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Six Steps to Effective Leadership Joshua Chamberlain at Gettysburg

Overview:

This teaching note describes the process I have used for over ten years now to introduce and teach the principles of Level Three Leadership as manifest in Joshua Chamberlain, a colonel in the Union Army during the American Civil War. I have taught this class, perhaps surprisingly, in England, South Africa, Mexico (with simultaneous translation), Australia, Thailand (to a group from Japan, Korea, Thailand, Australia, Singapore, Sri Lanka, and Malaysia), Japan, Canada, and various states of the U.S. with uniformly positive results. One might not think that the American Civil War would “play” in these places, but it does. It is often the highest rated class in a week’s worth of discussions. While the development of this class has been highly personalized, I think the format and delivery are available to anyone who is willing to become familiar with the history, has an interest in story telling, and understands the principles of Level Three Leadership. This is one of the most powerful exercises for me in demonstrating what Level Three Leadership is and what it looks like.

Objectives:

The class has several objectives:

1. Introduce or reinforce the concepts of three levels of human activity: behavior, thoughts, values and beliefs.
2. Engage the students in examining their own Level Three beliefs about leadership.
3. Engage the students in practicing some fundamental principles of Level Three Leadership with their classmates.
4. Introduce or reinforce the distinction in the text between power and leadership.
5. Introduce six steps to leadership exhibited by Chamberlain.
6. Provide leadership training that will be close to unforgettable.

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Instructor’s Manual for L3L

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James G. Clawson

Room Setup:

The room is ideally set up in typical case-method fashion, horse-shoe shaped seating arrangement with access to a “pit” in the center and opportunities for people all around to speak to each other.

You will also need a video projector, screen, overhead projector, one to three large chalkboards or white boards, and a flip chart. One of the powerful features of this class is the use of multiple methods of communication/pedagogy.

Sample Assignment:

Read:

This class requires no advance reading, another positive among some executive settings and particularly those in which English is a second language. I often assign Chapter 5, *Six Steps to Effective Leadership*, for reading *after* the class as a means of reinforcing the lessons that can be drawn from the material, but the chapter can also be assigned in advance without damage to the class.

Study Questions:

1. Consider the time between now and when you pass away. Write down the names of all the organizations that you might be called on to lead (in a reasonable scenario).
2. Consider everything you’ve learned from birth to date: what are the core leadership principles that will guide your behavior when you assume responsibility for those organizations.

TEACHING PLAN

- 2' **Hello, introduction**
- 10' **What organizations will you be called on to lead between now and the time you pass away?** Establishes a “need.” Where and when will they use what we talk about today?
- 20' **Given everything you’ve learned between your birth and today, what core leadership principles will guide your behavior when you assume responsibilities for these organizations?** Forget quotes or regurgitating what you’re “supposed” to say. What has “stuck” with you, regardless of where it came from?
- 10' **Gabarro’s Research and discuss.** Your efforts to make changes may be only typical.
- 10' **Patton clip and discuss.** Strong leadership language. Too masculine? Will they emulate him in the Chamberlain exercise?
- 55' **Tell the Chamberlain story, conduct the exercise, present epilogue.** Get the details down pat, don’t rush, be a bit dramatic, have fun, see if you can invite the group into the scene.
- 15' **Debrief and highlight learnings: shifting performance, reinforce the moral rock, Saturday Night Dance.** It’s memorable, but be sure to help them see the key points. What are the lessons we can draw from this? There are many. You won’t be able to do them all.

ANALYSIS

The setup to the Chamberlain role play is critical in my mind and essential to the success of the class and for achieving the learning objectives. That's why there's so much time on the front end. I usually schedule 135 minutes for this exercise. I have done it in a single class by omitting the introductions and discussions of the Gabarro research and the Patton film.

What organizations will you be called on to lead between now and the time you pass away?

Ask them to name them as specifically as they can. I give them 3-4 minutes to write unless they've done it as an advance assignment. I list these in two columns on the left hand side of the first board, the first column for the "non-profit" organizations and the second column for the "professional" organizations. Often a group is more comfortable naming the former: maybe they are uncomfortable showing ambition to peers or are under-estimating their own potential. This discussion establishes a "need," you WILL be called on to lead organizations. See them. Visualize them. This discussion brings home in a little way the likely reality of being a leader in a variety of forums and becomes a tacit foundation for the rest of the discussion. It's the *why is this important or relevant?* answer unspoken, but clearly understood. Where and when will they use what we talk about today?

Given everything you've learned between your birth and today, what core leadership principles will guide your behavior when you assume responsibilities for these organizations?

This takes a little setup. First, no one worders. If you say, "integrity," it means different things to different people. "Please write complete sentences explaining what you mean. Like the Ten Commandments, use complete sentences. Moses had ten, you only need 3-8, but in sentence form, please." I usually show overheads of Stephen Covey's Seven Habits (Steve was my first instructor in business school and for teaching these principles then), Jack Welch's Six Principles (I was one of 24 consultants working with Jack in the late '80's on the Work-Out effort in GE), and Thomas Jefferson's Ten Commandments (Mr. Jefferson founded our university). Sometimes I share what my list might look like so they can see an example (This was my first list, today I might show the Six Steps to Effective Leadership instead, but usually not as I use that at the end of the class):

1. We do this together as a team.
2. We try to do it right the first time.
3. We all carry our share of the load.
4. We tell the truth to each other.

You might share your own list. These sentence-long examples stimulate their thinking and help get them going.

When they're ready, I ask for one each from about 10 people, and write these on the right hand side of the first board. These should be viewable later. For each one, I ask the person why they think

that principle is so important. This explaining helps the person clarify their own Level Three awareness and Level Two thinking about their core leadership values. While it's not explicit to them, what you're really doing is helping them bring their Level Three up into Level Two. This becomes a big step forward in "getting beneath the surface" (sub-title of the book) in the classroom. This is a very personal discussion. I try to treat each suggestion with respect (I'm not trying to change your thinking, just understand it better.), yet I invite a minute of discussion on each one. At the end we compare the organizations with the principles, values, beliefs, maxims, etc. that these people are using and going to use to guide them. I invite them to keep these lists in their day books and to revisit and revise them year by year as they form the basis of their management/leadership philosophy.

A common principle people will mention is the Golden Rule. I often invite people to consider that this statement might be a bit arrogant: if you treat others the way you want to be treated, it may not match what they desire. I've actually seen in the literature (but I can't remember where), an article describing the Platinum Rule: Treat others as they would like to be treated. Anyway, having a little discussion about each one they put up helps clarify what they mean, models moving away from platitudes and cliches, and encourages them to think about what they "believe."

Introduce Jack Gabarro's work on the Dynamics of Taking Charge

I don't always do this, depending on whether or not I have the time. The slides, taken from his book, *The Dynamics of Taking Charge*, are included here in case you find this interesting. I use this discussion to point out that when they come to these situations when they are called on to lead the organizations they've named earlier, there are some common patterns to be aware of.

You can use the first slide to introduce the basics of the research: 25 general managers in North America and Europe, surveyed and interviewed every six months for three years to see how they "took charge" of their new assignments. This slide shows the number of major organizational changes they made over the course of three years. Of the 25 GMs, some came from the outside, some from the inside, some into turn-around situations, some in stably performing organizations.

Slide Two shows the common pattern from these data. What inferences can you make from this? People will typically mention the following:

1. Everyone makes major changes in the first six months regardless! Just to "make their mark" on the organization, do something different?
2. The second wave of change is higher. The first wave is what Jack Welch would call "low hanging fruit," the obvious changes that a new person might see. The second wave follows more intense reflection and might be the result of more detailed planning.
3. Thereafter, the ability of the GM to introduce change seems to diminish like a diminishing sine wave.
4. One implication of this is that an organization should change leaders on the whole every three years since they've become more like the organization than a change agent. I often

ask, “how long does it take to become a part of the forest?” The answer here seems to be three years.

5. However, if an organization does that, the employees may develop a cynicism and resistance to change for each new leader: “Here we go again,” “What’s this one going to do?” “Keep your head down, this too shall pass.”

Show and discuss the Patton clip.

If you choose to use the opening speech from the Patton clip, now’s the time. Be aware that some are offended by it (about 1-5% in my experience): these might be people of German descent (Patton is derogatory to Germans) and women (it’s a decidedly macho speech). These concerns can be managed in the discussion most of the time. Most of the people in my classes enjoy this clip and are eager to comment on it.

“When you are called on to lead these organizations you’ve listed, you face a dilemma: how do I start? Do I send a memo? Do I have a meeting? Do I go visit people one-on-one? Do I do nothing and expect that my behavior will send the relevant messages of my “administration?” I’d like to show you what one new leader did. In this clip there’s a new leader taking charge of his organization. He’s called all his middle and upper level managers together in the same room and this is his first speech to them. How would you assume responsibility for the organizations listed on the board that you’ll be called on to lead? Would YOU call a meeting? Would go around to visit? Would you do nothing? This person decided to call a meeting. Watch for his Level Three values. Watch for his style in communicating. Compare with leaders you’ve seen in your organizations. And we’ll talk about it afterward.”

When the clip is over, I ask, “What were Patton’s core leadership principles?” They will mention:

1. Clear purpose
2. Win at all costs
3. Keep moving, don’t stop
4. Team work (although he has a very individualistic uniform, something some participants have informed me was and is okay for general officers to do.)
5. Patriotism will overcome fear.
6. Think of your future and your grandchildren and you won’t disappoint.
7. Metaphors are powerful.
8. Symbolism: flag, guns, uniform, medals, trumpet.

“Were any of you offended by his language?” Let’s talk about that for a minute. Do you ever hear language like this in business? (Some do, some don’t.) In an era in the ‘90’s when the Cold War is dying and the U.S. is cutting back on its military, many have written about what to do with military officers who have no war to fight. Judith Bardwick for one has commented on the irony that while the Cold War is disappearing, the private sector is heating up and has become very much a “war.”

How about all you? Is your industry like a war or not? Most people will acknowledge that their industry is like a war and that they need to develop stronger leadership. (I include the Bardwick slide I use here for your convenience.)

This discussion helps them continue to look for and explain Level Three values. And points out that one can be aware of them and see them in everyday activities, if you're looking for them. It also "sets up" the Chamberlain discussion in that it encourages some to be "swayed" by the Patton example and to take a tougher stance in the following role play. I don't see this as manipulative: we all face situations in which we're urged to behave one way or the other by others. And, please be aware that it has that impact.

Tell the Chamberlain story, conduct the exercise, present epilogue.

"Here's another situation." I draw a rough map of the Gettysburg area on the chalkboard. (See attached slide.) If it's an American group, I ask if anyone recognizes it. Golf course? Write the date, "June 30, 1863." Here's where the story-telling begins. Explain the history of the war briefly leading up to this. R.E. Lee very successful in four previous major engagements. Convinced Jefferson Davis to invade the North and lay siege to Washington. 70-90,000 troops. Jubal Early's advance party coming south on the road from the north into Gettysburg. You can add the cavalry intrigue of the Battle of Culpeper if you like.

Meanwhile, Army of the Potomac is in disarray. New general appointed by Lincoln in his dismay over events, this time George Meade. Meade has been on the job for only FOUR DAYS, trying to organize his army, when Lee invaded. Talk about a bad week at the office! Meade tried to stay between Lee and Washington. Roughly 110-120,000 men. Hot dry, dusty summer. Union troops demoralized. Stupid, incompetent officers (in the eyes of the soldiers). Brothers, neighbors, friends, slaughtered. Rushing toward Gettysburg. 20 miles away in a tiny cherry orchard in Maryland, 20th Maine regiment camped. Used to be 1,000 ten months ago when formed in Maine, now not 300. 6:30 am. Chamberlain, an English teacher a year ago, getting out of cot in small tent. Sleep in his eyes. Courier comes up, (I invite you to read Schaara's portrayal and tell the story powerfully). Orders from General Meade. We've caught 120 Maine deserters, ***you can shoot them or take them with you, but they are not to go home.***

"It will take Chamberlain two minutes to walk the distance to the deserters. That's what I give you. No talking. Think, prepare what you'd say."

After waiting the two minutes, I ask "Who'd like to go first?" Volunteer. "While you're coming down here," Shock! Yes, please come down! While the volunteer is coming forward (don't let them do it from their seat, the coming forward creates the reality of the situation and calls for courage) set up role play for the rest of the class. "You're the deserters." Recount their situation and feelings. Stupid officers. Starved for three days. Marched all night. In bloody chains. They thought it was two years, now they say three years. Losing effort, I'm going home. Lying in the

barrow pit, tired, hungry, angry, and a stranger with no uniform on, barely has his pants and boots on approaches you and says, (point to the volunteer.)

Listen to the speech. Don't allow them to talk to you, encourage them talk to the class, point, sit down, move to a corner. At the end of the person's comments, ask if anyone has any questions. The goal here is to clarify what the underlying "deal" is of the person's proposal. "If we don't go along, what will happen?" If the class doesn't do this naturally, make sure you ask the question. (Sometimes their options are not clear. Give them a chance to clarify if they want to. But don't lead that.) Don't allow "out of role" commentary just yet. Do that after all five volunteers have shown what they'd do.

After the underlying deal is clear, invite the class to give the person a round of applause. Now, write the person's name on the flip chart or the chalkboard, then ask, "Now, given what this person has said, how many of you are going with this person down the road to Gettysburg?" Write votes on the chalkboard. Then, invite the next volunteer.

"I need five more volunteers. Who's next?" Sometimes, people are reluctant. Silence. Fear. I wait, and usually someone will volunteer. Finally, someone will try it. Repeat the process. Invite different approaches. You may have to invite women to participate. In fact, women often have the most creative and powerful answers, yet they hesitate to contribute. Try to get different backgrounds, try to get variety. "Does anyone have a different approach to try?" Some will say, "Well, I know what happened. I saw the film." You can safely say, "That won't help you, try it anyway!" I find that some people use it to feel more comfortable or perhaps to avoid participating. In almost fifteen years of doing this class, I've only seen only one person who approximated what Chamberlain did.

After you have had five or so volunteers, you can begin the debriefing. Typically, the ones who threaten death will usually get the most votes. I often describe the amazing variety in approaches I've seen over the years. One Czech fellow volunteered first, came up and without discussion pulled out an imaginary gun and shot one of the "deserters" and then asked, "Now, how many of the rest of you are coming with me?" Every hand went up. No speech at all.

Another said, "You can all go home." Of course, there are two consequences here: probable court martial for disobeying a direct order plus the impact on the rest of the troops watching him. One woman said, "You can go home, but if you do, here's a piece of paper with seven family names on it. Your orders are to visit those families and explain why you're home and their sons are not!" Obviously, the intended motivation here is shame and guilt. Some chain the deserter to the trees and leave them behind. Some try to ignore the issues they have and simply order them to march. If that happens, I always raise my hand and ask, "What if I don't go with you?" If they refuse to commit to shooting you or not, I ask if I can have my rifle back.

Even if the basic alternatives aren't so different, the styles of delivery are likely to be. Many will cover up their basic understanding of the situation with flowery language. When you inquire

about the fundamental issue, what happens if I don't want to go, they almost always will eventually say either let you go, put you back in chains, or shoot you.

When all the volunteers have finished and you've finished describing the various options you've seen, you can ask the class: What did you see? What differences? What similarities? What works? What doesn't? Those who threatened death (you could have introduced French and Raven's sources of power concepts earlier and build on them here, too) and got lots of votes, what have you really got?

At this point, I usually ask if anyone has heard of the term, "fragging." Either get a student to explain "fragging" concept from VietNam and World Warr II. If not, the instructor can explain it. In both wars, college kids were sent to short term combat training, came out as second lieutenants and were assigned to lead companies. Some didn't do so well. If the troops didn't like them, they often "fragged" them: they "accidentally" in the midst of a free fire fight (so no one would know who did it) lobbed a fragmentation grenade into their foxhole. So, "If you force them to go, what have you really got? Soldiers or 120 angry men with rifles marching behind you? Oops, sorry colonel, accidental discharge of my weapon!" Or they may melt off into the woods at the first turn of the road.

Here, I point out that people can operate at three levels, (Level 1= Behavior, Level 2=Thoughts, and Level Three= Values. This is an adaptation of Ed Schein's model introduced in *Leadership and Organizational Culture*.) I diagram this on a flip chart and hang it for later reference or note it on the side board. It's a key point of the class. I assert that most business schools and management theory and management practice throughout the Industrial Age (1970-1950) have focused on Level One, behavior, "don't think, don't feel, just do your (Taylor-inspired) job and let the management do the thinking and worrying!" The point is that if you force or shame people into doing what you want them to do, you don't have Level Three commitment and when you turn your back, they may not do what you want them to do.

As you reflect on the five examples we saw, what were they targeting? What did they get? (You can also debrief their style, that is, stance, read or not read notes, tone of voice, clarify of words chosen, etc. if you wish. This is often helpful, but sometimes disconcerting to the speakers/volunteers. I ALWAYS make sure at the end that I remind them of the courage, willingness (see definition of leadership in the text) and risk taking of the volunteers and ask for another round of applause.) After the discussion has touched on the points you wish to bring out, you can explain what happened.

Epilogue to the Situation. I read or role play the speech from Schaara's second chapter (see below). I don't know about you, but when I do this, even after 75 offerings, I still get chills down my spine. Usually, one can hear a pin drop. It's a powerful moment. I've tried using the clip from the film *Gettysburg* but it never comes across very powerfully. Somehow, Jeff Daniels who also starred in *Dumb and Dumber* didn't pull it off. Consequently, I continue to do the exercise "live."

As a result of his comments, 116/120 went with him. Next day, by chance Chamberlain was stationed on left flank of the Union defensive perimeter on Little Round Top. He felt afraid since he knew his position was dangerous.

Sure enough, Longstreet attacked, and fighting raged. Chamberlain's men were almost out of ammunition and in danger of being overrun. According to historians, Chamberlain created a new tactic on the spot. He ordered his men to double the distance between each man, fix bayonets, and load their last bullet. He ordered the men on the right to stand fast, and the men on the left to charge. This maneuver created a "swinging gate" effect that surprised the attackers, the 15th Alabama under William Oates, charging up hill, and they began to retreat out of the Devil's Den, and back across the wheat field, through the peach orchard and into the safety of the woods on Seminary Ridge.

That night Pickett's corps came up, and Lee ordered the famous charge. (By the way, a UVA researcher, Dr. Curt Tribble, has written an article concluding that Lee had had a heart attack several weeks earlier and was unable to get up from his bed to see the battle terrain as he usually did. This contributed to his poor tactics on this day.) 15,000 men straight at the center of the Union line. It failed, and Lee began to retreat under cover of dark. Military historians say that Pickett's Charge had no chance, that the Battle of Gettysburg was won the day before on Little Round Top. Historians also say that Chamberlain couldn't have done it without the extra 116. That he was able to talk to them at Level Three extemporaneously the day before made all the difference.

54,000 men died in three days, roughly same as all US casualties in Vietnam War. We can also surmise that World War I and World War II might have turned out differently had the South seceded. In that view, Chamberlain changed not only the course of American history, but certainly had an impact on world history.

Chamberlain was wounded some 12 times during the war. Grant chose him to receive Lee's sword at Appomattox. Lincoln chose him to lead the victory parade in Washington D.C. He was the first American to receive the Medal of Honor. He later became president of Bowdoin College and two time governor of the State of Maine.

Lessons to be Learned. You can discuss or lecture this part. There are several options for debriefing:

1. Lecturette on Six Steps of Effective Leadership as characteristics that Chamberlain modeled. (Center: won't shoot them, Possible: here's why we're fighting, Contribute: you may be felons to someone else, but we need you, Restructure: boss says I can shoot them, but I need a way out of this box, Relentless: you're going with me, Celebrate: first Medal of Honor winner.)
2. Review the Moral Rock of Effective Leadership as presented earlier in the course. "When you assume responsibility for the organizations you listed earlier, you'll have the same challenge that Chamberlain faced: Moving the distribution of performance in your

organization to the right.” (See the chapter on moral foundations of leadership.) I use the normal distribution bell curve to identify five categories of performance (1's through 5's on the right tail) and suggest that leaders try to shift this distribution to the right. I assert that there are two kinds of leadership “domains,” one the typical skills of leadership contained in multiple books: the speaking, the goal setting, the followup, the feedback, the presence, etc. BUT that unless the moral foundation with its four cornerstones are in place, the other skills won't amount to much. Truth telling, promise keeping, fairness, and respect for the individual are an essential foundation for creating an environment in which one can encourage that shift. The trust and respect that build on top of that foundation are essential for insuring a voluntary response to leadership initiative. You don't need it for a Level One initiative, but you do for a Level Three initiative. I will ask participants if they told their people the truth half of the time (drawing a 0-10 scale on each one as in the text), would they follow them. (And so on for each dimension.) They always say no, so this confirms that they affirm this basic notion. Then I often ask them to rate their own organization on these dimensions. If their scores are not Olympic gold medal standard, 9.9, 9.8, 9.8, etc. then I urge them to rethink how they're managing their department. AND to consider what the anonymous average ratings of all their subordinates on the same questions might be. This could be a post-seminar assignment for executive groups.

3. Finally, one could let the students draw their own conclusions based on the class as to what they think are the important take-aways. I usually don't take that approach for this class, but one certainly could.

I usually conclude with a statement that it's remarkable that before he got dressed, not yet in the paneled board room, no slick PowerPoint presentation, no lieutenants to coach him a man not trained in the skills of his greatest moment of challenge (combat) had to confront 120 hostile, angry, not just apathetic big, strong men; and by doing so at Level Three, reaching their hearts, he was able to change the battle. Which historians say changed the war, keeping the country together and therefore influencing WWI and WWII and the economic results we see today of having one USA. Chamberlain, an English teacher, was able to do this because he could reframe the situation, he talked from his heart not his orders, he respected the men he faced, he was passionate about his work, he saw how they could help, he told the truth, he didn't make promises he couldn't keep, and he gave them choice which showed them respect.

I also point out again that my definition of leadership differs from power and encourage people to think about what level they are targeting when they attempt to lead. Leadership is more than simply exercising power. Leadership involves developing skills at influence including the moral foundation, the willingness to influence regardless of title and position, and finally, to do so so that followers respond voluntarily.

Audio-Visual and Other Considerations:

As mentioned above, I often use the first several minutes of the full-length feature film, *Patton*, in which George C. Scott delivers a composite speech, ostensibly the one Patton gave to the officers of the U.S. Third Army as he assumed command. This may not play well with some people, those opposed to strong language, war, and perhaps of German descent. Use with caution. Be aware that some military historians will note that it's a composite, he wasn't a four star when he gave that speech, some of the things he said came from other speeches, etc. That's okay. It's a composite somewhat Hollywood view of Patton, but it makes the point about his "macho" style—both good and bad.

Some of you may wish to use the excerpt from the TNT film *Gettysburg* that portrays Chamberlain's speech to the Maine deserters. I eagerly anticipated its release as I had been teaching this material for several years, but was disappointed when I saw it and tried to use it several times. Jeff Daniel's portrayal, the use of film at that point in the class, and the resulting loss of contact with the audience all combined to make the film version much less powerful in my experience than doing Chamberlain's part live and in person.

The story itself was taken from Michael Schaara's book, *Killer Angels*, historical fiction about the Battle of Gettysburg. See Chapter Two. The whole book is great. Other sources include: Time-Life series on the Civil War that has an entire volume dedicated to Gettysburg. Also, while Mr. Schaara has passed away, his son has written a book, *Gods and Generals*, also historical fiction about the events leading up to the Battle of Gettysburg. Perhaps the most detailed version comes from *Conceived in Liberty* in which Mark Perry tells the story beginning with the childhoods of both key combatants, William Oates of the 15th Alabama Regiment and Joshua Chamberlain of the 20th Maine.

Chapter Outline/Lecture Notes:

CHAPTER 5: SIX STEPS TO EFFECTIVE LEADERSHIP

I. INTRODUCTION

1. Choosing to be a leader is the wrong motivation, the wrong starting point.
2. Effective leaders begin with a cause, a purpose, a goal, which will benefit fellow citizens.
3. Behaving as and becoming an effective leader is a by-product of an intense commitment to a purpose.
4. The Six Steps to Effective Leadership reflect that commitment; they are intended to become a way of life, not a series of quick fixes.

Instructor's notes:

II. CLARIFYING YOUR CENTER

1. Your “center” contains your basic beliefs and assumptions about the world—in other words, your VABEs (Chapter 3).
2. For you to be able to lead effectively you must clarify your center—in other words, come to a clear understanding of your own VABEs.
3. Total knowledge is impossible, however, since life will constantly shape our core values and we cannot experience all of life in advance.
4. Some ways to help clarify your center:
 - # Clarify what you stand for: what things engage you.
 - # Develop character: the sum of choices and goals and choice about how to achieve those goals
 - # Various forms of meditation

Instructor's notes:

III. CLARIFYING WHAT IS POSSIBLE

Clarifying what is possible involves looking outward, not inward. It is, in essence, strategic thinking (Chapter 8). Two general strategies:

1. Clarifying mental images of what can be. This involves actively envisioning the future as you would like it to be. In the rush of day-to-day priorities many people lose sight of the long-range view.
2. Scenario building. Developing scenarios that will inform the paths you might take. More on this in Chapter 8.

Instructor's notes:

IV. CLARIFYING WHAT OTHERS CAN CONTRIBUTE

A potential leader must clarify his or her own view of what potential followers can contribute to the mission.

1. Basic assumptions about others. The bureaucratic era has led us to think about people in terms of their job titles—to believe that we must find people to fit predetermined job descriptions. This is a Level One way of thinking. Managing people with an eye to developing *their own skills* will allow them to contribute beyond the narrow and inflexible range of their job descriptions
2. Identifying the critical skills. Level One thinking will focus on technical skills when seeking candidates for a position. But a different underlying assumption—that organizational process is more important than technical skill—might cause a leader to look for interpersonal skills instead, which are harder to learn than most technical skills

Instructor's notes:

V. SUPPORTING OTHERS SO THEY CAN CONTRIBUTE

The explosion in information technology and growing demands for individual freedom have increasingly demanded the respect of management and organizational design.

1. Information Age organizational structures. The need for vertical hierarchies to make good decisions is rapidly evaporating. Rather, horizontal information networks which encourage lateral communication and learning can be much more effective. (BancOne example.)
2. Empowering systems design. Rather than hiring people to fit into the preconceived job roles in an organizational chart, many infocracies are hiring talented people, giving them current information, and allowing them to structure their own work to suit the challenges at hand.

Instructor's notes:

VI. BEING RELENTLESS

1. Leaders are relentless; they stay focused on their goal and are not easily diverted from their path.
2. Relentnessness must be distinguished from stubbornness. Relentless leaders are not unwilling to listen or to consider new information.
3. Developing commitment. Commitment is a function of careful thought, close scrutiny of the purpose, and vision. Commitment leads to relentlessness.

Instructor's notes:

VII. MEASURING AND CELEBRATING PROGRESS

Positive feedback is essential to the pursuit of a goal. Two means of ensuring proper feedback and measurement:

1. Focusing on the right measures. Followers will be focused and committed if the leader can hone in on a few key indicators and show how they relate to the purpose and vision.
2. Focusing on the half-full glass. In contrast with variance management (waiting until there is a variance from the plan, and then stepping in to get everyone back on track), effective seek out successful outcomes, celebrate them and seek to build on them.

Instructor's notes:

Exhibit 1

Colonel Joshua Chamberlain's Speech to the Maine Deserters

June 30, 1863

from Michael Schaara's *Killer Angels*, Chapter Two, pp. 29-30

Following unshackling and feeding and listening to their grievances:

"I've been ordered to take you men with me. I've been told that if you don't come I can shoot you. Well, you know I won't do that. Not Maine men. I won't shoot any man who doesn't want this fight. Maybe someone else will, but I won't. So that's that." He paused again. There was nothing on their faces to lead him.

"Here's the situation. I've been ordered to take you along, and that's what I'm going to do. Under guard if necessary. But you can have your rifles if you want them. The whole Reb army is up the road a ways waiting for us and this is no time for an argument like this. I tell you this: we sure can use you. We're down below half strength and we need you, no doubt of that. But whether you fight or not is up to you. Whether you come along, well, you're coming."

Tom had come up with Chamberlain's horse. Over the heads of the prisoners Chamberlain could see the Regiment falling into line out in the flaming road. He took a deep breath.

"Well, I don't want to preach to you. You know who we are and what we're doing here. But if you're going to fight alongside us there's a few things I want you to know."

He bowed his head, not looking at eyes. He folded his hands together.

"This Regiment was formed last fall, back in Maine. There were a thousand of us then. There's not three hundred of us now." He glanced up briefly. "But what is left is choice."

He was embarrassed. He spoke very slowly, staring at the ground.

"Some of us volunteered to fight for Union. Some came in mainly because we were bored at home and this looked like it might be fun. Some came because we were ashamed not to. Many of us came . . . because it was the right thing to do.

All of us have seen men die. Most of us never saw a black man back home. We think on that, too. But freedom . . . is not just a word."

He looked up in to the sky, over silent faces.

"This is a different kind of army. If you look at history you'll see men fight for pay, or women, or some other kind of loot. They fight for land, or because a king makes them, or just because they like killing. But we're here for something new. I don't . . . this hasn't happened much in the history of the world. We're an army going out to set other men free."

He bent down, scratched the black dirt into his fingers. He was beginning to warm to it; the words were beginning to flow. No one in front of him was moving. He said, "This is free ground. All the way from here to the Pacific Ocean. No man has to bow. No man born to royalty. Here we judge you by what *you* do, not by what your father was. Here you can be *something*. Here's a place to build a home. It isn't the land--there's always more land. It's the idea that we all have value, you and me, we're worth something more than the dirt. I never saw dirt I'd die for, but I'm not asking you to come join us and fight for dirt. What we're all fighting for, in the end, is each other."

As a result, 116 of the 120 deserters joined him.

CHALKBOARD MOCK-UP

Class: Joshua Chamberlain

Date: / /

Course: Level Three Leadership

Levels of Human Activity

1. Behavior
2. Conscious Thought
3. VABEs

Side Board

Board One

Organizations to Lead

Core Leadership Principles

Board Two

Patton's Style and Core Principles

Board Three

Gettysburg Drawing

Volunteers GO?

Volunteer #1 16

Volunteer #2 8

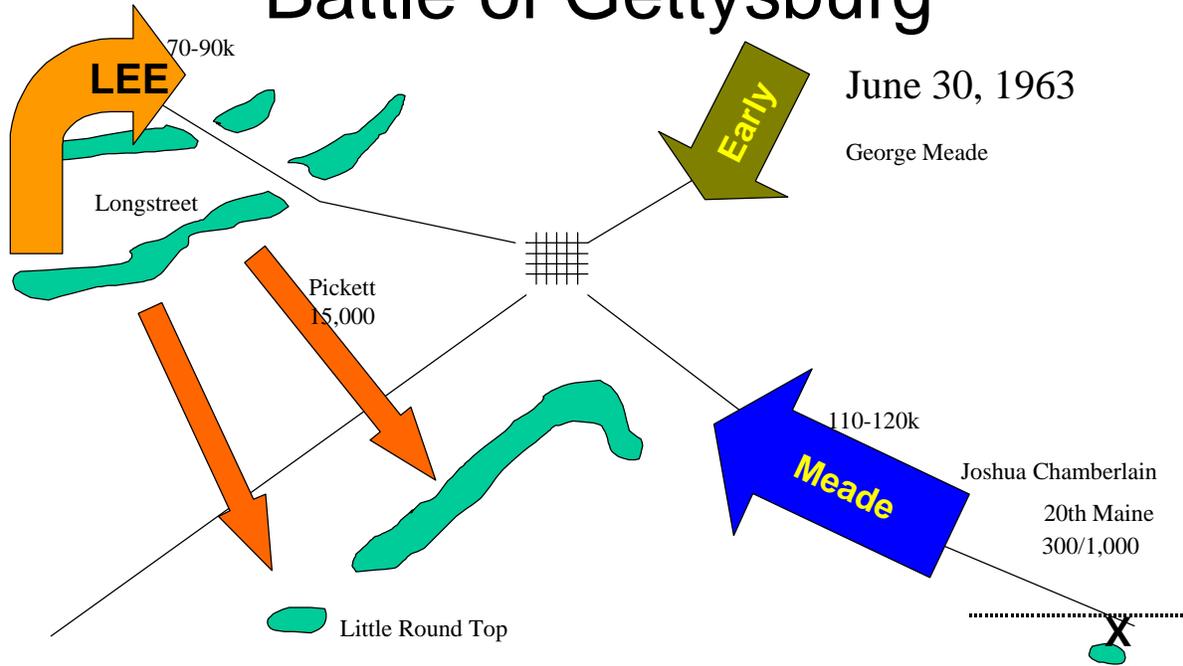
Etc.

Board Four

Moral Foundation of Effective Leadership

Lessons from Today's Class

Battle of Gettysburg



Peacetime Management and Wartime Leadership

Peacetime has neither crisis nor chaos, so no major change is needed. Instead, people are content with what already exists and change involves a gentle tweaking of an existing system in order to slowly improve it. Peacetime management consists of incremental modification of what already exists, without major disruption and, therefore, without any major emotional consequences. With no sense of emergency or urgency, leaders do not have to be special and they do not have to generate an emotional following. They are simply people who occupy positions that have power. Overall, peacetime conditions are over.

"Peacetime Management and Wartime Leadership," Judith M. Bardwick, *The Leader of the Future*, Frances Hesselbein, Jossey-Bass, 1996.

Covey's Seven Habits

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win/Win
- Seek First to Understand
- Synergize
- Sharpen the Saw

Seven Habits of Highly Effective People, Stephen Covey, Simon and Schuster, 1989.

Jack Welch's Operating Principles

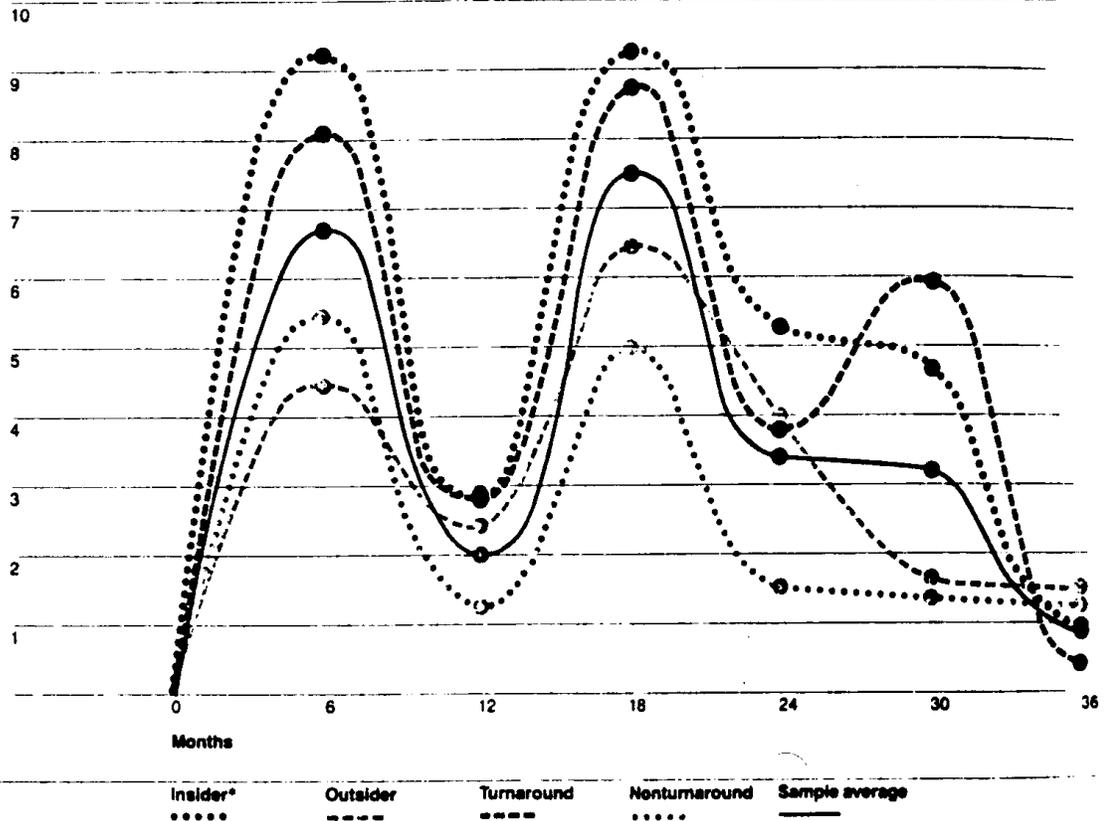
- Control Your Destiny or Someone Else Will
- Face Reality as it is, not as it was or as you wish it were
- Be candid with everyone
- Don't manage, lead
- Change before you have to
- If you don't have a competitive advantage, don't compete

Control Your Destiny or Someone Else Will, Noel Tichy and Stratford Sherman, HarperBusiness, 1993.

Thomas Jefferson's Ten Commandments

1. Never put off until tomorrow what you can do today.
2. Never trouble another for what you can do for yourself.
3. Never spend your money before you have earned it.
4. Never buy what you don't want because it is cheap.
5. Pride costs more than hunger, thirst, and cold.
6. We seldom repent of having eaten too little.
7. Nothing is troublesome that we do willingly.
8. How much pain the evils have cost us that never happened.
9. Take things always by the smooth handle.
10. When angry, count 10 before you speak; if very angry, count 100.

Average number of organizational changes per six-month period following succession, categorized



*Insider successions are those in which the new manager had five or more years experience in the new organization's industry.

Chart from "When a New Manager Takes Charge," by John J. Gabarro, *Harvard Business Review* May-June 1985.

Figure 2-3
Organizational Change Activity and Corresponding Stages
of Learning and Action

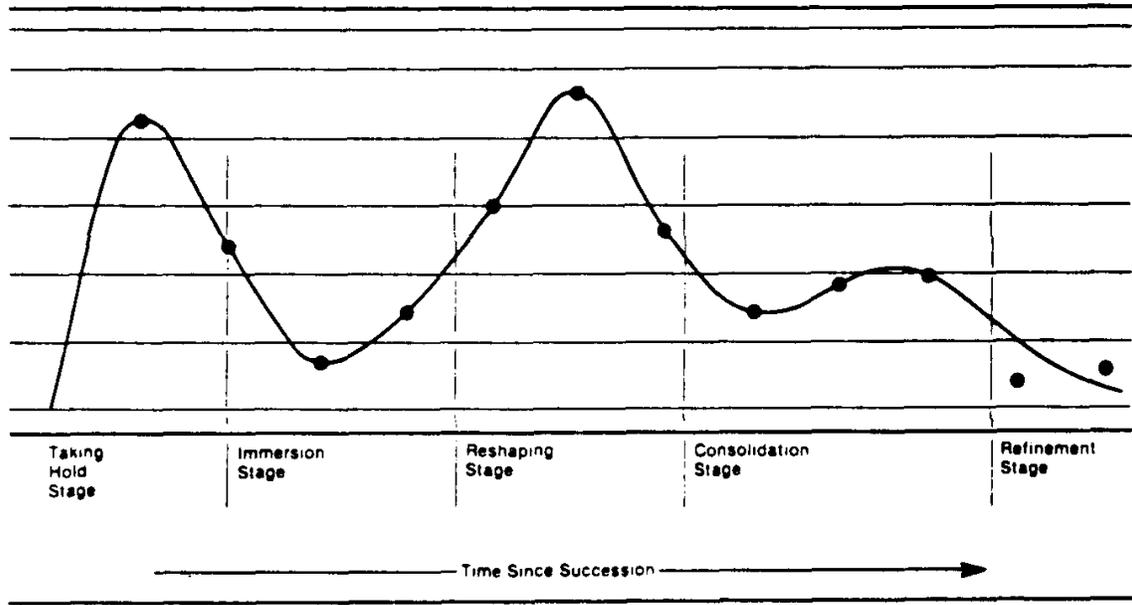


Chart from *The Dynamics of Taking Charge*, John J. Gabarro, Harvard Business School Press, 1987, page 20.

TAKING CHARGE

PHASE	TASKS (Time)
I Taking Hold (L/A)	Developing a Map Building Relationships Establishing Credibility Initial Corrective Actions (0-6 months)
II Immersion (L)	Reassessing Priorities (Month 9- 15)
III Reshaping (A)	Reconfigure given new map (Month 15-21)
IV Consolidation (L)	Follow Through Open to new developments (Month 21-33)
V Refinement (A)	Looking for new opportunities (Month 33 +)

From "When a New Manager Takes Charge," Harvard Business Review, May-June 1985, p. 110.