Leaders and Leadership in the Classroom and Beyond

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I have had the privilege of teaching in a variety of circumstances over the span of my twenty-nine years of professional federal public service as: a mentor and “coach” to younger federal prosecutors; lead prosecuting attorney overseeing multiple federal law enforcement investigations and investigative agents; adult leader and merit badge counselor with the Boy Scouts of America; chief counsel and staff director of a congressional legislative and oversight subcommittee; chief operating officer of a 100-person investigative and prosecutorial office involving high-profile public corruption investigations; and full-time visiting professor of law at the United States Military Academy at West Point.

The last experience was as a direct result of my participation in the United States Department of Justice Leadership Excellence Achievement Program (LEAP), a year-long course of prescribed study addressing the five Executive Core Qualifications for Leadership (ECQs) established for the Federal
Senior Executive Service (SES).¹ My year-long full-time detail to West Point and my appointment as a visiting professor in the Department of Law fulfilled my required LEAP "developmental assignment" and permitted me to apply the ECQs and leadership lessons in the classroom. I am convinced that "leadership" necessarily involves "teaching" and "teaching" is all about "leadership." Moreover, being a leader is not just "leading" others – it is developing leaders, which requires inspirational and transformational leadership both in the classroom and beyond.

This paper will assess various leadership models through a limited literature review with a focus on some of the ECQs and their application to classroom teaching based upon my own experience in applying them to help "educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country and prepared for a career of professional excellence and served to the Nation as an officer in the United States Army."²

¹ United States Office of Personnel Management Guide to Senior Executive Service Qualifications (2012) ("OPM Guide"), 1-2 (Executive Core Qualifications). The ECQs have also been adopted by components of the Army in their leader development. See e.g. Mem. 1 MAR 2005, COL E. Pearson, Deputy Chief of Staff US ARMY EUROPE, Application of Leadership Competencies for Supervisory Positions.

² Mission Statement, United States Military Academy (Academic Year 2011-2012).
The federal civilian executive leadership model is reflected in the five "Executive Core Qualifications" of: Leading Change; Leading People; Results Driven; Business Acumen; and Building Coalitions. Each of these ECQs, in turn, encompass specific "competencies." For example, "Leading Change" includes the competencies of creativity and innovation, flexibility, and vision. "Leading People" embraces the competencies of conflict management (encouraging creative tension while preventing counter-productive confrontations), leveraging diversity, and team building. In their book, FYI For Your Improvement, A Guide for Development and Coaching for Learner, Managers, Mentors, and Feedback Givers, Michael M. Lobardo and Robert W. Eichinger, describe "competencies" as "the measurable characteristics of a person that are related to success" and a competency may be a behavior or technical skill, "an attribute (such as

3 OPM Guide 1-2 (Executive Core Qualifications) (2012). The ECQs are designed to ensure federal "executives who can provide strategic leadership and whose commitment to public policy and administration transcends their commitment to a specific agency mission or an individual profession. Id. at 1.

4 Id. at 3 (Leading Change encompasses: creativity and innovation; external awareness; flexibility; resilience' strategic thinking; and vision).

5 Id. at 3-4 (Leading People embraces: conflict management; leveraging diversity; developing other; and team building).
intelligence), or an attitude (such as optimism)." Each of the
ECQs also reflect the "fundamental competencies" of:
interpersonal skills; oral communication; integrity/honesty;
written communication; continual learning; and public service
motivation. The ECQs and competencies also reflect "emotional
intelligence," what Steven J. Stein and Howard E. Book, in their
work, The EQ Edge, Emotional Intelligence and Your Success,
describe as the "set of skills that enable us to make our way in
a complex world."  

Many, if not all, of the ECQs and fundamental competencies
are directly applicable to effective classroom teaching and the
willingness and ability develop and apply them mark the
inspirational and transformational leader. This paper will
address only a few and in no particular hierarchy, for they are
invariably interrelated.

The ECQ, "Leading Change," incorporates the competencies of
creativity, innovation, external awareness, flexibility,

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6 Lombardo, Michael M. & Eichinger, Robert W. (2009), FYI For
Your Improvement, A Guide for Development and Coaching for
Learners, Managers, Mentors, and Feedback Givers. i: Lominger
International. The authors have identified 67 Competencies as
part of the "Lominger Leadership Architect").

7 OPM Guide at 3 (Fundamental Competencies)(The fundamental
competencies "are the attributes that serve as the foundation
for each of the ECQs").

8 Stein, Steven J. & Book, Howard E. (2006). The EQ Edge,
Emotional Intelligence and Your Success. 14. Ontario, Canada:
Josse-Bass.
resilience, strategic thinking, and vision. 9 The ability to develop new insights into situations, question conventional approaches, encourage new ideas and innovations, and design and implement new or cutting edge programs or processes 10 are essential to being an effective leader and an effective classroom teacher. Discussing his research in adult cognitive development, William Perry explains that some students come to recognize that opinions differ in quality. 11 Of course, most students don’t just “come to realize” this. Instead, if we are truly “leading change” in the classroom we are constantly pushing and pulling our students to realize this, again and again, and to think critically and challenge opinions and conventional wisdom. In their book, The Leadership Challenge, Professors James Kouzes and Barry Posner, write that:

[leaders should ask their constituents questions not just for [more information, clarification, and greater understanding] but also because every question is a potential teaching opportunity. The key to good questions from a leader’s perspective is to think about the ‘quest’ in your question; Where do you want to take this person (or group, unit, organization) with your question? What value or values are you trying to reinforce with your questions? Rather than ‘what do I want to know?’ leaders ask questions to get

9 Id.
10 Id.
others to know and to become more aware of certain critical factors, perspectives, and beliefs.\(^\text{12}\)

Indeed, Professors Kouzes and Posner provide an apt guide to the classroom teacher. They urge leaders to "develop a routine for questioning" and "come up with a routine set of questions that will get people to reflect on the core values and what they have done each day to act on those values."\(^\text{13}\) Moreover, "they ought to be questions that they will expect you to ask, and not be surprised by. Why? Because you want them to be thinking about them well before you ask them. You want people to routinely ask themselves these questions, knowing that you will be expecting an answer to them the next time."\(^\text{14}\)

As a teacher of future military officers, I sure want them to be asking those same questions, not only in the classroom, but years from now, when they are confronted with an order, the lawfulness of which may be in doubt, or when deciding how, or whether, to proceed as the convening authority of a court martial. In that sense, many of the questions are almost always the same, but the answers will be different depending upon

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\(^{13}\) Id.

\(^{14}\) Id. at 96-97. See also Bain, Ken (2004). What the Best College Teachers Do, 38. Cambridge, MA: Harvard University Press ("The most effective teachers help students keep the larger questions of the course constantly at the forefront").
circumstances and the analytical method applied. How one analyses and ultimately answers the questions is the mark of the good student, the good officer, the good citizen, indeed, the critical thinker and the leader. Of course, in addition to the "expect[ed]" questions, a classroom teacher as leader must also challenge students with wholly unexpected questions, fact patterns, and hypotheticals. As I wrote previously in a reflection paper for the Master Teacher Program:

The goal, as we have often stressed in this program and at West Point, is the development of critical thinking in our students — in William Perry's scheme, the recognition that opinions differ in quality. This recognition will only come when students are exposed to, indeed forced to confront, different opinions and viewpoints. The role of the instructor, it seems to me, is to constantly force the student to confront different viewpoints [and] challenge existing ones. In the classroom, that means constantly changing the hypothetical and forcing the student to process the additional factor — 'now what do you think' — 'suppose instead of X, the actor was confronted with Y' — 'who disagrees with that?' — 'Why?'.

If we are truly leading change and leading people, the classroom teacher must strive to broaden the scope of any academic lesson. Ken Bain, Director of the Center for Teaching

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15 Indeed, boiled to their essence the questions asked of any criminal investigator, for example, are: Who? What? When? Where? "How" and "Why."

16 Apperson, Jay (2012) Reflection Paper (Lesson 12), Master Teacher Program, Center for Faculty Excellence, United States Military Academy.
Excellence at New York University, writes that the best teachers, “rather than thinking just in terms of teaching history, biology, chemistry, or other topics, they talked about teaching students to understand, analyze, synthesize, and evaluate evidence and conclusions. . . to make judgments, to weigh evidence, and to think about one’s own thinking.”17 The best teachers also

want to challenge students to think differently, to ask questions that expose problems with the faulty notions students bring into the class, and generally to put them intellectually in situations in which they must question and rebuild their conceptions. They stress the need for students to grapple with important concepts and ideas, to see them from a variety of perspectives, and to build their own understanding of the material.”18

The ECQ “Leading Change” has direct and obvious application to teaching because all learning _is_ change and all teaching is “leading change.” In the same vein, Kauzes and Posner include “challeng[ing] the process” among their “Five Practices of Exemplary Leadership.”19 They rightly describe leaders as “pioneers” who are “willing to step into the unknown” and “search for opportunities to innovate, grow, and improve.”20

17 Bain at 46.
18 Id. at 94.
19 Kouzes & Posner at 14, 18.
20 Id. at 18.
"Leading Change" also incorporates the competency of "external awareness," which includes understanding and keeping up with local, national, and international policies and trends that affect the organization and its impact on the external environment. Stein and Book would likely place this competency in their "adaptability realm" of emotional intelligence, which focuses on "reality testing," being "associated with a lack of withdrawal from the outside world," and the ability to "size up" the situation. Bain notes that "[w]ithout exception, outstanding teachers know their subjects extremely well" and "follow the important intellectual and scientific or artistic developments within their fields [and] do research."

"Leading Change" also requires the competency of flexibility, both in scholarship and in the classroom. That is, being open to change and new information, and rapidly adapting to new information, changing conditions, or unexpected obstacles. We can’t expect to broaden the scope of student learning if we are not broadening our own. We can’t expect students to think critically if we are not rethinking our own

21 OPM Guide at 3 (Leading Change: External Awareness).
22 Stein & Book at 173.
23 Bain at 15-16.
24 OPM Guide at 3 (Leading Change: Flexibility).
conclusions based on new perspectives and insights, both about the academic subject and how we teach it. "The flexibility component of emotional intelligence concerns the overall ability to adapt to unfamiliar, unpredictable, and fluid circumstances. Flexible people react to change without rigidity, are able to change their minds when the evidence suggests that they’re mistaken, are open to and tolerant of different ideas, orientations and ways of doing things and can smoothly handle multiple demands and shifting priorities."25

In words ascribed to Louis L’Amour, "You can’t learn anything from experiences you’re not having."26 James R. Ball notes that L’Amour’s words “provide a heap of wisdom” because when “identifying new and innovative ways to improve what you are doing, you increase your odds for success by increasing your experiences” and “[t]o get experiences you must access through your God-given senses [] touching, smelling, tasting, and feeling, in addition to listening and seeing.”27 A teacher must

25 Stein & Book at 185 ("Remember also that flexibility is tied to reality testing. If you can’t read your environment accurately, you’ll be hampered in picking up new signals that out to lead you to appropriate responses.")


27 Id. at 286-287.
ensure an environment where all of these are encouraged in the context of critical thinking.

I encourage my students to always look for “the man behind the curtain” when in the presence of the “the great and powerful Wizard of Oz.” Are things as they appear? When teaching the Writ of Habeas Corpus in Constitutional Law,28 it would be sufficient to simply explain what “the Great Writ” is, how it works (permitting any prisoner to file a writ before a federal court to challenge the lawfulness of his or her confinement), and where it was “suspended” in the past (such as Lincoln’s suspension of the Writ in the North during the War Between the States).29 But, in my view, the teacher fails to adequately address the topic without extensive discussion of the history of the Great Writ which predates the Constitution and has its origins in English Common Law from the time of the Magna Carta. Because the Constitution does not define “the Privilege of the

28 United States Constitution, Art. I, Sec. 9 (“The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it”).

29 Lincoln suspended the Writ of Habeas Corpus in the North during the War Between the States. That action remains controversial, because, among other reasons, while the Constitution permits the Writ to be suspended in “Cases of Rebellion” it is far from clear that the President, as opposed to Congress, may suspend it. See e.g. Dycus, Stephen; Berney, Arthur L.; Banks, William C. & Raven-Hansen (2007) National Security Law 682-690. Frederick MD: Aspen Publishers.
Writ of Habeas Corpus," it is important that students be asked what it means, what the Founders understood it to mean, and why. When we come to the next phrase in the Constitution, students can expect that I will again ask the same questions about that phrase: 'what does that mean'; 'what did the Founders understand it to mean'; 'should it make any difference what the Founders understood it to mean'; and, if so, how can we find out what they understood it to mean'; 'what have we (the courts, through judicial interpretation, the Congress, through legislation, society, through custom and usage) come to understand it mean.'

"Continual learning" is one of the "fundamental competencies" embedded in the ECQs and is an essential component of teaching. From a series of empirical studies concerning the relationship between successful leaders and the range and depth of their learning tactics, Kouzes and Posner conclude that "the more you’re engaged in learning the more successful you are at leading – and in just about anything." Teaching requires the "teacher" to be 'up to speed,' not only on the subject matter, but on the wider world, knowledgeable (or at least curious) of

30 See Bain at 38 ("The most effective teachers help students keep the larger questions of the course constantly at the forefront").

31 OPM Guide at 5 (continual learners assess and recognize their own strengths and weaknesses and pursue self-development).

32 Kouzes and Posner at 203.
other disciplines in order to expand the students’ horizons and his or her own.33 “Continual learning” includes interacting with and learning from one’s colleagues, professional peers, and persons in other disciplines and venues. In “creating the new and different,” Lombardo and Eichinger urge leaders to look for “distant parallels” noting that that “when Motorola wanted to find out how to process orders more quickly, they went not to other electronic firms, but to Domino’s Pizza and Federal Express.”34 Read widely; have, and exercise, a curious mind – both about academic subjects and about teaching techniques. John Kotter, in his study of corporate general managers, found that:

the most effective [general managers] had careers characterized by almost constant growth and personal interpersonal and intellectual skills, in their

33 See Bain at 45 (“ Whereas some professors might see their job as teaching the facts, concepts, and procedures of their subject, the teachers we studies emphasized the pursuit of answers to important questions and often encouraged student’s to use the methodologies, assumptions, and concepts from a variety of fields to solve complex problems. They often incorporated literature from other fields into their teaching and emphasized what it means to get an education. They spoke of the value of an integrated education rather than one fragmented between individual courses.”).

34 Lombardo & Eichinger at 82-83. See also id. at 85 (“get the broadest group you can. Involve different functions, levels, and disciplines. Pull in customers and colleagues from other organizations”).
knowledge of the business and organization, and in their relationships with relevant others.\textsuperscript{35} Svinicki and McKeachie counsel that "[p]eers are among the best sources of ideas" and it is important to get ideas from teachers in other disciplines.\textsuperscript{36}

Further, transformation leaders share what they have learned and what they have experienced with their students. If I don’t start my class with, ‘here’s something I came across last night’ - I have missed an opportunity to share with my students that which I ‘came across last night.’ I have also missed an opportunity to convey to them the value of continual learning. Of course, to do this, I must have actually ‘come across’ something - and that is not likely to just happen - we have to make it happen.

In his book, \textit{The Education of Ronald Reagan}, Thomas W. Evans, traces the remarkable period of continual learning and profound ideological transformation of one of the great transformational leaders of the 20\textsuperscript{th} Century.\textsuperscript{37} Evans describes


\textsuperscript{36} Svinicki & McKeachie at 335.

Reagan’s years as President of the Screen Actors’ Guild followed by eight years as travelling ambassador for General Electric, visiting and speaking to 250,000 workers in 139 plants around the country. During this period, Reagan’s “education stretched well beyond the bargaining table. He became familiar with such diverse thinkers as von Mises, Lenin, Hayek, and the Chinese military strategist Sun Tzu. He read and reread the practical economics of Henry Hazlitt.”38 Reagan was transformed from a “self-confessed Democrat and New Dealer when he arrived at GE” to the great exponent of limited government. Reagan’s “education” by continual learning was an essential component of his extraordinary leadership as Governor of the nation’s most populous state and as the 40th President of the United States.

Evans also writes movingly about Dwight Eisenhower’s continual learning and later years “education” as an army major assigned to Panama under General Fox Conner in the 1920s:

Conner fostered the younger officer’s latent reading habits by starting his protégé with three historical novels, including The Adventures of the Brigadier Gerard, the classic fictional treatment of Napoleon’s battles. Map studies and other readings followed. Ike again went through von Clausewitz’s On War, the full impact of which had escaped him when he first encountered the book at [West] Point. He read the memoirs of the great soldiers, including Grant (whose single literary works would become the model for Eisenhower’s own memoirs after World War II).
Philosophic writers, such as Plato and Cicero, were also part of his fare.

After the major had read a volume from the general’s well-stocked library, the older man would quiz the younger about what he had read and he and Ike would engage in spirited discussions about the military strategy.\(^{39}\)

Such real-life examples also become powerful teaching opportunities to reinforce broader leadership lessons. In his book, *Soul of a Citizen Living with Conviction, in Cynical Times*, Paul Rogat Loeb maintains that:

If we want our children to lead lives of commitment and compassion, they’re going to need tangible examples of people who act on their convictions with courage and integrity. They’ll need a connection to history, so they’ll have a sense of what it means to persist. They’ll need to feel confident on speaking out on controversial issues, negotiating conflicts, and cooperating with others.\(^ {40}\)

I never fail to find an opportunity to share with my students the dramatic story of General Washington saving the infant nation from threatened mutiny by his officers for lack of pay during the Revolution. Desperate to dissuade them after his impassioned pleas failed, Washington sought to read a letter which he carried from a member of the Continental Congress pledging legislative efforts for their cause. As he tried to read in the fading light of the afternoon, Washington, was

\(^{39}\) Id.

forced to take from his pocket a pair of spectacles which none had ever seen Washington use before. As he put them on, Washington apologized, "Gentlemen, you must pardon me. I have grown gray in the service of my country, and now find myself growing blind as well." The would-be mutineers doubtless did not hear the words that Washington read, for, with tears in their eyes, they were instantly reminded of the unparalleled sacrifice and devotion which this great man had given to his country and to them. They would fight on - for him - no matter the hardship and deprivation.⁴¹

"Continual learning" also means learning from our students. Ken Bain has written that "[p]art of being a good teacher (not all) is knowing that you always have something new to learn - not about teaching techniques but about these particular students at this particular time and their particular sets of aspirations, confusions, misconceptions, and ignorance."⁴² He correctly adds that, "We will not reach all students equally, but there is something to learn about each of them and about

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⁴¹ I urge my students to remember this story and pass it on when they assume command positions. I urge them to travel the 30 miles up the Hudson to Washington's headquarters, near where the event occurred, and hear and experience the story so they may tell it with emotion and passion and humility.

⁴² Bain at 174.
human learning in general.” Bain recognizes “that efforts to foster learning in others can stimulate our own greater understanding” and stresses the need for “a commitment on the part of the faculty to building and sustaining a community of learners.” Svinicki and Mitchie correctly note that “[o]ne of the best aspects of teaching is that we, too, are learners. Each time we teach, we not only learn more about the subject matter, but are also learning more about teaching.”

We also learn, or should, from mistakes and that, necessarily, means making mistakes in the first place. We are more likely to make mistakes when we are trying something new.

People never do anything perfectly the first time they try it – not in sports, not in games, not in school, and . . . not in work organizations. When they engage in something new and different people make a lot of mistakes. That’s what experimentation is all about, and, as research scientists know very well, there is a lot of trial and error involved in testing new concepts, new methods, and new practices.

Thus, only the person who makes mistakes is able to learn from those mistakes and the person who is more likely to make

43 Id.
44 Id. at 175-176.
46 Kouzes & Posner at 199.
mistakes in the first place is the creative and innovative risk-taker — the leader.

The ECQ of "leading change" also include the competence of "resilience," the ability to deal effectively with pressure, remain optimistic and persistent in the face of adversity, and recover quickly from setbacks.\textsuperscript{47} In other words, the risk-taker — the leader — does not view a mistake as a defeat, but instead as a lesson learned which will lead to future success. In their book, \textit{FYI For Your Improvement, A Guide for Development and Coaching for Learners, Mentors, and Feedback Givers}, Michael M. Lombardo and Robert W. Eichinger, urge leaders to "develop a philosophical stance toward failure [and] criticism" because most innovations, new products, and change agents fail.\textsuperscript{48} "The best tack is to ask what can we learn from [the failure]? What caused it? What do we need to do differently? Don't expect to get it right the first time."\textsuperscript{49}

\textsuperscript{47} OPM Guide at 3.

\textsuperscript{48} Lombardo & Eichinger at 174.

\textsuperscript{49} Id. Elsewhere, the authors note that "Studies show that 80\% of innovations occur in the wrong place, are created by the wrong people (dye makers developed detergent, Post-it\textsuperscript{®} Notes was a failed glue experiment, Teflon\textsuperscript{®} was created by mistake) and 30-50\% of technical innovations fail in tests within the company. Even among those that make it to the marketplace, 70-90\% fail. The bottom line on change is a 95\% failure rate, and the most successful innovators try lots of quick inexpensive experiments to increase the chances of success." \textit{Id.} at 86.
Classroom teachers, as leaders, must not only make mistakes in order to learn from them, but they must also encourage their students to make mistakes for the same reason. Indeed, teachers, as leaders, must create, what Kouze and Posner describe as, "an atmosphere that promotes psychological hardiness" to encourage risk-taking and the inevitable mistakes flowing from it.\textsuperscript{50} They note that "even if leaders are personally very hardy, they can't enlist and retain others if they don't create an atmosphere that promotes psychological hardiness."\textsuperscript{51} Svinicki and McKeachie describe this concept in the classroom context as creating an "expectation of participation,"\textsuperscript{52} and they encourage teachers to "work to increase the students' awareness of the values of participation."\textsuperscript{53} As teachers we must not only encourage students to speak up, we must reward students who do, even when they give the "wrong" answer. Indeed, it is especially important to reward students who give the "wrong" answer, lest they fail again to speak up for "fear of being embarrassed" for

\textsuperscript{50} Kouzes & Posner at 209.

\textsuperscript{51} Id.

\textsuperscript{52} Svinicki & McKeachie at 45.

\textsuperscript{53} Id.
the second time. I apply this attribute of leadership in class by pointedly, and dramatically, thanking and rewarding the student for giving a wrong answer and I compare that student to Teddy Roosevelt’s “man in the arena”:

> It is not the critic who counts, not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming . . . . His place shall never be with those cold and timid souls who know neither victory nor defeat.

With this, the student who gave the “wrong” answer is immediately and dramatically rewarded for stepping out and giving an answer. The student is transformed in the eyes of his or her fellow cadets, and in his or her own, into the incarnation of Teddy Roosevelt, embued with courage, tenacity, resilience and perseverance. Indeed, recognizing and rewarding these character traits are far more important than getting the “right” answer to the question. Moreover, the “wrong” answer

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54 Id.


56 Carol Dweck, described such resilience by students with a “growth mind-set” who, when “[c]onfronted by a setback such as a disappointing test grade” would “study harder or try a different strategy for mastering the material.” Dweck, Carol S., (Nov. 28, 2007), The Secret to Raising Smart Kids, Scientific American Mind.
invariably leads to inquiry along another, unanticipated, path toward knowledge. Thereafter, when I get no response from cadets to my question, I rhetorically ask if they are among the "cold and timid souls who know neither victory nor defeat." That usually does the trick.

For the same reasons, it is important to encourage students to ask questions and actively participate in discussion, not simply answer when called upon. Both the literature and experience suggests that one of the most powerful ways to encourage participation is for the teacher to foster a trusting relationship with students, including by listen to what their students are saying – or trying to say. Listening is one of the most important leadership skills – one too often overlooked. "Interpersonally skilled people" and "approachable people are very good at listening. They listen without interrupting. They ask clarifying questions. They don't instantly judge. They listen to understand." Indeed, we are not going to learn from our students, including learning what they don't know or don't understand, if we are not truly listening to what they have to say and trying to understand it. Listening is important because it also means "leaving people comfortable that they have had

57 Lombardo & Eichinger at 14, 195. See also Svinicki & McKeachie at 5 ("Teaching involves listening as much as talking"), 66-67 (tips for teaching students how to be better listeners.)
As discussed more fully later, this is just common courtesy and good manners. It also represents fundamental fairness which helps to establish a trusting relationship between teacher and student and between leader and leader-in-training. While teaching "due process" in a Constitutional and Military Law class, the hallmark of which is "notice and opportunity to be heard," it would be prudent to practice the "due process" equivalent in hearing out a student's question, observation, or objection and thus, encouraging further dialogue and future participation by that student and by others.

Kouzes and Posner explain that effective leaders also "encourage the heart." Leaders do this when they: recognize contributions and accomplishments; expect the best in others, and create conditions for success. Leaders need to "get close to people" and treat them with respect and tolerance. The fundamental competencies embedded in the ECQs similarly, include the "interpersonal skills" of treating others with courtesy,

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58 Id. at 206.

59 See Lombardo & Eichinger at 252 (counseling that "behaviors of the impatient person [the non-listener] intimidate, irritate, demotivate and frustrate others and lead to incomplete communications, damaged relationships, a feeling of injustice and leave others demeaned in the process").

60 OPM Guide at 3 (Leading Change encompasses: creativity and innovation; external awareness; flexibility; resilience' strategic thinking; and vision) (2012).
They also include "Integrity and Honesty" and encompass the attributes of "honest, fair, and ethical" conduct on the part of federal executives. I teach my cadets that these qualities of leadership were pretty well stated in what they were taught as children - "The Golden Rule" of "do unto others as you would have them do unto you." Unfortunately, too often those in power - a commander, a teacher, a manager or an executive - forget these most basic concepts.

Other leadership models, including the West Point Leader Development System; Robert E. Lee’s "one rule" prescription at Washington College that "every student must be a gentleman"; and the Boy Scout Law (A Scout is: Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, and Reverent) also provide guidance to the classroom teacher as leader. All of these models teach basic values of life and leadership that too many in leadership positions were either never taught or have long since forgotten. Teachers

61 Id.
62 Id.
63 West Point Leader Development System (Academic Year 2011-2012).
should remind students of them, including by modeling them in their lives.

Eagle Scout and former Secretary of Defense, Robert Gates, now Chancellor of the College of William and Mary, once described the scouting experience as:

the first major step toward the most important goal of all: becoming a good man, a man of integrity and decency, a man of moral courage, a man unafraid of hard work, a man of strong character – the kind of person who built this country and made it into the greatest democracy and the greatest economic powerhouse in the history of the world. A scout is marked for life as an example of what a boy and a man can be and should be. Scouts are role models."\(^65\)

The West Point Leader Development System (WPLDS), to which I had the honor of contributing as a member of a working group of writers and editors during my brief tenure on the full-time faculty at West Point from 2011-2012, encompasses not only the military, physical, social, and intellectual dimensions of leadership, but also the "moral-ethical" and "human spirit" dimensions which include "respect for others" and lives lived "honorably" and with "uncompromising integrity."\(^66\) The WPLDS

\(^{65}\) Address by Secretary of Defense Robert Gates on Scouting to the Circle Ten Boy Scout Council, Thursday, March 3, 2011 (Dallas Texas).

\(^{66}\) See West Point Cadet System, 24 (Domain of the Human Spirit) 25 (The Moral-Ethical Domain). See also Kouzes & Posner at 86 ("the best leaders are highly attuned to what’s going on inside themselves as they are leading and to what’s going on with others. They’re very self-aware, and they’re socially aware. They can tell in short order whether they’ve done something that
demands that "every member of the West Point team is responsible for the system" and as teachers, we are charged with developing all aspects of the cadets character in all of these dimensions.  

Describing the "human spirit" domain, the West Point Cadet Leader Development System (the precursor to the WPLDS) states that:

The foundation of a leader's character rests in the Domain of the Human Spirit. The human spirit encompasses the essence of a leader; his or her core values and believe; purpose in life; strength of will to live according to convictions and to meet duties and responsibilities; life philosophy that allows the leader to determine truth and make meaning out of experiences (worldview); it influences what leaders attend to, how they think and feel, and most importantly, how they act. The human spirit is developed and sustained by the [of] character strengths of: self-awareness, agency, self-regulation, self-motivation, and social awareness.  

Kouzes and Posner note that in almost every survey that they had conducted, "honesty has been selected more often than any other leadership characteristic" and they have developed what they call "The Kouze-Posner First Law of Leadership'; If

67 West Point Leader Development System (Academic Year 2011-2012)("Our System" - "Everyone assigned to West Point plays a part in developing cadets as officer in all dimensions - not just those that align with primary duties. Our system focuses on developing every cadet both as an individual and as a member of the team.") (emphasis added).

68 Id. at 24.
you don’t believe in the messenger, you won’t believe the message." To be an effective leader in the classroom as a teacher or in the field as an officer, one must personify core values and teach others to also model those values. The teacher is also the “model for all that it means to be a scholar [and] a thinking person” and “we teach not only what we know but also who we are.” Kouzes and Posner correctly note that, “You cannot lead through someone else’s values, someone else’s words. You cannot lead out of someone else’s experiences. You can only lead out of your own.” That means a leader has to be genuine and honest. It means a leader shares his or her passion and conveys values of character with passion. As former Secretary of Education and Chairman of the National Endowment for the Humanities, William J. Bennett, has explained, leaders “lead not

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69 Kouzes & Posner, 32, 38. See also Id. at 36 ("Honest, forward-looking, inspiring, and competent: these are the characteristics that have remained constant over more than twenty years of economic growth and recession, the surge of new technology enterprises, the birth of the World Wide Web, the further globalization of business and industry, the every-changing political environment, and the expansion, bursting and regeneration of the Internet economy. The relative importance of the most desired qualities has varied somewhat over time, but there has been no change in the fact that these are the four qualities people want most in their leaders.") Id. at 36.

70 Kouzes & Posner, at 72-78.

71 Svinicki & Mitchie at 321.

72 Id. at 58.
just by command but by the force of good character." 73 If we
don’t teach that to our students by “thought, word, and deed”
inside and outside of class, we are not leading and we are not
developing leaders.

Mission statements, values, and vision (e.g. Duty, Honor,
Country; Trustworthy, Loyal, Helpful, etc.) provide leaders-in-
training with inspiration and promise that they are “part of
something grand and exciting.” 74 “They represent a rallying call
for a departure from business as usual. They require that
people are going to have to think, talk, and act differently." 75
Lombardo and Eichinger note that “the largest reason change
efforts fail is that the messenger does not act in line with the
new vision and message. Words are wonderful. Actions are
stronger.” 76 Thus, to truly “teach” the values of critical
thinking, as well as character, leading change, leading people,
continual learning, and encouraging the heart, teachers must
live and practice those values inside and outside of the
classroom. In A Moral Compass, former Secretary Bennett argues

Simon & Schuster.

74 Lombardo & Eichinger at 399.

75 Id.

76 Id.
spiritual journey "having offered them only some timid, vacillating opinions or conduct in the hope that in the course of their wanderings, they will stumble into some more definite personal preferences which will become their 'values' and we must offer them "unequivocal, reliable standards of right and wrong, noble and base, just and unjust." However, Secretary Bennett also makes clear "the heart must be informed and directed by a well-ordered mind." He notes that the Greek philosophers regarded the use of reason as an essential component of being able to "recognize the right choice in specific circumstances, and it was the intellectual virtue that made it possible to put the moral virtues into action." I think that is what critical thinking is all about, or should be.

This does not mean that a teacher may indoctrinate. To the contrary, a teacher is "obliged to present a variety of perspectives, our own as well as others" and it is important to "demonstrate by your actions that intelligent people can disagree and still remain rational." But presenting different

77 Bennett at 11-12.
78 Id.
80 Id. (citing Hanson, K. (1996). Between Apathy and Advocacy: Teaching and Modeling Ethical Reflection. New Directions for
perspectives is not inconsistent with teaching values, particularly when those values necessarily include seeking out and listening to different viewpoints and new ideas. Svinicki and Mitchie explain:

I would have no compunction about indoctrination with respect to such values as honesty and respect for other individuals as human beings. We cannot teach our students well if they plagiarize papers, fake laboratory results, or cheat on examinations... Those who say we should be taking a neutral stance on values typically are restrict their definition of values to sociopolitical ones.81

When I teach lessons of “due process of law”, “notice and opportunity to be heard,” “rule of law” in contrast to the exercise of arbitrary power, I remind cadets that they are going to be officers called upon to exercise power. I teach them that even when they have the authority to make a decision without having to explain it, they may wish to take the opportunity to explain it anyway, so that their subordinates and others, do not view it as the exercise of arbitrary power, but as the result of thoughtful and considered judgment. In other words, a leader must not only be fair, a leader must be seen as being fair.

As an example, I teach that the Judiciary (without an army to directly enforce its decisions) has but one real “power” —

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81 Svinicki & Mitchie at 324.
that of reason. Only reason gives the judiciary its legitimacy. That is why judges write legal opinions in which they explain their reasons and the authorities and precedent relied upon for their judgments. That is also why judicial opinions are contained in public law books so that other courts, other Branches of government, and ordinary citizens to whom the judges are ultimately accountable (although indirectly at the Federal level), can decide whether those decisions are based on reason or merely represent caprice and the arbitrary exercise of "power." As Army officers, my cadets will be responsible for making decisions, including "judicial" decisions under the Uniform Code of Military Justice. Will they exercise power simply because the can? Or will they exercise it while explaining why they decided as they did. Will they remember that as officers they are leaders and as leaders they are teachers? Will they exercise power in a way that teaches, inspires, and transforms others to instil in them the lessons of character and the core values of Duty, Honor, Country, Farness, Honesty, Integrity? Or will they squander those teaching and leadership-developing opportunities and come to be viewed, not as a leader, but simply as "the boss"?

Thus, while I teach academic subjects, I also teach and inspire these leadership skills in every class. Hopefully, I teach them by deeds as well as words. Do I simply make
arbitrary reading assignments and demand correct answers from cadets in class or on tests, or do I explain why I am asking them to read the assignment and then call upon them to take risks by articulating their critical thinking in front of their peers, knowing that it will be challenged.

Trust is another vital component of leadership and according to the best teachers, trust by the students depends on "the teacher's rejection of power over them."\textsuperscript{82} The best teaching can be found "in the attitudes of the teachers, in their faith in their students' abilities to achieve, in their willingness to take their students seriously and to let them assume control of their own education, and in their commitment to let all policies and practices flow from central learning objectives and from a mutual respect and agreement between students and teachers."\textsuperscript{83} Leadership is about trust and relationships - they go hand-in-hand. Studies of corporate subordinate-boss relationships reveal that "the best bosses-as-teachers were those who made themselves available to subordinates, challenged subordinates with high standards, and

\textsuperscript{82} Bain at 74. See also Crocker at 177 (Lee's Definition of a Gentleman includes "the forebearing use of power" by "the strong over the weak, the magistrate over the citizen, the employer over the employed, the educated over the unlettered, the experienced over the confiding, even the clever over the silly").

\textsuperscript{83} Bain at 78-79.
managed to make the whole relationship a developmental experience."84

"What emerges" from the application of leadership models, including the ECQs of leading change, leading people, continual learning, to classroom teaching "is a model of education in which learners do more than accumulate information; they undergo deep-seated changes, transformations that affect both the habits of the heart and mind and the capacity for continued growth."85 They become critical thinkers and leaders of character.


85 Bain at 84.

The book reflects Bain’s study of effective teachers and teaching involving 60 to 70 teachers at 24 institutions of higher education at the undergraduate, graduate, and professional level. Bain attempts to “capture the collective scholarship of some of the best teachers in the United States.” Bain concludes that the best teachers know their subjects extremely well, follow developments in their field, know how to simplify complex subjects, understand that learning must produce a sustained and substantial influence on the way students think, act, and feel. Further, exceptional teachers treat classroom teaching as serious intellectual and demanding endeavors and expect high achievement from their students, try to create a “natural critical learning environment,” display openness and treat students with respect and decency, assess their own efforts as well as assessing students based upon the primary learning objective.


Likening the foundations of leadership to chemical DNA, Ball outlines what he calls the regeneration of DNA leadership (DNA being the “transforming agent” for leadership) and “goal driven management” for business executives to establish and achieve specific goals. He describes his approach as a “21st Century Control Panel” and he outlines step-by-step methods to develop leadership. Significantly, Ball identifies and discusses the vital link as “goal alignment with missions, visions, and philosophies.”


Former Secretary of Education and Chairman of the National Endowment of the Humanities, William J. Bennett, has compiled numerous stories and poems that exemplify the “moral compass.” It follows on his earlier work, *The Book of Virtues*, which was directed at the education of the young. *A Moral Compass* has application to a broader
audience and Bennett has expanded his teaching examples accordingly. The collected stories, poems, and teachings are designed to help Americans on a "moral and spiritual journey." He has assembled materials into chapters, including those on "Home and Hearth," "Standing Fast," "Citizenship and Leadership," and "What we Live By." As one example, in chapter 6 on "Citizenship and Leadership" Bennett has includes the story by Charles W. Moores, entitled, "George Picket's Friend." It recounts Abraham Lincoln's visit to Picket's home in Virginia following the Union occupation of that part of the Old Dominion following "Pickett's Charge at Gettysburg. Lincoln had known Pickett in Illinois and paid his respects to Picket's wife. Lincoln held Pickett's infant son, kissed him and told the child, "Tell your father, the rascal, that I forgive him for the sake of your bright eyes." It is a story I have never heard before. Bennett uses it to reflect that great people are capable of small acts of friendship and kindness.


Evans outlines Reagan's political and ideological transformation from liberal Democrat to conservative icon and the influence of General Electric executive Lemuel Boulware, who became Reagan's "political and ideological mentor." Evans traces Reagan's "education" from both his union activities as President of the Screen Actors Guild during a period of the encroaching communist menace and his GE experience. Over the period of eight years, Reagan travelled to 139 plants and spoke to 250,000 employees, polished his speaking style and his political philosophy along with it. This culminating in "The Speech" in 1964 for Barry Goldwater and Reagan's entry into political life. Evans also provides a fascinating account of the GE corporate structure and the vision of its executives, including Boulware, its educational ethos with an emphasis on corporate leadership training and education to which Reagan was exposed and which he absorbed during the eight years at GE.

The Leadership Challenge reflects the authors twenty-five years of global research on exceptional leadership. It outlines the Five Practices of Exemplary Leadership: model the way; inspire a shared vision; challenge the process; enable others to act; and encourage the heart. Embedded in these Five Practices are the Ten Commitments of Leadership ("behaviors that can serve as the basis for learning to lead"). For example, supporting the "model the way" practice are commitments to "clarify values by finding your voice" and "set the example by aligning actions with shared values. Supporting "encourage the heart" are commitments to "recognize contributions by showing appreciation for individual excellence" and "celebrate the values and victories by creating a spirit of community."


Loeb uses examples of personal stories of ordinary Americans advancing social activism to inspire others to act for the common good based on the human “capacity to feel empathy [and] to imagine ourselves as someone else.”


The authors have identified 67 competencies as part of the "Lominger Leadership Architect." The competencies are the "measurable characteristics of a person that a related to success at work." The competencies are grouped into six factors and 21 "clusters." The authors developed their methodology from analysis of multiple sources, including studies at the Center for Creative Leadership and long-term studies at AT&T and Sears and research by Kouzes and Posner and others. As an example, the "personal and interpersonal skills" factor embraces "relating skills" of approachability and interpersonal savvy; "caring about others" include compassion, managing diversity, fairness, understanding and motivating others, listening, personal learning and self-development.

The authors interviewed successful senior business executives in the United States concerning which of their experiences had the greatest impact on their careers. The executives address many aspects of on the job development, outlining the benefits of developing leaders on the job in “trial by fire”; learning from job assignments; acquiring skills, pursuing developmental assignments, working with others including both good and bad bosses. At the end of each chapter, the authors outline “lessons” which they group in headings: setting and implementing agendas, handling relationships, basic values, executive temperament, personal awareness. The authors conclude that while training seminars are fine, significant learning must occur on the job and developing executives requires making better use of on-the-job experiences.


The book outlines and builds upon the work of American-born Israeli psychologist, Dr. Reuven Bar-On concerning “emotional intelligence” and his method to capture emotional intelligence by dividing it into five “realms” and 15 “scales” within them. Emotional intelligence can be measured by Bar-On’s Emotional Quotient Inventory (“EQ-I”). The “intrapersonal realm” embraces self-awareness, assertiveness, independence; self-regard; and self-actualization. The “interpersonal realm” embraces: empathy and social responsibility. The “adaptability realm” embraces reality testing (the ability see things as they really are); flexibility, and problem-solving. The “stress management realm” concerns stress tolerance and impulse control. The “general mood realm involves optimism and happiness. The book examines each scale and provides real examples as well as data-based research in the context of each.


This is a handbook for effective teaching and learning strategies for classroom teachers, including discussions to help teachers facilitate student learning by writing, reading, questioning; how to make lectures more effective,
how to better assess student and teacher performance, giving and seeking feedback, encouraging innovation, experimentation, and critical thinking.