, Morain) Harris

was a leader in the opposition of California Proposition 8, which banned same-sex marriage. The

proposition was voted into law but was overturned. As Attorney General, Harris led the fight for gun

control. In 2012, Harris reached a deal with banks to provide mortgage relief for Californians. Harris

helped get the California Homeowner Bill of Rights passed. She sued to enforce environmental laws and

privacy laws. In 2013, Harris successfully sued a nefarious for-profit college and obtained a sizable

settlement for the victims. Harris has always been a strong supporter of women's reproductive health.

She helped lead the fight against sex trafficking.

In 2016, Harris was elected to the United States Senate as a representative of California. Harris

sought to join the Senate Select Committee on Intelligence, a thankless job. As a Senator, she

questioned Russia's interference into the 2016 presidential election and was always well prepared. As a

Senator, Harris displayed her skills as a prosecuting attorney, with a demanding style of questioning.

In 2020, Harris was elected Vice President of the United States, alongside Joe Biden getting

elected as President. The Biden-Harris administration provided monthly payments to parents during the

COVID-19 pandemic. As Vice President, Harris led the effort to address the economic concerns that

migrants from Honduras, El Salvador, and Guatemala have. After the Supreme Court overturned Roe v.

Wade in 2022, Vice President Harris took on the role of leading the defense of abortion rights. "Ms.

Harris spent much of her first two years on Capitol Hill, where her tiebreaking vote gave Democrats

control of a Senate then divided 50 to 50. She has broken 33 ties, more than any vice president in

American history." (Baker and Kanno-Youngs) Harris cast the deciding vote on the Inflation Reduction

Act. Harris "was put in charge or took interest in a variety of subjects, including child care and paid

leave, maternal health, artificial intelligence, maritime security, housing, community banks, community

health centers and the child tax credit. She helped raise billions of dollars in private and public funds to

address poverty and corruption in Central America." (Baker and Kanno-Youngs) As Vice President, Harris led the way for gun control, and she also proved to be very detail-oriented.

Humility

Dwight Eisenhower on humility "in the immediate aftermath of the Allied victory in Europe in 1945: 'Humility must always be the portion of any man who receives acclaim earned in the blood of his followers and the sacrifices of his friends." (p. 226 – 227, Strock, Reagan)

Konrad Adenauer

Konrad Adenauer served as Chancellor of Germany after World War II from 1949 to 1963. He opposed the Nazi takeover of Germany, especially since Adolf Hitler rejected the rule of law and was imprisoned during Nazi rule. Adenauer ended up being reinstated as Mayor of Cologne when American Allied forces occupied Germany. He helped found the Christian Democratic Union political party, which was focused on "democracy, social conservatism, and European integration, rejecting Germany's recent past as well as totalitarianism in any form. Adenauer promoted a strategy of humility that Germany should seek its future within a unifying Europe. His strategy of humility was composed of four elements: accepting the consequences of defeat; regaining the confidence of the victors; building a democratic society; and creating a European federation that would transcend the historic divisions of Europe." (p. 9 - 14, Kissinger, Leadership) By the early 1950s, Germany became integrated with Europe. Towards Adenauer's remaining years in office, he rebuilt Germany's military. Part of his humility is that he believed Germany owed reparations to Jewish people for the Holocaust.

Joe Biden

After Russia invaded Ukraine in 2022 and threatened to use nuclear weapons, Joe Biden humbly went about working with Russia to avoid nuclear war. Biden's effort at diplomacy averted nuclear war. In meeting with his leaders of defense, Biden listened to the options presented to him to avoid nuclear war and what to do should a nuclear war start. "Biden had said privately that if Putin used a tactical nuclear weapon on the battlefield in Ukraine, the U.S. would not respond with nuclear weapons." (p. 159, Woodward)

After Donald Trump won the 2024 presidential election, President Joe Biden promised to make the transition for the incoming Trump administration smooth and invited Trump to the White House to initiate the process. Trump did not extend the same hospitality to Biden after Biden won the 2020 presidential election. Biden has repeatedly demonstrated his humility, which is greatly contrasted against Trump's arrogance. Joe Biden has had personal setbacks in his life that have caused him to embrace humility.

Chapter 13: Organization

The subject of organization is twofold: being organized to complete assigned tasks and projects, while also focusing on the best interests of the organization.

"Leadership and organization are inseparable because a leader accomplishes his or her job through an organization." (p. 205, Navy) Leaders assign tasks to team members and remain aware of what they are working on. Leaders demonstrate an ability to prioritize tasks, while also conducting meetings that do not waste people's time. They put first things first.

Culture

Meetings

Meetings "are intended to lead to decisions. Others inform management of options or developments relating to issues of continuing concern. Sometimes they are intended to provide key staffers a means to become known to top management. Some are used to obtain reassurance from top executives that staff interpretation of a priority or directive is acute and efficient—and to acquire authority for a midcourse correction if not." (p. 158, Strock, Reagan)

Every meeting should have a clear objective.

Running an effective meeting involves the following:

- Decide whether a meeting is necessary

- Each meeting needs a purpose or objective

- Meetings should provide an agenda to attendees

- Meetings can be efficient when information is provided to attendees prior to the meeting

- If meetings get mired in details, it helps to have separate meetings to discuss the details

"The obvious but usually disregarded rule that one can either direct a meeting and listen for the important things being said, or one can take part and talk; one cannot do both." (p. 159, Strock, Reagan)

Organizational Change

Organizational change is defined as "an alteration in an organization's alignment with its external environment. A key first step in managing change is to identify and analyze the need for change before embarking on any implementation plan. Survival anxiety is the feeling that unless an organization makes a change, it is going to be out of business or fail to achieve some important goals. A central strategic challenge for many leaders is managing people during the change and dealing with resistance." (p. 432 - 434, Lussier and Achua) Strategies that leaders can use to effectively manage change include the following (p. 434, Lussier and Achua):

- "Articulating a compelling reason for change"

- "Having open and regular communications, a roadmap for implementation, and training program for required skills/competencies"

- "Forming a coalition of supporters and experts in the field during the early stages of the change process"

- "Staying the course in spite of perceived difficulties"

- "Recognizing and rewarding the contributions of others to the process"

- "Carefully managing resources and priorities"

- "Keeping the process transparent"

- "Having a plan for dealing with resistance"

A model for planned organizational change includes the following (p. 435, Lussier and Achua):

- "Establish a sense of urgency"

- "Form a support platform"

- "Develop a compelling vision"

- "Diffuse the vision throughout the organization"

- "Train and empower followers to act on the vision"

- "Allow for short-term accomplishments, and reward performance"

- "Consolidate gains by changing the culture, systems, policies, and structures to align with new vision"

- "Institutionalize the change in the organizational culture"

Change can be difficult to implement in an organization. People resist change for the following reasons (p. 439, Lussier and Achua):

- Threat to one's self-interest

- Uncertainty

- Lack of confidence that change will succeed

- Lack of conviction that change is necessary

- Distrust of leadership

- Threat to personal values

- Fear of being manipulated

Chapter 14: Vision

"Vision: offers a view of what the future could be; serves as an enabler to activate a group or organization to achieve that possibility; transformative to technology and/or society; exact path forward is typically undefined and the vision initially appears unachievable." (p. 130, Hess)

"A vision describes core values/beliefs/purpose of the group or organization." (p. 133, Hess)

Leaders have vision and mission statements for the team, and they begin with the end in mind. Leaders think win/win and develop a cult-like culture, while avoiding creating a cult of personality. Leaders keep the focus on the organization, department, and team. Leaders take calculated risks and make calculated risks. They embrace the organization's vision.

"A leader must understand, appreciate, and acknowledge the organization and other team members' needs and priorities in order to formulate a vision that is appropriate." (p. 42, Hess)

"A leader must be adaptable, agile, willing to take a risk, and must move quickly when a promising new direction has been identified." (p. 132, Hess)

A leader does the following when creating a vision (p. 133, Hess):

- "Obtain general input from team members or others within or outside the organization regarding their concepts of the future"
- "Formulates a vision and vets it to the team along with a description of how this vision defines who and what the team is"
- "Provides strategic guidance and planning for the team and each team member"

Moses and The Exodus

When he was young, Moses intervened between an Egyptian beating a Hebrew.

The Pharaoh refused to accept Moses' vision of the plagues and Egypt suffered for this.

Moses hesitated at the burning bush, but proceeded when God became angry.

"Leaders without vision take their team nowhere worth going. When leaders have the right vision, they know where to go, and they inspire their people to enthusiastically join them. A vision should never require the leader or follower to sin." (p. 253, Maxwell) Moses relayed the vision of Passover given to him by God and the people followed. God followed through on His Passover promise to Moses.

"And when your children ask you, 'What do you mean by this rite?' you shall say, 'It is the Passover sacrifice to the Lord, because He passed over the houses of the Israelites in Egypt when He smote the Egyptians, but saved our houses.'" (Exodus 12:26-27)

"And you shall explain to your child on that day, 'It is because of what the Lord did for me when I went free from Egypt.'" (Exodus 13:8)

"And when, in time to come, your child asks you, saying, 'What does this mean?' you shall say to him, 'It was with a mighty hand that the Lord brought us out from Egypt, the house of bondage.'" (Exodus 13:14)

Moses spoke of the duty of parents to educate their children. Unlike other ancient civilizations, Jews focused most profoundly on building schools and education. "What God taught Moses was that the real challenge does not lie in gaining freedom; it lies in sustaining it, keeping the spirit of liberty alive in the hearts of successive generations. Visionary leadership forms the text and texture of Judaism.

Moses was the greatest leader because he thought further ahead than anyone else. He knew that real change in human behavior is the work of many generations." (p. 75 – 77, Sacks)

After the Israelites crossed the Red Sea, they fought the Amalekites and won. God and Moses helped the Israelites cross the Red Sea, but Moses empowered the people to fight the Amalekites.

At Mount Sinai, God appeared before the Israelites and gave them the Ten Commandments. "What the covenant at Sinai established for the first time was the moral limits of power. All human authority is delegated authority, subject to the overarching moral imperatives of the Torah itself." (p. 86, Sacks) Moses had the vision to be the law-giver for the Israelites and presented the Ten Commandments to them.

"Great leaders have the ability to connect a large vision with highly specific details. Without the vision, the details are merely tiresome." (p. 89, Sacks)

"Judaism is God's call to responsibility. He does not want us to rely on miracles. He does not want us to be dependent on others. He wants us to become His partners, recognizing that what we have, we have from Him, but what we make of what we have is up to us, our choices and out effort." (p. 95, Sacks)

Leadership vision for an organization is evident in Exodus 18:20-23, where Jethro, Moses' father-in-law, explains to him:

"And thou shalt teach them ordinances and laws, and shalt show them the way wherein they must walk, and the work they must do. Moreover thou shalt provide out of all the people able men, such as fear god, men of truth, halting covetousness; and place such over them to be rulers of thousands, and rulers of hundreds, rulers of fifties, and rulers of tens: And let them judge the people at all seasons: and it shall be, that every great matter they shall bring unto

thee, but every small matter they shall judge: so shall it be easier for thyself, and they shall bear the burden with thee. If thou shalt do this thing, and God command thee so, then thou shalt be able to endure, and all this people shall also go to their place in peace."

"One of the greatest challenges of leadership is to give people the chance to give, to contribute, to participate." (p. 95, Sacks)

In Moses' absence, the Israelites worshipped a golden calf, which was not what God wanted. Moses had to motivate a demoralized people. Hostile groups can be turned into a single cohesive group when they are faced with a shared challenge.

Moses taught the Israelites not to hate others.

Charlemagne

Warren Buffett

Chapter 15: Adaptability

Leaders demonstrate the ability to adapt to changes and different situations by being resourceful and resilient. "Adaptive leadership focuses on the adaptations required of people in response to a changing environment." (p. 285, Northouse) Adaptive leadership is about helping team members adapt to changing circumstances. It's a complex process. Many of the challenges faced by leadership are adapting to technical changes. Adaptive leadership behaviors include the following (p. 290 – 298, Northouse):

- Get on the balcony
    - "A metaphor for stepping out of the fray and finding perspective in the midst of a challenging situation"
    - "Enables the leader to see the big picture"
- Identify the adaptive challenge
    - Leaders must identify and analyze challenges
    - "Identifying adaptive challenges means leaders need to focus their attention on problems they cannot solve themselves and that demand collaboration between the leader and followers"
- Regulate distress
    - "The process of change creates uncertainty and distress for people"
    - A leader to:
        - "Help others recognize the need for change but not become overwhelmed by the need for the change itself"
        - "Monitor the stress people are experiencing and keep it within a productive range, or regulate it"

- o Leaders can create a holding environment where team members can work effectively without distress

- o Leaders can provide direction, protection, orientation, conflict management, and productive norms

- Maintain disciplined attention

  - o "The leader needs to encourage people to focus on the tough work they need to do"

  - o "The leader's task is to mobilize and encourage people to drop their defenses and openly confront their problems"

- Give the work back to the people

  - o "People want leaders to provide some direction and structure to their work and want to feel secure in what they are doing; they also want to actively participate in problem solving"

  - o "Giving work back to the people means empowering people to decide what to do in circumstances where they feel uncertain, expressing belief in their ability to solve their own problems, and encouraging them to think for themselves rather than doing the thinking for them"

- Protect leadership voices from below

  - o "Adaptive leaders have to be careful to listen and be open to the ideas of people who may be at the fringe, marginalized, or even deviant within the group or organization"

"Building belief is about moving people to embrace an alternative reality for themselves and others, and then to willingly participate in creating it. It's the first major step if you want people to change, because they have to understand and believe in the change." (p. 93, Rometty)

Business Innovation / Technology Change / Artificial Intelligence

Businesses need to maintain the current products and services while also pursuing innovation. Teams should focus on the most important problems presented to them. Processes should be automated without compromising quality in the service or product. Investing in technology is one of the most effective ways to grow a business. Agile teams should be geared toward innovation or interrupting the status quo. "Champion continuous learning and instill a learning culture." (Brewer)

"Leaders should never stop learning. That is how they grow and teach others to grow with them." (p. 267, Sacks)

The learning organization is "one that is skilled at creating, acquiring, and transferring knowledge, and at modifying behavior to reflect new knowledge and insights. Organizational knowledge is defined as "the tacit and explicit knowledge that individuals possess about products, services, systems, and processes." (p. 464, Lussier and Achua) Guidelines for enhancing organizational learning include the following (p. 469, Lussier and Achua):

- "Encourage creative thinking"
- "Create a climate in which experimentation is encouraged"
- "Provide incentives for learning and innovation"
- "Build confidence in followers' capacity to learn and adapt"
- "Encourage systems thinking"
- "Create a culture conducive to individual and team learning"
- "Institute mechanisms for channeling and nurturing creative ideas for innovation"
- "Create a shared vision for learning"

- "Broaden employees' frame of reference"

- "Create an environment in which people can learn from their mistakes"

Richard Branson

Meg Whitman

Satya Nadella

Appendix A: Attributes of Leaders

1. Leaders take the initiative to do things.

2. Leaders lead by setting an example.

3. Leaders have the courage to change things when it is necessary.

4. Leaders must be willing to ask questions and pursue answers to those questions.

5. Leaders maintain goodwill when it is necessary.

6. Leaders instill in workers the kind of drive and creativity and innovative spirit more commonly found among entrepreneurs.

7. Leaders make an effort to communicate effectively.

8. Leaders work to build trust through honesty and integrity.

9. Leaders who aim for perfection can achieve greatness.

10. Leaders come up with several solutions to each problem and select the best one.

11. Leaders express clearly their expectations of others.

12. Leaders set clear objectives.

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