

Appendix F:

Selected Interview Data

NOTES:

1. The data have been edited to remove identifying information. Deletions appear as [XXX] or described within brackets.
2. These interviews are in order by leader number.
3. Only select areas of the interviews are included based on their inclusion in Chapter IV. Section breaks are noted where transitions occur.

LEADER ONE INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

KC: So if you have not been raised in 595  
the military, you want to support that 596  
culture. And you say, you've got to 597  
get your feet muddy, well, how do we 598  
do that? What's the best way? 599

| #-LEARNER                              | #-ALLY | #-ACCOUNT | \$-Q2_DEVELOP |
|--|--------|-----------|---------------|
| LDR1: Well, I think, you know, I think |        |           | 601 -#-\$     |
| you come into the position with a      |        |           | 602           |
| certain amount of modesty and realism  |        |           | 603           |
| about the extent to which you don't    |        |           | 604           |
| understand the precision, what that    |        |           | 605           |
| capability is all about. And you       |        |           | 606           |
| listen very carefully to those in the  |        |           | 607           |
| organization who have the guts to say, |        |           | 608           |
| "sir, this is dog shit." You know...   |        |           | 609 -#        |
| Just over time. It takes some time.    |        |           | 610           |

SECTION BREAK

KC: It's going to get the person the 741  
experience they need to be working - 742

LDR1: And by "getting your feet muddy" I 744  
don't mean going off to Kosovo and 745  
slogging through the mud. 746

KC: I know what you mean. 748

#-MOBILITY    #-AWAKE            #-Q2\_DEVELOP  
LDR1: But I think you need a program            750    -#  
      where a substantial percentage of your    751    |  
      SESEs are grown within the culture.       752    |  
      And you can't let them hibernate in       753    |  
      the Pentagon or hibernate out at [x],       754    |  
      or hibernate someplace else. You've       755    |  
      got to march them around, not perhaps     756    |  
      as often but certainly more often than     757    |  
      we're doing now where I saw -- I was       758    -#  
      troubled during my time out at [X]       759    |  
      where I saw so many folks there who       760    |  
      knew the technical stuff of [X] very       761    |  
      good, and had it down pat, but who had     762    |  
      never left -- who had never left the       763    |  
      local compound and it gave them a          764    |  
      perspective that was all whacked out...   765    |  
  
KC:   skewed                                        767  
  
\$-Q2\_DEVELOP \$-MOBILITY  
LDR1: ...and then the notion that you kind    769    -\$  
      of sit there and let the rest rotate       770    |  
      through to you may have some virtue       771    |  
#-EXPERIENCE #-ADVOCATE    #-CAREER-DEV #-AWAKE  
      but not much. I think Defense needs to    772    -# |  
      give mind to a kind of career             773    | |  
      progression, which includes both job       774    | |  
      diversity and professional military       775    | |  
      education.                                   776    -#-\$

SECTION BREAK

KC: Do you really think the physical            819  
      move is necessary? -- because, you        820  
      know, in Washington, I mean with the     821  
      Air Force, I know people who have        822  
      stayed, you know who stay 8 years        823  
      because they've managed to take           824  
      different jobs all in the Washington      825  
      area.                                        826

#-MOBILITY    #-AWAKE            #-Q2\_DEVELOP #-Q2\_DEVELOP  
LDR1: I'm not a real fan of the notion        828    -#  
      that Washington area provides            829    |  
      sufficient diversity. The beltway is      830    |  
      the beltway is the beltway. I guess I     831    |

|  |     |    |
|--|-----|----|
| would feel -- as a general rule I      | 832 |    |
| would say that, in an ideal system for | 833 |    |
| preparing SESes there would have been  | 834 |    |
| at least one opportunity over a        | 835 |    |
| twenty-year period to spend at least   | 836 |    |
| five years outside the beltway.        | 837 | -# |

SECTION BREAK

|  |      |         |    |
|--|------|---------|----|
| KC: You mentioned, you know, people -- a | 1209 |         |    |
| feel for people, somebody you'd want     | 1210 |         |    |
| to have a feel for people, could we      | 1211 |         |    |
| talk a little bit more about that?       | 1212 |         |    |
| Because that could be a person with      | 1213 |         |    |
| style or it can be a relationship        | 1214 |         |    |
| issue, it can be a lot of things. So     | 1215 |         |    |
| in that feel for people, what would      | 1216 |         |    |
| you...                                   | 1217 |         |    |
| CONTINUATION...                          |      |         |    |
| [TEXT DELETED FOR PRIVACY], but no       | 1242 |         |    |
| one knew the NATO game better than       | 1243 |         |    |
| #-PEOPLE-WK \$-AWAKE %-ADVOCATE          |      |         |    |
| [name]. And no one recognized            | 1244 | -#-\$-% |    |
| excellent staff work more quickly than   | 1245 |         |    |
| *-Q3_ECQS                                |      |         |    |
| [name]. And he didn't care               | 1246 |         | -* |
| where the staff work originated from,    | 1247 |         |    |
| but he would recognize it. And if you    | 1248 | - \$    |    |
| \$-FEEDBACK \$-RESPONSIBL \$-ACCOUNT     |      |         |    |
| screwed up, you knew you were going to   | 1249 | - \$    |    |
| hear from [name]. If you did it          | 1250 |         |    |
| right, you'd also hear from [name].      | 1251 |         |    |
| And he had a habit of sending you a      | 1252 | - \$    |    |
| little written note. And it got to       | 1253 |         |    |
| the point where you knew when you were   | 1254 |         |    |
| doing a good job, and you could          | 1255 |         |    |
| predict with about 90 percent            | 1256 |         |    |
| assurance when you were going to get     | 1257 |         |    |
| \$-CONSISTENT \$-AFFIRM                  |      |         |    |
| one of those little notes. So there      | 1258 | -#-\$   |    |
| came a kind of predictability, and his   | 1259 |         |    |
| reign lasted for a long time because     | 1260 | -\$-%   |    |
| he hand selected every individual        | 1261 |         |    |
| hired, and I was in those days, at the   | 1262 |         | -* |
| [place of work] providing him staff      | 1263 |         |    |
| officers, largely from the political     | 1264 |         |    |
| science department and a couple of       | 1265 |         |    |

other departments as well. I watched 1266  
 the process he used to bring them on 1267  
 #-MENTOR #-RECRUITER #-ADVOCATE  
 board. He took only the very best, 1268 -#  
 only those who had a bit of a -- who 1269  
 had some spirit. They were not free 1270  
 spirits, but who were capable of 1271  
 pushing the envelope- 1272

KC: Uh-huh. Risk takers. 1274

\$-Q3\_ECQS

LDR1: Risk takers. He took marvelous 1276 -#  
 care of them while they were there, he 1277  
 knew the system, he knew where you got 1278  
 Brownie points in the uniform 1279  
 military, and he knew how to get you 1280  
 those Brownie points. So his people 1281  
 were promoted early. And then probably 1282  
 most importantly he placed them when 1283  
 they left. He had the foresight to put 1284  
 them in jobs where they could continue 1285  
 to grow. So you had this -- you had 1286 -#  
 this kind of cyclical process --(knock 1287  
 on door - brief interruption - not 1288  
 transcribed) 1289

#-RECRUITER #-ADVOCATE

LDR1: So you have this, you have this 1291 -#  
 kind of cyclical process of just 1292  
 taking care of people, and replacing 1293  
 good with more good. One thing that 1294  
 fascinated me was that he went for 1295  
 younger -- could have gotten by with 1296  
 loads of Colonels, but he preferred to 1297  
 work with Majors. 1298 -#

KC: He wanted to groom them in a way. It 1300  
 sounds like.. 1301

LDR1: He liked to start with Majors. 1303 -#

END OF SECTION

LEADER TWO INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

KC: Were you looking for experience 85  
more than anything else in the 86  
directors? 87

LDR2: No, no, no. Experience, smarts, 89  
I mean it was a combination of 90  
things--depending on the job. But 91  
they had track records and 92  
experience--the same thing. Yeah, in 93  
a sense I was looking for experience, 94  
different experience for different 95  
jobs. That's where I got confused in 96  
answering that. But that's not hard. 97

#-Q1\_SL DESC #-Q3\_ECQS

I mean the trick really is to find the 98 -#  
young people who are 10 or 15 years 99  
younger and develop them. And what we 100  
did was, we kept the second rank of 101  
leadership, the division chiefs, in 102  
place for a year. And then at the end 103  
of that year we had a very 104  
comprehensive change of the younger 105  
leadership, okay? 106 -#

SECTION BREAK

KC: Now, I was looking at your bio on 591  
the Internet. And I'm thinking either 592  
this man never sleeps or he started at 593  
like 13 on this career. It's amazing 594  
what you've been able to accomplish. 595

LDR2: I don't sleep. 597

#-EDUCATION

KC: You must not. It's just amazing. 599 -#  
Any advice for somebody -- okay, let's 600  
say somebody like me, I'm a GS14, and 601  
I don't know if I'll ever, you know, 602  
be an SES or not. But if you were 603  
saying, "Okay, what do I have to do to 604  
be able to really contribute, to be 605  
able to get into that world and really 606

|  |     |       |
|--|-----|-------|
| make a difference, you know, in the          | 607 |       |
| Department of Defense, to help it            | 608 |       |
| carry its mission out," et cetera,           | 609 |       |
| what would you recommend?                    | 610 |       |
| <br>   |     |       |
| LDR2: Exactly what you're doing.             | 612 |       |
| ... You're getting a Ph.D. ...               | 618 |       |
| LDR2: Okay. And what that means if           | 622 |       |
| that you're going to have a union card       | 623 |       |
| that will, in the civil service              | 624 |       |
| anyway, put you on the track where           | 625 |       |
| you're going to get an SES eventually.       | 626 |       |
| \$-MENTOR            %-ADVOCATE              |     |       |
| And so somebody had the bright idea          | 627 | -\$-% |
| to suggest that to you, and that tells       | 628 |       |
| me already that you've got something         | 629 |       |
| on the ball, that you're doing that.         | 630 | -#-\$ |
| #-MENTOR            #-RECRUITER    #-CONCERN |     |       |
| There's a young lady who works for me        | 631 | -#    |
| now sitting across the hall, and you         | 632 |       |
| might walk to talk to her about it by        | 633 |       |
| the way. You know, I was here for a          | 634 |       |
| few weeks and she does -- basically          | 635 |       |
| she started out writing speeches for         | 636 |       |
| me--I usually do my own speeches; so we      | 637 |       |
| got -- she got to know the style and         | 638 |       |
| all that. And then I finally                 | 639 |       |
| discovered that -- that she's a hell         | 640 |       |
| of a lot brighter than I thought. And        | 641 |       |
| so I talked her into doing a Ph.D.           | 642 |       |
| program over at GWU and she's doing          | 643 |       |
| very well. And that one is also going        | 644 |       |
| to get into the SES for sure now. So         | 645 |       |
| -- and it didn't take long really to         | 646 |       |
| -- for me to figure out that she could       | 647 |       |
| do that, that she had the horsepower         | 648 |       |
| to do it. And so I think -- I think          | 649 | -#    |
| that's (unintelligible).                     | 650 | -%    |

SECTION BREAK

|   |     |  |
|---|-----|--|
| KC: Anything else you could think of as | 793 |  |
| far as characteristics that you would   | 794 |  |
| look for in an individual? And I know   | 795 |  |
| you said for you it's mostly the        | 796 |  |
| technical part of it, being able to     | 797 |  |
| think analytically.                     | 798 |  |

|              |  |              |       |
|--------------|--|--------------|-------|
| \$-AWAKE     | \$-Q1_SL DESC                          |              |       |
| LDR2:        | Right. You have to have a              | 800          | -\$   |
|              | certain charisma. But, again, that's   | 801          |       |
|              | probably most necessary at the highest | 802          |       |
|              | levels, in speechmaking and all that   | 803          |       |
|              | stuff. It helps to have luck, much     | 804          |       |
|              | more important to be lucky than to be  | 805          |       |
|              | smart.                                 | 806          |       |
|              |  |              | -#-\$ |
| KC:          | Yeah.                                  | 808          |       |
| #-Q1_SL DESC | #-AWAKE                                | #-Q1_SL DESC |       |
| LDR2:        | Yeah, I think -- I think common        | 810          | -#    |
|              | sense is important also. And, you      | 811          |       |
|              | know, that -- that's the -- don't ask  | 812          |       |
|              | me what that is. That's the famous     | 813          |       |
|              | story about the Supreme Court Justice  | 814          |       |
|              | was asked what he thought pornography  | 815          |       |
|              | was, and he said, "Well, I really      | 816          |       |
|              | don't know how to tell you, but I know | 817          |       |
|              | it when I see it." And I think that's  | 818          |       |
| \$-STAMINA   |  |              |       |
|              | the same situation. But I think -- I   | 819          | -#    |
|              | think energy is important too.         | 820          |       |
|              | Because you've got to stay ahead of    | 821          |       |
|              | the curve. And the only way you can    | 822          |       |
|              | that is to spend the time.             | 823          | -#    |
| KC:          | So you -- as far as energy, you        | 825          |       |
|              | mean stamina to stay with the task,    | 826          |       |
|              | ability to keep with it instead of     | 827          |       |
|              | having your afternoon slump. Kind of   | 828          |       |
|              | keep yourself "up and at 'em" kind of  | 829          |       |
|              | attitude? And when you say you got to  | 830          |       |
|              | stay with it, are you talking about    | 831          |       |
|              | just an individual task, to get the    | 832          |       |
|              | task completed or kind of like over    | 833          |       |
|              | time?                                  | 834          |       |
| #-AWAKE      |  |              |       |
| LDR2:        | Over time. If you don't sustain        | 836          | -#    |
|              | energy you lose.                       | 837          | -#-\$ |

END OF SECTION

LEADER FOUR INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

#-Q1\_SL DESC %-AWAKE

LDR4: Yeah, the challenges are, of 208 -# -%  
 course, enormous because when you 209 | |  
 practice strategic leadership, part of 210 | |  
 strategic leadership is building the 211 | |  
 organization for the future. But part 212 | |  
 of building it--as opposed to 213 | |  
 operating it. Operating it means 214 | |  
 working out of your in-box, out- box, 215 | |  
 working the daily issues and, of 216 | |

\$-REFLECTION

course, the challenge for strategic 217 |-\$ |  
 leaders is to find time to get their 218 | | |  
 heads out of their in-box and out-box. 219 | | |  
 And be able to sit back. Because this 220 | | |  
 is the 24 to 48 hour perspective. And 221 | | |  
 really what I get paid for doing is 222 | | |  
 thinking about the next 5 or 10 years 223 -#-\$ | |  
 that have to do with this [org]. 224 -% | |

That's the theme. I think you heard 225  
 this when you were here. We had a 226  
 leadership theme here for the 227  
 University Council called "Building 228  
 the University for the Future" versus 229  
 just operating it. And that means 230  
 setting climate, setting culture and 231  
 addressing the kind of issues that 232  
 you're talking about. We have a very 233  
 diverse work force here. We have a 234  
 very diverse student body and faculty. 235

#-LEARNER #-PEOPLE-WK #-EDUCATION

So how do you get that diversity which 236 -#  
 goes way beyond just race and gender. 237 |  
 It gets into four different services. 238 |  
 It gets into active component, reserve 239 |  
 component, civilian component. It gets 240 |  
 into national and international, just 241 |  
 extraordinary diversity which I think 242 |  
 enriches our learning experience here 243 |  
 in very powerful ways. But also can 244 |  
 create serious problems in terms of 245 |  
 human relations if, if we don't work 246 |  
 culture, if we don't work values, if 247 |

|                                   |     |    |
|-----------------------------------|-----|----|
| we don't work climate. And that   | 248 |    |
| believe me is part of, that's the | 249 |    |
| human dimension of strategic      | 250 |    |
| leadership.                       | 251 | -# |

SECTION BREAK

|  |      |
|--|------|
| KC: There's a lot of literature that   | 1184 |
| supports that by the way as far as how | 1185 |
| people learn.                          | 1186 |

|   |      |
|---|------|
| LDR4: Well, learning by failure, I hate | 1188 |
| !-Q2_DEVELOP                            |      |

|                                       |      |   |
|---------------------------------------|------|---|
| the word failure, but I mean you know | 1189 | ! |
| that part of our vision statement for | 1190 |   |
| the [org] is that a learning          | 1191 |   |

#-LEARNER      #-AWAKE

|                                       |      |    |
|---------------------------------------|------|----|
| organization. A learning organization | 1192 | -# |
| learns from its past, learns from the | 1193 |    |
| future and learns from the present.   | 1194 |    |

|  |      |  |
|--|------|--|
| And part of learning from the past is  | 1195 |  |
| reviewing your experience, both        | 1196 |  |
| success and failure, and developing    | 1197 |  |
| lessons learned and be willing to take | 1198 |  |
| those lessons learned and change       | 1199 |  |
| behavior of the organization. And      | 1200 |  |
| individuals within the organization.   | 1201 |  |

\$-REFLECTION

|  |      |    |     |
|--|------|----|-----|
| So all of that requires a willingness  | 1202 |    | -\$ |
| to really look back and say "okay, how | 1203 |    |     |
| did we do there? And how can we        | 1204 |    |     |
| improve?" And that includes not only   | 1205 | -# | -\$ |

|  |      |
|--|------|
| the various activities and events that | 1206 |
| we put on at the [place], but also     | 1207 |
| every [XXX], every [XXXXXX],           | 1208 |
| every course, every curriculum. I've   | 1209 |
| got to go. Do you have any last        | 1210 |
| questions?                             | 1211 |

SECTION ENDS

LEADER FIVE INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

| #-Q1_SL DESC                             | #-Q1_SL DESC | %-AWAKE | %-ACCOUNT | %- |
|--|--------------|---------|-----------|----|
| AFFIRM                                   |              |         |           |    |
| LDR5: The question here has to do with   | 170          | -#      | -%        |    |
| whether or not a strategic leader has    | 171          |         |           |    |
| to have a special competency to look     | 172          |         |           |    |
| out into the distance and to be          | 173          |         |           |    |
| focused on outcomes that are years       | 174          |         |           |    |
| from now, or whether or not -- if it's   | 175          |         |           |    |
| immediate, it's not strategic. In my     | 176          |         |           |    |
| definition, strategic leaders do both    | 177          |         |           |    |
| immediate, short-term things, and they   | 178          |         |           |    |
| must have some vision. And in my         | 179          |         |           |    |
| mind, a vision is a desired outcome at   | 180          |         |           |    |
| some future time. It's a description     | 181          |         |           |    |
| of an optimized future. There are        | 182          |         |           |    |
| other definitions, probably better.      | 183          |         |           |    |
| \$-AWAKE                                 |              |         |           |    |
| But it seems to me that the strategic    | 184          | -\$     |           |    |
| leader must have both a capacity to      | 185          |         |           |    |
| work immediate problems and also the     | 186          |         |           |    |
| capacity to integrate things and to      | 187          |         |           |    |
| describe things that are relevant to     | 188          |         |           |    |
| what may take place in some future       | 189          |         |           |    |
| time. So there is some time horizon      | 190          |         |           |    |
| and difference, and there is an          | 191          |         |           |    |
| intellectual complexity difference       | 192          |         |           |    |
| between the tactical and the strategic   | 193          |         |           |    |
| level.                                   | 194          | -#-\$   |           |    |
| KC: What about the balance -- the word   | 196          |         |           |    |
| when you were talking about, you know,   | 197          |         |           |    |
| the -- the vision and you looking out... | 198          |         |           |    |
| and then you've got this in-box. And     | 199          |         |           |    |
| normally, you've got a person who's      | 200          |         |           |    |
| got a very important job and there's a   | 201          |         |           |    |
| lot of people wanting to put things in   | 202          |         |           |    |
| your in-box. So --                       | 203          |         |           |    |
| \$-Q1_SL DESC                            |              |         |           |    |
| LDR5: Yeah. That's a really important    | 205          | -\$     |           |    |
| question. And in this talk that I'm      | 206          |         |           |    |
| going to do today, I mention the fact    | 207          |         |           |    |
| #-Q1_SL DESC                             |              |         |           |    |

|   |           |       |      |  |
|---|-----------|-------|------|--|
| that we've talked about the                       | 208       | -#    |      |  |
| situational leadership for a long                 | 209       |       |      |  |
| time. In my mind, there are only,                 | 210       |       |      |  |
| really, two different situations. And             | 211       |       |      |  |
| that-- and they're both based on time.            | 212       |       |      |  |
| Leaders have to adjust to the current             | 213       |       |      |  |
| situation, the in-box; and they have              | 214       |       |      |  |
| to adjust to the future situations,               | 215       |       |      |  |
| designing educational systems, the                | 216       |       |      |  |
| cathedral mentality where they're                 | 217       |       |      |  |
| building a block that's not going to be           | 218       |       |      |  |
| complete --                                       | 219       |       |      |  |
| <br>KC: In their lifetime.                        | <br>221   |       |      |  |
| <br>LDR5: -- for six generations. That's          | <br>223   | -#-\$ |      |  |
| right. The nature of human beings who             | 224       |       |      |  |
| move up the ladder and become leaders,            | 225       |       |      |  |
| particularly in an hierarchical                   | 226       |       |      |  |
| organization, like the catholic                   | 227       |       |      |  |
| church, the U.S. Army, IBM, or                    | 228       |       |      |  |
| whatever. By the very nature, and                 | 229       |       |      |  |
| because of the systems that measure               | 230       |       |      |  |
| their accomplishment, they're driven              | 231       |       |      |  |
| to which of these two ends of the                 | 232       |       |      |  |
| fold? Immediate or for the long term?             | 233       |       |      |  |
| <br>SECTION BREAK                                 |           |       |      |  |
| <br>LDR5: Okay. Here's what we need.              | <br>934   |       |      |  |
| <br>#-EDUCATION %-LEARNER %-AWAKE @-Q2_DEVELOP ^- |           |       |      |  |
| Q2_DEVELOP  |           |       |      |  |
| LDR5: In leadership development we need           | 939-#     | -%    | -@-^ |  |
| about three things. Okay. We do need              | 940       |       |      |  |
| exposure to theory. Principles of                 | 941       |       |      |  |
| leadership, leadership theory,                    | 942       |       |      |  |
| behavioral business, all of the kind              | 943       |       |      |  |
| of stuff to know a little bit about               | 944       |       |      |  |
| what people have thought about                    | 945       |       |      |  |
| leadership in general. And that we                | 946       |       |      |  |
| need. So you and I need to go to                  | 947       |       |      |  |
| school, read books, and just --                   | 948       |       |      |  |
| <br>KC: Formal education.                         | <br>950-# |       |      |  |
| <br>LDR5: -- do this kind of stuff. A             | <br>952   |       |      |  |

#-EXPERIENCE  
 little bit of formal part. Then we 953-#  
 need a practicum. We need a -- some 954  
 place where we are practicing doing 955  
 this. And within that context we've 956  
 got to have a couple of things. 957

\$\$-FEEDBACK \*-ACCOUNT

First, we have to have some criteria 958 | - \$ | - \* |  
 by which we evaluate how we're doing; 959  
 and then we have to have behavioral 960  
 feedback. Almost no system really is 961  
 good on these two necessities. One of 962-#  
 the problems with adult education is 963  
 that you and I are not going to get 964  
 better at whatever we're doing if we 965  
 don't know currently how we're doing 966  
 based on what we should be doing. But 967  
 the more chronologically gifted we 968  
 get, and the more hierarchically we 969  
 get -- 970

SECTION BREAK

KC: What about mentoring? 1154

#-MENTOR #-ADVOCATE #-Q2\_DEVELOP

LDR5: Well, I'm a great believer that 1156 -#  
 senior people, as well as junior 1157  
 people, need mentors. The question 1158  
 then comes in -- how do you sort of 1159  
 match the mentee with the mentor?, and 1160  
 how do you differentiate this kind of 1161  
 coaching from the cronyism thing that 1162  
 develops? By a mentor, we do not mean 1163  
 a senior person who will help you get 1164  
 promoted come hell or high water. 1165  
 That's not what we're talking about, 1166  
 but in so many circumstances the 1167  
 mentor thing changes again into a 1168  
 cluster of your people that you're 1169

\$\$-Q1\_SL DESC

buddies with. Sure, any good system 1170 | - \$  
 of developing people requires some 1171  
 sort of a mentor system. And it's 1172  
 interesting here, in some cases, we 1173  
 find that the mentors learn more than 1174  
 the people who are being mentored. 1175 -#-\$

LEADER SIX INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

KC: Okay. So personality-wise, when you 48  
say-- 49

\$-Q1\_SL DESC

LDR6: Personality is important. When 51 -\$  
the President convinces the Congress, 52 |  
for example--now there are some 53 |  
leverages there, but by and large, you 54 |

#-Q1\_SL DESC #-PEOPLE-WK #-ADVOCATE #-AFFIRM  
know, that--to me, the essence of 55 -# |  
leadership is applying what you know 56 | |  
about interpersonal relationships to 57 | |  
both yourself, be the kind of person 58 | |  
that instills confidence, and being 59 | |  
able to explain things in a way that 60 | |  
makes people want to support you. 61 -#-\$

KC: Okay. So in instilling confidence, 63  
what might some of the methodologies 64  
be? I mean that obviously is 65  
something you're not necessarily born 66  
with as much as you have to learn how 67  
to do it. 68

#-Q1\_SL DESC #-PEOPLE-WK #-AFFIRM #-Q2\_DEVELOP

LDR6: You're not necessarily born with 70 -#  
it, no. It is performing in front of 71 |  
people over a period of time in a 72 |  
manner in which they have confidence 73 |  
in what you do and what you say. So if 74 |  
you ask somebody this--this could 75 |  
be--if you ask somebody to volunteer 76 |  
for this or that or the other, because 77 |  
you do they will follow. 78 -#

KC: Okay. So it's emulating what you 80  
want to do. 81

LDR6: Yes. 83

KC: How about the word "integrity"? 85

#-INTEGRITY #-Q1\_SL DESC #-AFFIRM #-Q1\_SL DESC

|  |    |    |
|--|----|----|
| LDR6: I think it's a very important    | 87 | -# |
| part of leadership. That's what I say. | 88 |    |
| You're before people and they get to   | 89 |    |
| see who you are and what you           | 90 |    |
| represent, and there is nothing, I     | 91 |    |
| don't think, more important than       | 92 |    |
| integrity in getting people to say,    | 93 |    |
| yeah, I'll do it because he says so,   | 94 |    |
| and I know if he didn't believe it he  | 95 |    |
| wouldn't say it.                       | 96 | -# |

SECTION BREAK

|                                       |     |
|---------------------------------------|-----|
| KC: Is there anything you think about | 318 |
| that you could teach someone to have  | 319 |
| better skills in that area--          | 320 |

| #-Q1_SL                                | DESC | #-EDUCATION | #-AWAKE | \$-Q2_DEVELOP |
|--|------|-------------|---------|---------------|
| LDR6: Well, you can talk about all     |      |             |         | 322 -#-\$     |
| these things. You can talk about       |      |             |         | 323           |
| exuding self-confidence, and           |      |             |         | 324           |
| demonstrating integrity and so on, but |      |             |         | 325           |
| if you don't have self-confidence, how |      |             |         | 326           |
| do you exude it? And you can't--and    |      |             |         | 327           |
| it's awfully hard to teach             |      |             |         | 328           |
| self-confidence.                       |      |             |         | 329 -#        |

|  |     |
|--|-----|
| KC: How do you teach integrity? That's | 331 |
| a tough one too.                       | 332 |

|                                       |     |
|---------------------------------------|-----|
| LDR6: That's a really tough one.      | 334 |
| That's one of the military academies  | 335 |
| are fighting, especially on honor, do | 336 |
| you turn in a friend?--               | 337 |

|                                      |     |
|--------------------------------------|-----|
| KC: You know is cheating, et cetera. | 339 |
|--------------------------------------|-----|

|                                |     |
|--------------------------------|-----|
| LDR6: -- you find cheating and | 341 |
| stealing, whatever?            | 342 |

|   |     |
|---|-----|
| KC: And then again, I saw a lot of that | 344 |
| when you get back to the, you know,     | 345 |
| where does all this happen? A lot of    | 346 |
| that I think happens way before they    | 347 |
| ever get to the academy--               | 348 |

|                                  |     |
|----------------------------------|-----|
| LDR6: Way before they get there. | 350 |
|----------------------------------|-----|

KC: --and it's not necessarily just the 352  
parental influence, but it's the 353  
environment, society-- 354

#-PEOPLE-WK #-Q1\_SL DESC #-AWAKE #-ADVOCATE  
LDR6: It's sibling relations, it's 356 -#  
camaraderie, and group. It's all these 357  
kinds of things. You can unlearn some 358  
things and you can round off the 359  
edges. Whether you can make an apple 360  
into an orange, I doubt it. 361 -#-\$

KC: Now what about the types of 363  
experiences? Now, if you look at just 364  
your career and you had to look back 365  
over the years, what were some of the 366  
major things that impacted your style 367  
or your decisions in your life about 368  
what to go after and what to-- 369

#-EDUCATION #-AWAKE %-Q1\_SL DESC  
LDR6: I'm a shy person. (pause) Still. 371 -# -%  
And I looked up to people who could 372  
speak in public, thinking "Oh, my 373  
goodness, they are so good, how could 374  
I ever achieve that?" And then when I 375  
finally got to the White House and 376  
looked around, I came to the 377  
conclusion that everyone screws up, 378  
just like I do. 379

KC: So what's the difference-- 381

LDR6: And that gave me self-confidence. 383 -#

KC: Okay. Everybody makes mistakes. 385

LDR6: That gave me self-confidence. 387

#-LEARNER \$-AWAKE  
LDR6: A lot of people are smarter than 391 -#-\$  
I am. But they stumble just as often, 392  
and when we know that, it helps. 393 -#  
-\$

END OF SECTION

LEADER EIGHT INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

LDR08: But they don't give a damn if he 116  
knows about what happened in the 117  
Revolutionary War or what he knows 118  
about World War II. 119

KC: To me, from the lower level looking 121  
up, it would be a trust and 122  
confidence... 123

#-CAPABLE #-AFFIRM

LDR08: Well, that's the builder. I mean 125 -#  
if you want the very first building 126  
block in getting the trust of the 127  
people is to make sure they know that 128  
what they're doing, you can do too and 129  
hopefully you can do it better than 130  
they can. And once they're convinced 131  
of that, why then a lot of your 132  
problems fade away. But military 133 -#  
officers often have trouble with going 134  
from a desk to the ship. 135

SECTION BREAK

KC: -- So critical thinking? 335

#-SL-TRAITS #-AWAKE #-ADVOCATE #-TEACHER  
LDR08: Yeah, critical thinking. And 337 -#  
that's what I teach. So I expect if 338  
you get nothing else out of the 339  
course, don't accept nothing. Think 340  
about it before you accept 341  
statements-- think about it. Because 342 -#  
usually the sound bites - 343

KC: -- A lot of marketing, a lot of 345  
hype. 346

LDR08: -- Well, usually the things that 348  
people are getting away with are not 349  
right. You know, there's one right 350  
now that's very common in society. 351

|   |         |     |
|---|---------|-----|
| The greatest generation ever-- I love                         | 352     |     |
| that term-- it's sheer nonsense. But                          | 353     |     |
| they don't think about them, they                             | 354     |     |
| accept, particularly when they're                             | 355     |     |
| young and idealistic and patriotic.                           | 356     |     |
| #-EDUCATION    #-AWAKE            #-LEARNER                   |         |     |
| And then what all graduate students                           | 357     | -#  |
| say is to learn that you don't know                           | 358     |     |
| everything. It's not what you know                            | 359     |     |
| that amazes you, it's what you don't                          | 360     |     |
| know that amazes you.   | 361     |     |
| <br>KC: Right, exactly.                                       | <br>363 |     |
| <br>LDR08: And that things are not black and                  | <br>365 |     |
| white, they're gray. And that's                               | 366     |     |
| probably the main advantage of                                | 367     |     |
| graduate school-- those things, those                         | 368     |     |
| simple things right there.                                    | 369     | -#  |
| <br>SECTION BREAK   |         |     |
| <br>KC: Is it open-mindedness or is it                        | <br>525 |     |
| beyond that?  | 526     |     |
| <br>LDR08: Well, you can put it anyway you                    | <br>528 |     |
| want it I guess. I used a sound bite                          | 529     |     |
| #-SL-TRAITS    #-LEARNER            #-ALLY            #-AWAKE |         |     |
| myself. The mind is like a parachute,                         | 530     | -#  |
| it doesn't do you much good if it                             | 531     |     |
| won't open when you need it.                                  | 532     | -\$ |
| <br>KC: Right, right.   | <br>534 |     |
| <br>LDR08: But some very bright people,                       | <br>536 |     |
| their minds do not open when they need                        | 537     |     |
| it. They work on stereotypes. I tell                          | 538     |     |
| my students there's only one certainty                        | 539     |     |
| about war-- it ain't gonna be like you                        | 540     |     |
| think it is. And I don't give a damn                          | 541     | -#  |
| how well trained you are or what                              | 542     |     |
| you're doing, it won't be like you                            | 543     |     |
| think it is when it happens. There's                          | 544     |     |
| gonna be some things happen that                              | 545     |     |
| you're not familiar with and that you                         | 546     |     |
| never saw before and that initially                           | 547     |     |
| you don't know what to do about it.                           | 548     |     |

That is a certainty. War is so 549  
 screwy, untidy-- but a lot of people 550  
 have trouble with that. They get 551  
 trained-- you know, every profession 552  
 has its own vocabulary and the 553  
 civilian world is the same way. 554

SECTION BREAK

LDR08: A man that grew up in tanks, he 611  
 doesn't want the Army to change. You 612  
 mean you're going to do away with the 613  
 tank? My job, all my expertise in 614  
 tanks is no longer useful and 615  
 everybody I know - 616

KC: -- No, because they've all these 618  
 really cool things you can go out and 619  
 do. You know, you can still ride in 620  
 the tank, but you can see at night and 621  
 you can do all these kind of neat 622  
 things to go with. 623

LDR08: Yeah, and all the people I know 625  
 will be out of a job. It's like, you 626  
 know, the British Army had Calvary up 627  
 at the end of World War I. They never 628  
 used it but they Calvary in World War 629  
 I ready to exploit the breakthrough. 630  
 And they couldn't get used to the fact 631  
 that the horses were no longer 632

#-SL-TRAITS #-ADVOCATE #-ALLY #-AWAKE #-  
 LEARNER

relevant. So to keep that kind of 633 -#  
 open mind is hard. And I'm not 634  
 suggesting it's easy, but flexibility 635  
 of mind is actually imperative for 636  
 strategic leadership. 637 -#

KC: Now how would you foster that? I 639  
 mean you've got these kids at the 640  
 Naval Academy. They're 18 years old 641  
 and you're teaching them how to do 642  
 critical thinking and that's big in 643  
 higher education. 644

LDR08: It's the biggest single problem 646

|  |     |    |
|--|-----|----|
| in the military because at the same      | 647 |    |
| time -                                   | 648 |    |
| KC: -- You're teaching them to follow    | 650 |    |
| orders?                                  | 651 |    |
| LDR08: That's right. And that's not      | 653 |    |
| just a current problem, that's been a    | 654 |    |
| problem for centuries.                   | 655 |    |
| KC: Right. And I think again, because    | 657 |    |
| human nature [ringing phone] it's        | 658 |    |
| almost a problem anywhere, but with      | 659 |    |
| the military much more so.               | 660 |    |
| LDR08: Yeah, with the military because   | 662 |    |
| you have to drive in that you do what    | 663 |    |
| you're told to do and on the other       | 664 |    |
| hand you keep an open mind and a         | 665 |    |
| flexible mind and the two don't jibe.    | 666 |    |
| KC: Right.                               | 668 |    |
| LDR08: Are you familiar with Kemal       | 670 |    |
| Attaturk?                                | 671 |    |
| KC: No.                                  | 673 |    |
| LDR08: Well, I'm a big admirer. There's  | 675 |    |
| his picture. He's a Turkish -            | 676 |    |
| KC: Oh, no, tell me about him.           | 678 |    |
| LDR08: He's the father of modern Turkey. | 680 |    |
| And I'm not very enamored with Turkey,   | 681 |    |
| don't misunderstand me. I had a lot      | 682 |    |
| to do with them when I was in the        | 683 |    |
| Mediterranean. But I'm enamored with     | 684 |    |
| that man. He was a professional          | 685 |    |
| #-SL-TRAITS #-AWAKE #-ALLY #-AWAKE #-    |     |    |
| LEARNER                                  |     |    |
| military officer and all his education   | 686 | -# |
| was in the military. But he never        | 687 |    |
| lost his independent mind and to see     | 688 |    |
| how he --.                               | 689 | -# |

[TEXT REMOVED FOR PRIVACY]

|   |     |
|---|-----|
| KC: Did you know of him from reading    | 702 |
| about him?                              | 703 |
| LDR08: -- Well, I knew a little bit     | 705 |
| about him. But when I was in the        | 706 |
| Mediterranean and one of them, I was a  | 707 |
| [TEXT DELETED FOR PRIVACY]              | 708 |
| was Turkey. And so I started about      | 709 |
| Kemal Attiturk. And he became-- in      | 710 |
| the first place he founded modern       | 711 |
| Turkey. He overthrew the Sultan and     | 712 |
| to do that he had to -                  | 713 |
| KC: He had to build a coalition?        | 715 |
| LDR08: He was historically a military   | 717 |
| man. And in the wake of World War I     | 718 |
| they didn't have any money or           | 719 |
| anything. So he had to build an army,   | 720 |
| he had to train an army and he had to   | 721 |
| fight an army to get the Greeks out of  | 722 |
| his territory. And then to bluff the    | 723 |
| British and the Europeans and the       | 724 |
| French to not interfere and then he     | 725 |
| threw the Sultan out. Then he became    | 726 |
| the Premier of Turkey. He gave the      | 727 |
| vote to women, did away with the fez,   | 728 |
| changed the alphabet, did away with     | 729 |
| the Arabic writing in the government    | 730 |
| and so forth.                           | 731 |
| KC: And those are all major, hard       | 733 |
| changes.                                | 734 |
| LDR08: Major things. It sounds silly,   | 736 |
| but to do away with the fez, to tell    | 737 |
| the people they couldn't wear the fez   | 738 |
| and to tell the Mullahs they were no    | 739 |
| longer running the place and then shot  | 740 |
| a lot of them. He was very cruel, but   | 741 |
| he did things that he had to do and he  | 742 |
| was an amazing man.                     | 743 |
| KC: And you think it was because of his | 745 |
| independent thinking? That was really   | 746 |
| what was the -                          | 747 |

|   |         |
|---|---------|
| LDR08: He never gave up. You can't see      | 749     |
| it there but he has blue eyes. That's       | 750     |
| very unusual for a Turk.                    | 751     |
| <br>KC: I wonder where they came from?      | <br>753 |
| <br>LDR08: You know, there are three        | <br>755 |
| dictators that came out of the middle       | 756     |
| of this century, out of the World War       | 757     |
| II period. Well, there were a bunch         | 758     |
| of dictators, but there were only           | 759     |
| three that are still honored in their       | 760     |
| own country. There may not even be          | 761     |
| three, there may only be two. One of        | 762     |
| them was an American.                       | 763     |
| <br>[TEXT DELETED HERE]                     |         |
| LDR08: That was MacArthur and Japan and     | 773     |
| he's still highly honored in Japan.         | 774     |
| And of the European dictators, the          | 775     |
| only one that's honored in his country      | 776     |
| is Kemal Attaturk.                          | 777     |
| <br>KC: That's fascinating.                 | <br>779 |
| <br>LDR08: Maybe there's another one, maybe | <br>781 |
| there's two, but most dictators, when       | 782     |
| they are overthrown or when they go         | 783     |
| away, they're no longer honored. And        | 784     |
| you can't go in a government office in      | 785     |
| Turkey that his picture is not there.       | 786     |
| And I mean there are thousands of them      | 787     |
| around the country.                         | 788     |
| <br>KC: The people still revere him?        | <br>790 |
| <br>LDR08: Oh, very, very highly. And       | <br>792 |
| incidentally, it's a shame he's isn't       | 793     |
| alive. The Turks would be a lot             | 794     |
| better off if he was because he was a       | 795     |
| man of tremendous judgment. He was a        | 796     |
| great prognosticator. He predicted          | 797     |
| World War II. He died just before           | 798     |
| World War II and the last thing he          | 799     |
| told his people was stay out of that        | 800     |
| war.  | 801     |

|  |     |       |  |
|--|-----|-------|--|
| KC: Is that right?                       | 803 |       |  |
| LDR08: And they didn't. They did take    | 805 |       |  |
| some of his advice because in World      | 806 |       |  |
| War I they got on the German side and    | 807 |       |  |
| that was a big mistake. They didn't      | 808 |       |  |
| do it in World War II. But anyway,       | 809 |       |  |
| the thing that strikes you when you      | 810 |       |  |
| read about Kemal Attaturk is that he     | 811 |       |  |
| was in a very oppressive-- the Turkish   | 812 |       |  |
| system was very autocratic, much more    | 813 |       |  |
| so than ours. I had a Turkish aide in    | 814 |       |  |
| Italy and every time he walked through   | 815 |       |  |
| the door he would stop and he would      | 816 |       |  |
| bow and then he would march right up     | 817 |       |  |
| to the desk and do it a gain and then    | 818 |       |  |
| tell you whatever his business was.      | 819 |       |  |
| And he would walk out of the office      | 820 |       |  |
| backwards and that's what you do in      | 821 |       |  |
| #-SL-TRAITS #-ALLY #-AWAKE               |     |       |  |
| the Turkish military. He grew up in      | 822 | -#    |  |
| the military but he was very, very       | 823 |       |  |
| independent-minded. And just through     | 824 |       |  |
| the force of his mind he prevailed.      | 825 | -#-\$ |  |
| #-Q3_ECQS                                |     |       |  |
| KC: But it was more than intellectual    | 827 | -#    |  |
| capacity? [loud phone ring] It goes      | 828 |       |  |
| way beyond that?                         | 829 |       |  |
| LDR08: -- He was a leader from the soles | 831 |       |  |
| of his feet up in every way and          | 832 |       |  |
| extremely determined.                    | 833 |       |  |
| SECTION BREAK                            |     |       |  |
| KC: -- But you can't help but admire a   | 931 |       |  |
| man like that.                           | 932 |       |  |
| #-AWAKE #-ALLY #-AWAKE \$-Q3_ECQS        |     |       |  |
| LDR08: His achievement was just so       | 934 | -#-\$ |  |
| incredible. But he had a very, very      | 935 |       |  |
| flexible mind. He understood that        | 936 |       |  |
| circumstances change.                    | 937 | -#    |  |
| KC: -- But you said he was determined.   | 939 |       |  |

LDR08: Well, his basic goals were 941  
determined. His basic goals were I'm 942  
going to build a country here. 943

SECTION BREAK

#-RECRUITER #-PEOPLE-WK #-MENTOR #-ADVOCATE #-  
Q3\_ECQS #-Q2\_DEVELOP  
The main function of leaders is to 1144 -#  
train other leaders. They sort of 1145  
look at it as one of the functions 1146  
from this outfit. But that outfit-- 1147  
the likelihood of that outfit going 1148  
into combat are probably very low. 1149  
But the likelihood of somebody 1150  
working for him going into combat is 1151  
going to be pretty high. So his main 1152  
job is to train his own relief and his 1153  
own people that come from behind. 1154 -#

SECTION BREAK

#-LEARNER #-AWAKE \$-Q2\_DEVELOP  
LDR08: You know, somebody asked Harry 1223 -#-\$  
Truman what he could do to help 1224  
prepare himself for life, he would say 1225  
the number one thing is to read 1226  
history. And it's interesting, you 1227  
know, in the list of Presidents [loud 1228  
ringing phone] but certainly in the 1229  
list of post-war Presidents, the least 1230  
educated one was Truman. And he was 1231  
the best, the most knowledgeable on 1232  
the history of the Presidency of any 1233  
President. He had studied personally 1234  
the Presidents and was by far the most 1235  
authoritative on the history of t he 1236  
Presidency of anybody. 1237 -#

END OF SECTION

LEADER NINE INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

|  |    |       |
|--|----|-------|
| LDR09: I think there are two primary           | 33 |       |
| \$-Q1_SL DESC                                  |    |       |
| things that would come to my mind.             | 34 | -\$   |
| #-SL-TRAITS #-PEOPLE-WK #-RECRUITER #-ADVOCATE |    |       |
| One is finding the right people for a          | 35 | -#    |
| job and then two, creating a                   | 36 |       |
| compelling vision that everybody               | 37 |       |
| understands and just keeping that in           | 38 |       |
| front of everybody. Those are the two          | 39 |       |
| pieces that make sense for me.                 | 40 | -#-\$ |
| <br>   |    |       |
| KC: So as a strategic leader it would          | 42 |       |
| be having the vision yourself and then         | 43 |       |
| picking the right people to execute            | 44 |       |
| it?  | 45 |       |
| <br>   |    |       |
| \$-Q1_SL DESC \$-Q3_ECQS                       |    |       |
| LDR09: Yeah, that's my job. A lot of           | 47 | -\$   |
| the people immediately around you, you         | 48 |       |
| have to rely on them to help you               | 49 |       |
| #-PEOPLE-WK #-TRUST #-ADVOCATE                 |    |       |
| develop the strategic vision. But my           | 50 | -#    |
| job with strategic leadership is to            | 51 |       |
| make sure the right people are on the          | 52 |       |
| job and then to give them, you know,           | 53 |       |
| the right marching orders. And then            | 54 |       |
| it's to get out of the way or to help          | 55 |       |
| clear people out of their way so that          | 56 |       |
| they can get that job done. I think            | 57 | -#    |
| of the things that I did when I was at         | 58 |       |
| DOD that were far and away the most            | 59 |       |
| important-- the most important thing           | 60 |       |
| was first of all not to get in the way         | 61 |       |
| of the operational leaders. In DOD my          | 62 |       |
| personal view is I had a process               | 63 |       |
| billet, not a substance billet. The            | 64 |       |
| Secretary had a substance billet, the          | 65 |       |
| Under Secretaries had a substance              | 66 |       |
| billet. My job was to make sure the            | 67 |       |
| Under Secretaries knew what the                | 68 |       |
| Secretary wanted or vice versus. When          | 69 |       |
| it wasn't clear, then I got the Under          | 70 |       |
| Secretaries in front of the Secretary          | 71 |       |

to get clear guidance. That was my 72 |  
job. 73 - \$

SECTION BREAK

KC: So a strategic leader needs to put 178 |  
the vision out there and then pull the 179 |  
people along? 180 |

LDR09: Absolutely and just ruthlessly 182 |  
force yourself to go through the 183 |  
process. You know, I know Jack Welch 184 |  
a little bit, but I don't know him 185 |  
close or anything, but the one thing 186 |  
they always say is that he is just 187 |  
absolutely, you know, driving when he 188 |  
gets with his senior executive leaders 189 |  
to say lay out a plan and pull people 190 |

#-FEEDBACK #-AWAKE #-AWAKE #-ALLY  
to the plan. As a leader you've got to 191 -# |  
have the sense to know if something is 192 |  
working or not. You know, you've got 193 |  
to have enough feedback mechanisms to 194 |  
say that plan sounded good but it 195 |  
isn't working. And you do have to 196 |  
make adjustments. But first of all 197 |  
you'll never know its not working if 198 |  
you wait for the system to come back 199 |  
and tell you it's not working you'll 200 |  
never find out. 201 -# |

KC: So you need to dig for that? 203 |

#-REFLECTION #-ALLY #-AWAKE  
LDR09: You just have to keep at it. 205 -# |  
Every morning when you wake up you say 206 |  
who haven't I seen for a long time and 207 |  
you wonder why and you schedule them. 208 -#-\$ |

KC: So you've got these different 210 |  
points of light and things going on 211 |  
and you've got to keep going and 212 |  
tapping each one of them and see 213 |  
what's happening? 214 |

#-PEOPLE-WK #-REFLECTION #-ADVOCATE #-ALLY #-  
AWAKE \$-Q1\_SL DESC

\$-Q2\_DEVELOP

LDR09: I probably had, I'm not sure the 216 -#-\$  
way I did it was right. But I also 217  
believed in finding the key leader 218  
that may not just be the Under 219  
Secretary or the Assistant Secretary. 220  
I would go down 3, 4, 5 levels if I 221  
found that was the job that I wanted 222  
done and those were the people who 223  
were working on it. And I found those 224  
people enormously encouraged that 225  
somebody cared enough to get down to 226  
that level. 227 -#

KC: And to trust them to do the job 229  
right? 230

LDR09: Yeah, well, I found real talent. 232  
You know, I mean, for example we put 233  
in a new system for keeping track-- it 234  
sounds boring-- but it's keeping track 235  
of billing for transportation 236  
movements. And [name] was the 237

#-PEOPLE-WK

person. She had the will to do it and 238 -#  
used my interest in it to kind of get 239  
the building together and got a lot 240  
done. And I found that happened a 241  
lot. There were people over there 242  
that just would work their heart out 243  
if the really know that's what you 244  
want and that you were going to back 245  
them up. 246 -#-\$

SECTION BREAK

KC: All that was filtered up. 446

LDR09: So by the time it got to you 448  
they didn't know if they were giving 449  
you-- and everybody has gotten very 450  
schooled in and skilled in getting 451

#-PERSONAL #-TRUST #-FEEDBACK #-AFFIRM #-

ADVOCATE #-ALLY

#-AWAKE

through meetings. So the question was 452 -#  
"how do you find out what's really 453 |

going on?" Well, the only way you 454  
 find out what's really going on is to 455  
 get at the kind of the operational 456  
 level, senior operational level if 457  
 there are enough people there who 458  
 trust you and who know they can tell 459  
 you something and it's not going to 460  
 hurt them personally and that you're 461  
 not going to embarrass them or 462  
 undercut their working relationships. 463  
 They'll tell you what's really going 464  
 on. They'll say well, yeah, here's 465 -#  
 what they're going to tell you but let 466  
 me just tell you none of that's 467  
 happening. 468

KC: So you get to the frontline or the 470  
 grass roots level where things are 471  
 really-- the rubber hits the road? 472

#-AWAKE #-FEEDBACK #-LEARNER #-TRUST #-  
 ACCOUNT #-ALLY  
 #-AWAKE

LDR09: Right. Right. And then you just 474 -#  
 listen carefully too because I've 475  
 found that people are not going to lie 476  
 to you. I've only had two or three 477  
 instances that I know of in the time I 478  
 was there that someone actually lied 479  
 to me. But what really happens 480  
 instead is they'll either say 481  
 absolutely nothing and then you have 482  
 to listen for the silence to try and 483  
 get a sense of what's going on. 484  
 What's not being said? Why isn't the 485  
 dog barking? The other thing that you 486  
 need is to listen carefully to the 487  
 adjectives people use. The way they 488  
 characterize--or, when somebody calls 489  
 it a success-oriented schedule it 490  
 means they're totally behind schedule 491  
 and they're in trouble. 492 -#

KC: That's interesting. 494

SECTION BREAK

|             |  |     |    |     |
|-------------|--|-----|----|-----|
| #-LEARNER   | %-Q3_ECQS                              |     |    |     |
| LDR09:      | Right, I think that's right. I         | 683 | -# | -%  |
|             | think human nature is not inclined to  | 684 |    |     |
|             | continue to learn all the time. I      | 685 |    |     |
|             | mean I think there are, you know,      | 686 |    |     |
|             | there are some people. I think the     | 687 |    |     |
|             | one thing that people do continue to   | 688 |    |     |
|             | want to do over time is be             | 689 |    |     |
|             | entertained. And some people, you      | 690 |    |     |
|             | know, get an entertainment quality joy | 691 |    |     |
|             | from learning-- reading books and      | 692 |    |     |
|             | things like that, but I think most     | 693 |    |     |
|             | people don't. I think most people are  | 694 |    |     |
|             | very static, you know, in their        | 695 |    |     |
|             | thinking. Once they get something,     | 696 |    |     |
|             | they're very comfortable with that.    | 697 |    |     |
|             | And that's just something you have to  | 698 |    |     |
|             | overcome. I find I have to overcome    | 699 |    |     |
| \$-ADVOCATE |  |     |    |     |
|             | it in myself. And so you have to       | 700 | -  | -\$ |
|             | create mechanisms by which you force   | 701 |    |     |
|             | people to continue to think fresh and  | 702 |    |     |
|             | new thoughts. That's I think the       | 703 |    |     |
|             | reason why you have professional       | 704 |    |     |
|             | development programs. That's why you   | 705 |    |     |
|             | encourage people to join professional  | 706 |    |     |
|             | associations. That's why you have a    | 707 | -# | -\$ |
|             | DLAMP kind of a thing. DLAMP is a      | 708 |    |     |
|             | little different because that's still  | 709 |    |     |
|             | for the upwardly ambitious who know    | 710 |    |     |
|             | that they need to broaden themselves   | 711 |    |     |
|             | and that they want to go through a     | 712 |    |     |
|             | program to help and that's great. We   | 713 |    |     |
|             | ought to provide that. The real        | 714 |    |     |
|             | challenge is for people that need to   | 715 |    |     |
|             | grow but don't have-- they're          | 716 |    |     |
|             | perfectly content with the career path | 717 |    |     |
|             | their on. And so the question is how   | 718 |    |     |
|             | do you motivate them to want to do     | 719 |    |     |
|             | more? That gets to be a lot harder.    | 720 |    |     |
| KC:         | But I guess I'm wondering do you       | 722 |    |     |
|             | even need to? I mean is there a        | 723 |    |     |
|             | certain type of person you say well    | 724 |    |     |
|             | the people who are going to end up     | 725 |    |     |
|             | being the strategic leaders-- maybe    | 726 |    |     |
|             | they're the ones who have it in them   | 727 |    |     |

|  |     |    |    |
|--|-----|----|----|
| to motivate themselves.                | 728 |    |    |
| LDR09: There are certain people that   | 730 |    |    |
| you obviously don't need to. I mean    | 731 |    |    |
| there are an awful lot of jobs in the  | 732 |    |    |
| world that really tend to be           | 733 |    |    |
| mechanical. Teach me how to do this    | 734 |    |    |
| and then I just want to be able to     | 735 |    |    |
| rely on it and push it out the door    | 736 |    |    |
| and that's acceptable. That's fine.    | 737 |    |    |
| #-SL-TRAITS #-LEARNER #-ADVOCATE       |     |    |    |
| There's nothing wrong with that. It's  | 738 | -# |    |
| the people that you want to lead       | 739 |    |    |
| organizations, you know, you have to   | 740 |    |    |
| basically push them through the        | 741 |    |    |
| process so they themselves-- you know, | 742 |    |    |
| see them as learners, not teachers.    | 743 |    |    |
| You know, they are out trying to get   | 744 |    |    |
| in front of a problem by understanding | 745 |    |    |
| it.                                    | 746 | -# | -% |

SECTION BREAK

|   |     |       |  |
|---|-----|-------|--|
| #-PEOPLE-WK #-MENTOR #-RECRUITER #-ADVOCATE \$- |     |       |  |
| Q3_ECQS   |     |       |  |
| LDR09: Well, I think first of all               | 769 | -#-\$ |  |
| you've got to-- I always felt it was            | 770 |       |  |
| my obligation to share with their               | 771 |       |  |
| bosses or levels in between who I               | 772 |       |  |
| thought was talented and needs to be            | 773 |       |  |
| brought along. So I think part of               | 774 |       |  |
| that is the obligation of leaders to            | 775 |       |  |
| cultivate the next crop of leaders.             | 776 |       |  |
| Look down one, two kind of levels to            | 777 |       |  |
| say, you know, who are promising and            | 778 |       |  |
| are they getting the career                     | 779 |       |  |
| opportunities that you want them to             | 780 | -\$   |  |
| have? The problem that I had was I              | 781 | -#    |  |
| didn't own anything. I mean it was a            | 782 |       |  |
| little different when I was                     | 783 |       |  |
| [position]. When I was [position] I             | 784 |       |  |
| had an immediate staff in the                   | 785 |       |  |
| [XXXXXXX] office and there they                 | 786 |       |  |
| did a very good process for leadership          | 787 |       |  |
| development. In the finance and                 | 788 |       |  |
| accounting world I didn't own                   | 789 |       |  |
| anything. It was through [XX]. But              | 790 |       |  |

[XX] had a pretty good program. We 791  
went through the process of working 792  
with them to make sure I understood 793  
how they did it. But you have to 794  
basically ride the people who own the 795  
people and own the activity to -- 796

KC: -- In other words give them credit 798  
and make sure that people know. 799

SECTION BREAK

#-PEOPLE-WK #-RECRUITER #-ADVOCATE  
LDR09: So I think there's a natural 854 -# |  
pattern to that. I think that what 855 |  
you do have to do is leaders have to 856 |  
create an organization to sense that 857 |  
they have to grow talent for the 858 |  
future. I think some people simply 859 |  
try to get out of it what they can get 860 |  
right now for the time they're in the 861 |  
job. But what you've got to do is 862 |  
find a way so that you're growing the 863 |  
talent so that ten years from now, you 864 |  
know, whoever is the [position] in 865 |  
ten years has talented people that 866 |  
he's using because, you know, I made 867 |  
sure the system brought them along. 868 |  
Not that I brought them along but that 869 |  
the system brought them along. 870 -# |

KC: Right, so you encourage the system 872  
to be-- 873

#-PEOPLE-WK #-RECRUITER  
LDR09: Right. The system has to have 875 -# -%  
the obligation to grow future leaders. 876 |

END OF SECTION

LEADER TEN INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

|   |     |      |
|---|-----|------|
| LDR10: I try to describe the basic                              | 294 |      |
| language of a soldier. If someone                               | 295 |      |
| tells me something, about where they                            | 296 |      |
| will be located on the ground, about                            | 297 |      |
| something about to happen, or whatever                          | 298 |      |
| ...I will accept it, until I find that I                        | 299 |      |
| can no longer. Because of                                       | 300 |      |
| something...he'd lie, cheat, or                                 | 301 |      |
| whatever. I will do whatever I can to                           | 302 |      |
| make sure they are not around.                                  | 303 |      |
| Because, in our business, it's life or                          | 304 |      |
| death. So trusting is critically                                | 305 | -%   |
| important (phone rings, wife speaks to                          | 306 |      |
| him, he leaves to take the call).                               | 307 |      |
| <br>  |     |      |
| KC: Integrity is non-negotiable. Goes                           | 309 |      |
| back to trust, so what if somebody                              | 310 |      |
| didn't shoot you straight, that's not                           | 311 |      |
| going to work, but what if they                                 | 312 |      |
| realize it and comes to you and says                            | 313 |      |
| they screwed up...  | 314 |      |
| <br>  |     |      |
| LDR10: Great. I can live with that. I                           | 316 |      |
| encourage that. None of us are                                  | 317 |      |
| perfect.  | 318 |      |
| <br>  |     |      |
| KC: It's the deception, the attempt to                          | 320 |      |
| \$-Q2_DEVELOP   |     |      |
| deceive...  | 321 | - \$ |
| <br>  |     |      |
| LDR10: That's the problem. Yes, that's                          | 323 |      |
| right. I use the story from (tells a                            | 324 |      |
| story about telling a speech about the                          | 325 |      |
| philosophy, asking who has never made                           | 326 |      |
| #-ALLY            #-LEARNER        #-AWAKE            #-ACCOUNT |     |      |
| a mistake, etc.) The point I am                                 | 327 | - #  |
| making is that, we all do something                             | 328 |      |
| wrong, and in many cases the people we                          | 329 |      |
| are working with know we did something                          | 330 |      |
| wrong. So what's wrong with saying                              | 331 |      |
| "Hey, I screwed up."  | 332 | - #  |

KC: Comment about another interview and discussion on honest communication, the ability for people to "lay it out on the table" and say "it's wrong"...

LDR10: ...And when you find someone like that, treasure them. ...

KC: ...more conversation...

#-EXPERIENCE #-LEARNER #-AWAKE #-ACCOUNT #-ALLY

LDR10: As Creighton Abrams said many Times, bad news does not improve with age." It doesn't get any better, might as well get it out. I maintain there is a certain catharsis that takes place when you are able to say "I screwed up, OK, I was wrong" ...

KC: ...Well they say that you learn from your mistakes...

LDR10: I hope you do, but there's a better way too. Learn from someone else's mistakes, because you're a little smarter that way. But too many times we have to experience it ourselves.

KC: (discussion on mistakes, get back to trust, trusting oneself to admit mistakes)

#-INTEGRITY #-TRUST #-AFFIRM #-ACCOUNT

LDR10: If I could... you know, trust has so many variations on how to describe it: the rapport between individuals, you trust yourself to do certain things, from a physical standpoint, you trust yourself from an emotional standpoint, trust with your kids, you trust other folks, there is a whole litany of things, I think, that trust falls under.

KC: You were talking about how it

|  |     |    |  |    |
|--|-----|----|--|----|
| %-Q3_ECQS                                      |     |    |  |    |
| related to integrity...                        | 378 |    |  | -% |
| LDR10: It's critically important               | 380 |    |  |    |
| because it goes with credibility; it           | 381 |    |  |    |
| goes with ... your word is your bond...        | 382 |    |  |    |
| If you tell a little white line, where         | 383 |    |  |    |
| do you draw the line? I've described           | 384 |    |  |    |
| it as "a little bit of a chink in your         | 385 |    |  |    |
| integrity is like being a little bit           | 386 |    |  |    |
| pregnant."                                     | 387 |    |  |    |
| KC: You either have it or you don't            | 389 |    |  |    |
| have it.                                       | 390 |    |  |    |
| LDR10: You either have it or you don't         | 392 |    |  |    |
| have it. And once you lose it, it is           | 393 |    |  |    |
| very, very difficult to regain,                | 394 |    |  |    |
| particularly in the eyes of those              | 395 |    |  |    |
| people you are working with. Because,          | 396 |    |  |    |
| if you lied once, what about the next          | 397 |    |  |    |
| time you say something "correct                | 398 |    |  |    |
| or factual?" or "incorrect and not             | 399 |    |  |    |
| factual?"                                      | 400 | -# |  | -% |
| KC: Asks him about developing people           | 402 |    |  |    |
| philosophy, about getting people ready         | 403 |    |  |    |
| to move up                                     | 404 |    |  |    |
| #-EDUCATION #-MENTOR #-PEOPLE-WK #-ADVOCATE #- |     |    |  |    |
| TEACHER #-AWAKE                                |     |    |  |    |
| #-Q3_ECQS                                      |     |    |  |    |
| LDR10: I maintain that every person who        | 406 | -# |  |    |
| works for me should be developing the          | 407 |    |  |    |
| person to take their, his or her,              | 408 |    |  |    |
| place. And I used to make a point              | 409 |    |  |    |
| about that. In my judgment, there is           | 410 |    |  |    |
| no excuse for a person to lose leave           | 411 |    |  |    |
| at the end of a year, because they did         | 412 |    |  |    |
| not take leave. Because that tells me          | 413 |    |  |    |
| certain things: you consider yourself          | 414 |    |  |    |
| to be so indispensable that you can't          | 415 |    |  |    |
| afford to go away. Or, you don't               | 416 |    |  |    |
| trust the people that you have working         | 417 |    |  |    |
| for you. Either way, I don't need              | 418 |    |  |    |
| you. So, if you aren't developing              | 419 |    |  |    |
| people to come behind you and take             | 420 |    |  |    |

|  |     |       |    |  |
|--|-----|-------|----|--|
| your place, you're not doing your full                     | 421 |       |    |  |
| job. And I've taken that approach, in                      | 422 | -#    |    |  |
| the [XX], [XX], other places,                              | 423 |       |    |  |
| I think it is important.                                   | 424 |       |    |  |
|  |     |       |    |  |
| KC: Hmm, it's almost like you can be                       | 426 |       |    |  |
| too intense and serious about things..                     | 427 |       |    |  |
|  |     |       |    |  |
| LDR10: That's true. That goes to                           | 429 |       |    |  |
| another point about another item on                        | 430 |       |    |  |
| the list.  | 431 |       |    |  |
|  |     |       |    |  |
| KC: Yes, having a sense of humor, but                      | 433 |       |    |  |
| it's beyond having a sense of humor,                       | 434 |       |    |  |
| it's getting your priorities right..                       | 435 |       |    |  |
|  |     |       |    |  |
| #-BALANCE      #-AWAKE                                     |     |       |    |  |
| LDR10: Yes, and then we get to the last                    | 437 | -#    |    |  |
| item, "keep things in perspective,"                        | 438 |       |    |  |
| because, if you can't find that                            | 439 |       |    |  |
| balance, you've got a problem.                             | 440 | -#    |    |  |
|  |     |       |    |  |
| SECTION BREAK  |     |       |    |  |
|  |     |       |    |  |
| KC: So obviously for you, you really a                     | 505 |       |    |  |
| hands-on leader...The communication part                   | 506 |       |    |  |
| *-Q2_DEVELOP   |     |       |    |  |
| of it is very important..                                  | 507 |       | -* |  |
|  |     |       |    |  |
| #-AFFIRM      #-PEOPLE-WK      %-AWAKE      %-ALLY      %- |     |       |    |  |
| ACCOUNT  |     |       |    |  |
| LDR10: Very important, yes. But, it                        | 509 | -#    | -% |  |
| has to go both ways. They need to know                     | 510 |       |    |  |
| what I expect of them, they should                         | 511 |       |    |  |
| know what they can expect from me.                         | 512 | -#    |    |  |
| (Told story about being Chairman of an                     | 513 |       |    |  |
| OER study group in 1969 for the Army.                      | 514 |       |    |  |
| #-FEEDBACK      \$-REFLECTION                              |     |       |    |  |
| Tried to convince the leadership that                      | 515 | -#-\$ |    |  |
| they should have subordinate                               | 516 |       |    |  |
| evaluation, tried to convince them to                      | 517 |       |    |  |
| use it, not for performance but for                        | 518 |       |    |  |
| counseling, to find out "how good am I                     | 519 |       |    |  |
| doing?" "What are my flaws?" A lot                         | 520 |       |    |  |
| of people are fearful of peer                              | 521 |       |    |  |
| evaluation and especially of                               | 522 |       |    |  |
| subordinate ratings. But I have used                       | 523 | -\$   |    |  |

|  |           |             |              |    |
|--|-----------|-------------|--------------|----|
| those, actually, recently in the       | 524       |             |              |    |
| [organization]. They were going to     | 525       |             |              |    |
| give us, me, an evaluation as          | 526       |             |              |    |
| Superintendent. And I said OK fine, I  | 527       |             |              |    |
| want my subordinates to give me a      | 528       |             |              |    |
| rating. And I took that and combined   | 529       |             |              |    |
| them. It shocked the hell out of a     | 530       |             |              |    |
| lot of people, but we did it.          | 531       | -#          |              | -* |
|  |           |             |              |    |
| KC: Told him about 360 assessment at   | 533       |             |              |    |
| ICAF, self-reflection, "How am I       | 534       |             |              |    |
| doing"                                 | 535       |             |              |    |
|  |           |             |              |    |
| LDR10: It should help you. You can     | 537       |             |              |    |
| close your eyes to it, but that person | 538       |             |              |    |
| has a boss who.. can help change that  | 539       |             |              |    |
|  |           |             |              |    |
| *-Q2_DEVELOP                           |           |             |              |    |
| KC: How do you get the time to do it?  | 541       |             |              | -* |
|  |           |             |              |    |
| #-FEEDBACK                             | #-LEARNER | #-PEOPLE-WK | #-REFLECTION | #- |
| AWAKE                                  |           |             |              |    |
| LDR10: I do it when I'm shaving.. "did | 543       | -#          |              |    |
| you screw up last night, or            | 544       |             |              |    |
| yesterday?" "What are you doing        | 545       |             |              |    |
| today?"                                | 546       |             |              |    |
|  |           |             |              |    |
| KC: So you look in the mirror you ask  | 548       |             |              |    |
| yourself that?                         | 549       |             |              |    |
|  |           |             |              |    |
| LDR10: (Laughs). There are too many    | 551       |             |              |    |
| places where people won't tell you,    | 552       |             |              |    |
| unless you try and find out. It's      | 553       |             |              |    |
| very difficult to go up to your boss   | 554       |             |              |    |
| and say "You know, you really screwed  | 555       |             |              |    |
| up." And if you have the kind of       | 556       |             |              |    |
| rapport, trust, that allows you to     | 557       |             |              |    |
| do that, you have a great working      | 558       |             |              |    |
| relationship.                          | 559       | -#          | -%           |    |
|  |           |             |              |    |
| END OF SECTION                         |           |             |              |    |

LEADER ELEVEN INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

| #-Q1_SL | DESC                                    | #-Q3_ECQS | #-MENTOR | #-RECRUITER | #- |
|---------|---|-----------|----------|-------------|----|
|         | ADVOCATE                                |           |          |             |    |
| LDR11:  | You do need to groom people,            |           |          | 107         | -# |
|         | season them, and train them well.       |           |          | 108         |    |
|         | ...You learn quickly when you screw     |           |          | 109         |    |
|         | things up, not a good thing when        |           |          | 110         |    |
|         | you're dealing with foreign flag        |           |          | 111         |    |
|         | officers. You don't change things       |           |          | 112         |    |
|         | overnight. And a good sense of humor    |           |          | 113         |    |
|         | helps to be able to relate with them in |           |          | 114         |    |
|         | ways that they will understand... Turks |           |          | 115         |    |
|         | and Greeks, go on barge to dinner and   |           |          | 116         |    |
|         | enjoy one-on-one with them.             |           |          | 117         |    |
|         | Developing informal relationships. And  |           |          | 118         |    |
|         | I think that is part of SL, is finding  |           |          | 119         |    |
|         | the right buttons to push, and          |           |          | 120         |    |
|         | learning about the people and their,    |           |          | 121         |    |
|         | what they can do and can not do...      |           |          | 122         | -# |

|              |                               |           |  |         |          |
|--------------|-------------------------------|-----------|--|---------|----------|
| KC:          | He talked about the French... |           |  | 124     |          |
| #-REFLECTION | #-LEARNER                     | \$-GROWTH |  | #-Q1_SL | DESC \$- |
|              | MOBILITY                      |           |  |         |          |

|        |  |  |  |     |       |
|--------|--|--|--|-----|-------|
|        |  |  |  |     | -#-\$ |
| LDR11: | So every one of them is                |  |  | 126 |       |
|        | different, but if you are going to     |  |  | 127 |       |
|        | think strategically, you have got to   |  |  | 128 |       |
|        | think out of the American waters, and  |  |  | 129 |       |
|        | you have to learn how to use those     |  |  | 130 |       |
|        | people, and when you need it, you need |  |  | 131 | -#    |
|        | it right now. It was gratuitous..      |  |  | 132 | -\$   |

|         |  |              |  |     |       |
|---------|--|--------------|--|-----|-------|
| KC:     | Talks about Desert Storm (talks        |              |  | 134 |       |
|         | about NATO, equipment, working with    |              |  | 135 |       |
|         | allies) and how that helped us with    |              |  | 136 |       |
|         | the basic understanding, could bring   |              |  | 137 |       |
|         | in the variety of other countries like |              |  | 138 |       |
|         | the Egyptians, Syrians, etc.           |              |  | 139 |       |
| #-TRUST | \$-LEARNER                             | \$-PEOPLE-WK |  |     | -#-\$ |
| LDR11:  | This way of working together,          |              |  | 141 |       |
|         | and developing the basic trust and     |              |  | 142 |       |
|         | confidence in each other, was born out |              |  | 143 |       |
|         | of NATO. In fact, we realized we had   |              |  | 144 |       |

|  |     |    |    |
|--|-----|----|----|
| to change, that we were not omnipotent | 145 |    |    |
| in everything we touched, that we      | 146 |    |    |
| wanted to do business there were       | 147 |    |    |
| things we had to respect if we wanted  | 148 |    |    |
| to work together. But that's all       | 149 |    |    |
| about that grooming... But, a sense of | 150 |    |    |
| humor helps a lot. One, because some   | 151 |    |    |
| of our allies expect us to be          | 152 | -# |    |
| obnoxious...                           | 153 | -# |    |
|  |     |    |    |
| KC: went on a bit more about this      | 155 |    |    |
| \$-Q1_SL DESC \$-Q1_SL DESC            |     |    | -# |
|  |     |    |    |
| #-AWAKE                                |     |    |    |
| LDR11: What still really counts is     | 157 | -# |    |
| the old basics: knowing your job,      | 158 |    |    |
| understanding the situation, and what  | 159 |    |    |
| power you have or do not have to apply | 160 |    |    |
| to that situation your are faced with, | 161 | -# |    |
| #-CREDIBLE #-PEOPLE-WK #-Q3_ECQS       |     |    |    |
| and knowing the strength and           | 162 | -# |    |
| weaknesses of your people, and a good  | 163 |    |    |
| open relationships so they can voice   | 164 |    |    |
| their concern to you because you do    | 165 |    |    |
| not have all the good ideas that are   | 166 |    |    |
| out there and they know, when they are | 167 |    |    |
| working with our allies and foreign    | 168 |    |    |
| folks they are prone to know the ins   | 169 |    |    |
| and outs and the details of the        | 170 |    |    |
| problem better than the commander      | 171 |    |    |
| who's charged with those               | 172 |    |    |
| %-TRUST                                |     |    |    |
| responsibilities. And so they have     | 173 | -# | -% |
| that family history and background...  | 174 |    |    |
| If they don't trust you, they won't    | 175 |    |    |
| talk to you. And so building the       | 176 |    |    |
| trust and confidence for them to       | 177 |    |    |
| understand that you will be open and   | 178 |    |    |
| above board with them, and tell them   | 179 |    |    |
| when you don't like what they're       | 180 |    |    |
| doing, but still, in a way that you're | 181 |    |    |
| not talking down to them, being that   | 182 |    |    |
| ugly American again, who thinks that   | 183 |    |    |
| he knows more than you do about our    | 184 |    |    |
| part of the world. All those very      | 185 |    |    |
| basic things that we teach an          | 186 |    |    |
| 18-year-old mid-shipman apply on a     | 187 |    |    |

|  |     |    |       |
|--|-----|----|-------|
| macro-level once you get to be                             | 188 |    |       |
| embraced in the term SL                                    | 189 | -  | -\$-% |
|  |     |    |       |
| KC: Asked about trust, he talked                           | 191 |    |       |
| about Russian and a Russian colleague.                     | 192 |    |       |
| (Launch button for sub missile).                           | 193 |    |       |
| Spend time with these guys on a                            | 194 |    |       |
| one-on-one basis. [name] Michael                           | 195 |    |       |
| Jordan fan, gifts, etc.                                    | 196 |    |       |
| #-TRUST            #-Q3_ECQS        \$-PEOPLE-WK           |     |    |       |
|  |     |    | -#-\$ |
|  |     |    |       |
| %-ALLY   |     |    |       |
| LDR11: You try to work with these                          | 198 |    | -%    |
| guys, you try to build a sense of                          | 199 |    |       |
| personal camaraderie, we can fight                         | 200 |    |       |
| politically about what we think is                         | 201 |    |       |
| right or wrong, but as human being we                      | 202 | -# |       |
| got to try and work together.                              | 203 | -  | -\$-% |
|  |     |    |       |
| SECTION BREAK  |     |    |       |
|  |     |    |       |
| #-REFLECTION #-LEARNER        #-Q2_DEVELOP    \$-EDUCATION |     |    |       |
| KC: Education ..   | 244 | -# | -\$   |
|  |     |    |       |
| LDR11: The person who has quit                             | 246 |    |       |
| studying has lost the ball game. I                         | 247 |    |       |
| don't think you can ever quit studying                     | 248 |    |       |
| and still play in today's world. You                       | 249 |    |       |
| never know it all. The person who                          | 250 |    |       |
| thinks they know it all are fooling                        | 251 |    |       |
| themselves. The world is ever                              | 252 |    |       |
| evolving. We learn more about what we                      | 253 |    |       |
| can and can not do. I really feel                          | 254 | -# |       |
| that education and studying is an                          | 255 |    |       |
| important facet of leadership.                             | 256 | -  | -\$   |
|  |     |    |       |
| KC: Grad education...                                      | 258 |    |       |
|  |     |    |       |
| LDR11: Imperative that we can explain                      | 260 |    |       |
| ourselves well. Not only in the                            | 261 |    |       |
| military circle, but civilian and the                      | 262 |    |       |
| public. We shouldn't neglect the                           | 263 |    |       |
| public...  | 264 |    |       |
|  |     |    |       |
| END OF SECTION   |     |    |       |

LEADER THIRTEEN INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

#-EXPERIENCE #-AWAKE

|  |    |    |
|--|----|----|
| LDR13: There is also .. a lot of SL in | 53 | -# |
| the military side and civilian also,   | 54 |    |
| have grown up with their own views,    | 55 |    |
| perspectives, etc. gave examples...    | 56 |    |
| There are a lot of dogfights, but you  | 57 |    |
| can't weed it out of the system.       | 58 |    |
| There is an inherent bias in what you  | 59 |    |
| view and do. I was a graduate student  | 60 |    |
| in the 60s, but it still a part of     | 61 |    |
| you ... Your future visions are shaped | 62 |    |
| by what you bring with you             | 63 | -# |

END OF SECTION

LEADER FOURTEEN INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

|   |          |  |     |    |    |
|---|----------|--|-----|----|----|
| #-Q1_SL DESC                            | #-AFFIRM | #-Q1_SL DESC                           |     |    |    |
| LDR14: Now, you've got, so -- that's my |          | definition. More than yourself at any  | 123 | -# |    |
|   |          | level to include the ability to        | 124 |    |    |
|   |          | inspire, to encourage, to create in    | 125 |    |    |
|   |          | other people a desire to go along with | 126 |    |    |
|   |          | you to wherever you say you're going.  | 127 |    |    |
|   |          |  | 128 | -# | -@ |

KC: And how do you articulate that? 130

SECTION BREAK

|              |  |               |          |    |     |
|--------------|--|---------------|----------|----|-----|
|              | a technique that's required. My        | 272           |          |    |     |
|              | message is to simply illustrate what   | 273           |          |    |     |
| #-Q2_DEVELOP | #-Q3_ECQS                              | \$-EXPERIENCE | \$-TRUST |    | \$- |
| FEEDBACK     | \$-LEARNER                             |               |          |    |     |
| *-AWAKE      | *-ACCOUNT                              | *-ALLY        |          |    |     |
|              | you just said. That's trust. Once      | 274           | -#-\$    | -* |     |
|              | you are organizing more than yourself, | 275           |          |    |     |
|              | I think people have to feel that you   | 276           |          |    |     |
|              | trust them. You, in turn, are          | 277           |          |    |     |
|              | entitled to feel that they trust you.  | 278           |          |    |     |
|              | There is a thing called loyalty and I  | 279           |          |    |     |
| %-RESPONSIBL | think it includes standing up for      | 280           |          | -% |     |
|              | people. I've been wrong in my career,  | 281           |          |    |     |
|              | but I've been called in privately.     | 282           |          |    |     |
|              | People didn't attempt to make big      | 283           |          |    |     |
|              | public exhibition over it to build     | 284           |          |    |     |
|              | themselves up. I've been called in     | 285           |          |    |     |
|              | and it's been both a reprimand and     | 286           |          |    |     |
|              | lesson, you know. And it's been at     | 287           |          |    |     |
|              | all levels of my career. But again, I  | 288           | -#       |    |     |
|              | felt I was entitled to take chances.   | 289           |          | -% |     |
|              | Not risks with national security, but  | 290           |          |    |     |
|              | you know, choosing opportunities and   | 291           |          |    |     |
|              | that kind of thing. And if I got it    | 292           |          |    |     |
|              | wrong, I was going to hear about it.   | 293           |          |    |     |
|              | But I wasn't going to get fired. And   | 294           |          |    |     |
|              | all of that is part of trust, loyalty. | 295           | -\$      |    |     |
| #-INTEGRITY  | Integrity is that the person you see   | 296           | -#       |    |     |
|              | today is the person you see tomorrow.  | 297           |          |    |     |

SECTION BREAK

\$-RECRUITER \$-AWAKE \$-ALLY \$-MENTOR \$-  
LEARNER

|  |     |       |
|--|-----|-------|
| Just to look at the last page of a     | 635 | -\$   |
| paper and see who wrote it. Not who    | 636 |       |
| was on the front page sending it to me | 637 |       |
| because that would be the person next  | 638 |       |
| in rank to me or something. But turn   | 639 |       |
| to the back page and see who wrote it. | 640 |       |
| It always comes with a telephone       | 641 |       |
| number. Pick up the phone. The first   | 642 |       |
| time you do it, you scare people.      | 643 |       |
| Call that person and say, "Look, I've  | 644 |       |
| got this paper. Come on up and talk    | 645 |       |
| to me about it." I think most people   | 646 |       |
| may go down the hall to throw up.      | 647 |       |
| But, I've done that myself. I          | 648 |       |
| remember what it was like.             | 649 | -\$-% |

SECTION BREAK

#-ALLY #-AWAKE #-ADVOCATE #-EXPERIENCE #-  
MOBILITY #-LEARNER  
\$-Q3\_ECQS \$-GROWTH

|  |     |       |
|--|-----|-------|
| LDR14: They could be strategic leaders | 967 | ##-\$ |
| in acquisition, but if you're looking  | 968 |       |
| for thinkers that are going to move    | 969 |       |
| that Air Force. Thinkers who are       | 970 |       |
| going to move Boeing Corporation. You  | 971 |       |
| can't reach way down to the            | 972 |       |
| acquisition. You're going to have to   | 973 |       |
| find a person who's been moving across | 974 |       |
| the corporation. Probably has had a    | 975 |       |
| home. It can be acquisition. It can    | 976 |       |
| training. It can be whatever. But,     | 977 |       |
| they have moved out of that and off to | 978 |       |
| other type of work, I don't know what  | 979 |       |
| you call them.                         | 980 | -\$   |

KC: So like a zig-zag effect. 982

|   |     |
|---|-----|
| LDR14: A zig-zag effect. And you take a | 984 |
| certain set of skills with you, but at  | 985 |
| some point, you can't be a fighter      | 986 |
| pilot any longer. A lot of guys don't   | 987 |
| like it. At some point, you can't be    | 988 |

|                                       |     |    |
|---------------------------------------|-----|----|
| a political officer any longer in the | 989 |    |
| State Department. You have to know    | 990 |    |
| economics. You have to know a whole   | 991 |    |
| lot of things. In fact, my first      | 992 | -# |
| career break came from that same ...  | 993 |    |

SECTION BREAK

|                                    |      |
|------------------------------------|------|
| KC: They didn't probably trust the | 1118 |
| system as much as their own eyes.  | 1119 |

\$-Q3\_ECQS

|  |      |     |
|--|------|-----|
| LDR14: I don't think they trusted the      | 1121 | -\$ |
| system, yeah. And they didn't, yeah,       | 1122 |     |
| and actually, I did the same thing         | 1123 |     |
| when I went to my first embassy to         | 1124 |     |
| #-HUMILITY #-PEOPLE-WK #-RECRUITER #-AWAKE |      | #-  |

Q2\_DEVELOP

|  |      |       |
|--|------|-------|
| [country]. I called somebody           | 1125 | -#    |
| with the same standards. What skills   | 1126 |       |
| did I not have. I knew what I          | 1127 |       |
| could do. Now, what couldn't I do.     | 1128 |       |
| What didn't I know. And I called a     | 1129 |       |
| person that I knew, I had worked with  | 1130 |       |
| before that I knew had, in fact, the   | 1131 |       |
| background in economics that I did not | 1132 |       |
| have. And the two of us, at the top    | 1133 |       |
| of an embassy, would have it all cov-  | 1134 |       |
| ered in terms of experience.           | 1135 | -#-\$ |

|                                     |      |
|-------------------------------------|------|
| KC: And that takes a lot of honesty | 1137 |
| about yourself.                     | 1138 |

|                        |      |
|------------------------|------|
| LDR14: Oh, yeah. Sure. | 1140 |
|------------------------|------|

SECTION BREAK

|                                   |      |
|-----------------------------------|------|
| KC: So you're an advocate for the | 1452 |
| person.                           | 1453 |

#-MENTOR #-ADVOCATE #-Q1\_SL DESC #-RESPONSIBL #-  
FEEDBACK #-ACCOUNT

|                                       |      |    |
|---------------------------------------|------|----|
| LDR14: You become an advocate. That's | 1455 | -# |
| right. You really do. And you fight   | 1456 |    |
| for them. And then when they screw    | 1457 |    |
| up, you call them in and, sometimes   | 1458 |    |
| it's not gentle. But, I mean, it's    | 1459 |    |

constructive. 1460 -#

SECTION BREAK

\$-ALLY            \$-AWAKE  
Totally different experience. But that 1881        -\$  
13-month period did a lot of things. 1882  
But it proved to me that I could do 1883  
most anything. That I could write. 1884  
That I could speak. That I could do 1885  
the Hill. That I could do the 1886  
international side. [TEXT DELETED].. 1887  
...by the time this was done, my 1899  
reputation was so huge, at least in 1900  
certain circles, and certainly on the 1901  
Hill, that when it came to the 80's 1902  
and there was a lot of feeling that we 1903  
shouldn't be dealing with [person] or 1904  
I would go up to the Hill and try to 1905  
#-AWAKE            #-CREDIBLE        #-AFFIRM  
explain things, there were people on 1906        -#  
the Hill who knew that when it had 1907  
come to fisheries, I had never lied. 1908  
I had never over-promised. I had 1909  
never not delivered. And so I had 1910  
people on the Hill who would say to 1911  
other people on the Hill, listen to 1912  
this gal, she knows what she's talking 1913  
about -- 1914  
  
KC: She's credible. 1916  
  
LDR14: She's credible. And I had that 1918        -#  
bank account in place then. But oh 1919  
no, I remember the day that that law 1920  
was passed and that was going to be 1921  
it. So, we did it. It's a testing 1922  
time. And I'm sure that happens to a 1923  
whole lot of people. When, you know 1924  
you finally have the job, it's either 1925  
make or break. And it was fun. 1926  
  
KC: What a great career. 1928        -\*

END OF SECTION

LEADER FIFTEEN INTERVIEW SEGMENTS

INTERVIEW SEGMENT BEGINS

```

#-CREDIBLE    #-MOBILITY    #-AFFIRM    #-ALLY    #-
AWAKE        #-Q3_ECQS
[some text removed here to protect privacy]
  the [org]. So, strategic planning          153
  policy requirements, programming          154
  budget for the whole [org group]          155
  [org.] before I came back to [org]        156
#-AWAKE      #-LEARNER    $-ALLY    $-AWAKE
  [org cont.]. So I had the opportunity    157  -#-$
  to experience and see what was           158  |  |
  going on at multiple echelons and        159  |  |
  understand what the drivers are at       160  |  |
!-Q2_DEVELOP *-Q1_SL DESC
  those echelons. I think it's real        161  !  |  |  -*
  important for you to understand your     162  |  |  |
  environment and understand those that    163  |  |  |
  you're working with and working for      164  |  |  |
  and what their environments are. I've    165  -#  |  |
  never really had an issue with not       166  |  |
#-CAPABLE    #-CREDIBLE    #-EDUCATION    #-LEARNER
  having worn a uniform. And I think       167  -#  |  |
  it's largely because I haven't gone      168  |  |  |
  outside my knowledge base when I'm       169  |  |  |
  talking about something, or when I'm     170  |  |  |
  briefing something, or when I'm         171  |  |  |
  defending something. So I know my         172  |  |  |
  facts. I know what it is I'm working    173  |  |  |
  on or dealing with. Now, in order to     174  |  |  |
  know that and in order to understand,    175  |  |  |
  I have spent a fair amount of time       176  |  |  |
  hands on. When I started my career, I   177  -#-$ |  |
  spent a lot of time on [place]. So       178  |  |  |
  I went to sea on a [place] for about     179  |  |  |
  30 hours. So I don't in any way want    180  |  |  |
  to say so, I know what it's like.       181  |  |  -*
KC: Right, right.                          183
$-Q2_DEVELOP
LDR15: But I got a bit of I know what    185  -$
#-EXPERIENCE #-FEEDBACK    #-MOBILITY    #-AWAKE    %-
ALLY        %-AWAKE

```

|   |     |       |    |
|---|-----|-------|----|
| it's like. And I've consistently done       | 186 | -#    | -% |
| that where I've traveled to the field,      | 187 |       |    |
| met with the folks who are using the        | 188 |       |    |
| tools or living the policy, or              | 189 |       |    |
| submitting the requirements, so that I      | 190 |       |    |
| can better understand how what I am         | 191 |       |    |
| doing back here in Washington either        | 192 |       |    |
| is working for them or not working for      | 193 |       |    |
| them. And I think that's real               | 194 |       |    |
| important. You have to get out and          | 195 |       |    |
| about. You have to understand, you          | 196 |       |    |
| know, working in the place like the         | 197 |       |    |
| Pentagon or working at [place]running       | 198 |       |    |
| a staff, you have to understand the         | 199 |       |    |
| fruits of your labors or the exact          | 200 |       |    |
| opposite. That what you're doing is         | 201 |       |    |
| creating a stranglehold on folks. So        | 202 | -#-\$ |    |
| #-LEARNER      #-FEEDBACK                   |     |       |    |
| no, I haven't worn the uniform, but I       | 203 | -#    |    |
| have spent I think what is a good           | 204 |       |    |
| amount of time in the field                 | 205 |       |    |
| understanding what the issues are and       | 206 |       |    |
| how some of the solutions proposed          | 207 |       |    |
| here have worked or not worked. There       | 208 |       |    |
| are always certainly unintended             | 209 |       |    |
| -\$-CAREER-DEV    \$-MOBILITY    \$-STAMINA |     |       |    |
| consequences. Another thing that I          | 210 | -#-\$ |    |
| #-Q2_DEVELOP    #-Q3_ECQS                   |     |       |    |
| did. I've moved around a lot in my          | 211 | -#    |    |
| career which is a military kind of          | 212 |       |    |
| thing, if you will. Not every two to        | 213 |       |    |
| three years, but certainly over the         | 214 |       |    |
| last ten years, I've moved quite a          | 215 |       |    |
| bit. Also, when I've been in those          | 216 |       |    |
| positions, I've done things outside         | 217 |       | -% |
| those jobs. When I was at [XX], I was       | 218 | -#-\$ |    |
| asked to run one of eight task forces       | 219 |       |    |
| in setting up a new agency, the             | 220 |       |    |
| [organization spelled out]                  | 221 |       |    |
| [abrv]. I ran the program and budget        | 222 |       |    |
| task force to develop what their            | 223 |       |    |
| program should be. And that was a           | 224 |       |    |
| three-month full time assignment,           | 225 |       |    |
| which was extraordinarily helpful to        | 226 |       |    |
| me in taking me outside my area of          | 227 |       |    |
| expertise. At the time it was really        | 228 |       |    |
| my first introduction to [agency] as we     | 229 |       |    |

were folding in parts of [it], parts of 230  
the [agency], as well as parts of 231  
Department of Defense. It gave me the 232  
opportunity to work at a higher level 233  
than I'd worked before in dealing with 234  
Congress, in dealing with the Deputy 235  
Secretary of Defense, the [XXX] on 236

#-RECRUITED #-MOBILITY %-AWAKE %-ALLY %-  
ADVOCATE %-MENTEE

setting up a new agency. So, I 237 -# -%  
volunteered to go do that outside my 238  
comfort zone but -- 239

KC: But you said you were asked to do 241  
it. 242

LDR15: Well, I -- 244

KC: You were kind of tagged and then you 246  
said -- 247

\*-Q3\_ECQS

LDR15: I was tagged. I mean, I could 249 -\*  
have said no. So, I said, "Sure, I'll 250  
do it." So, yeah, I guess I didn't 251  
really didn't volunteer to do it. I 252  
was asked if I would do that. And I'm 253

\$\_-MENTOR \$\_-LEARNER \$\_-PEOPLE-WK

glad I did. And that's just one of a 254 -#-\$  
couple of things like that where 255  
you're in your job and somebody says, 256  
hey, do you want to go do this for a 257  
couple of months. And I've always 258  
recommended to anyone that I'm 259  
mentoring that they do that. Go 260  
outside your comfort zone. Make new 261  
contacts. You build that network. 262  
Plus, you learn a tremendous amount by 263  
doing that. So, in answer to your 264 -\$ -\*  
question -- KC: Was it more 265  
exhilarating and challenging? 266

LDR15: Both. A lot of people did not 268  
want to see [agency] in any way, shape, 269  
or form. So that made it extremely 270  
challenging to actually get the proper 271  
information or get the information 272

|  |         |    |
|--|---------|----|
| that we needed to make some                  | 273     |    |
| recommendations and decisions. But it        | 274     |    |
| was also exhilarating because it was         | 275     |    |
| in on the ground floor of something.         | 276     | -% |
| It was the only time I've been               | 277     |    |
| involved in the stand up of a new            | 278     |    |
| agency. That doesn't happen every            | 279     |    |
| day. So --                                   | 280     |    |
| <br>KC: Right. Very political.               | <br>282 |    |
| <br>LDR15: Yes, especially in this case when | <br>284 |    |
| you're dealing between multiple              | 285     |    |
| committees and Congress. And as I            | 286     |    |
| said, some folks who really didn't see       | 287     |    |
| the need for this new agency, so it          | 288     |    |
| made that a little more difficult than       | 289     |    |
| usual.                                       | 290     |    |
| <br>KC: Now with your career, you mentioned  | <br>292 |    |
| that you have taken a lot of different       | 293     |    |
| jobs and a lot of different                  | 294     |    |
| experiences. Now, did you                    | 295     |    |
| deliberately do that? Is that                | 296     |    |
| something that just came about? Were         | 297     |    |
| there just doors opening or I mean,          | 298     |    |
| how did that happen?                         | 299     |    |
| <br>LDR15: It was largely, if not wholly,    | <br>301 |    |
| unplanned. I was in my first job for         | 302     |    |
| six years at a [place of work]. And          | 303     |    |
| while I wasn't looking, I felt I was         | 304     |    |
| ready to make a change. And in fact,         | 305     |    |
| had almost left the lab a year before        | 306     |    |
| I did to go to a systems command             | 307     |    |
| #-   |         |    |
| within the [agency]. And talked it over      | 308     | -# |
| with, not my boss, but my boss's boss,       | 309     |    |
| because I was really closer with him         | 310     |    |
| and would consider him a mentor. It          | 311     |    |
| was a promotion and he said that he          | 312     |    |
| really recommended against me taking         | 313     |    |
| it because he didn't feel, that while        | 314     |    |
| it was a promotion, it was a                 | 315     |    |
| broadening position that was going to        | 316     |    |
| further my career --                         | 317     | -# |

KC: Right. 319

LDR15: -- really in a developmental 321  
fashion. And I had a lot uncertainty. 322  
\$-MOBILITY \$-RECRUITED \$-CAREER-DEV \$-ADVOCATE \$-  
ALLY \$-AWAKE

So I took his advice and I didn't 323 -\$  
take it. And a year later, an 324  
opportunity just simply presented 325  
itself. A new position was created on 326  
the Chief of [organization] Staff 327  
for [agency] Intelligence and it was an 328  
office that I had dealt with my whole 329  
career at the [place]. And in fact, 330  
the boss of the office actually called 331  
me and told me about the job, which 332  
told me that he would look positively 333  
certainly upon my application. And I 334  
applied and was selected. And stayed 335 -\$  
in that job for close to six years. 336

SECTION BREAK

KC: But you haven't mentioned the 653  
responsibility. I mean, some of the 654  
jobs you're talking about, I'm like, 655  
oh, my god, to be responsible for all 656  
that. But, you seem to be actually 657  
having fun with it. You seem to have 658  
lifted it more as like a great new 659  
playground or something rather than a 660  
\*-Q3\_ECQS \*-Q2\_DEVELOP  
work pit. 661 -\*

#-MENTEE %-ADVOCATE %-ALLY %-AWAKE  
LDR15: Well, it has been. I mean, I've 663 -# -%  
been very fortunate. They've been 664  
great jobs. But, in addition to the 665  
substance or the subject matter, I've 666  
always had tremendous bosses who have 667  
been great mentors. I've kept mentors 668  
from other places. In fact, [NAME] 669  
[NAME], who was in my current job 670  
before me, Deputy Director of [XX] 671  
[XXXXXX], hired me into [XXXXXX] 672  
[XXXXXXXX]. We became SES's at the 673  
same time. We stayed in touch 674

|  |     |       |  |    |
|--|-----|-------|--|----|
| throughout and I still stay in touch   | 675 |       |  |    |
| with him. I mean, he's still a mentor  | 676 |       |  |    |
| for me. So, not only my immediate      | 677 |       |  |    |
| boss or somewhere within the hierarchy | 678 |       |  |    |
| in the jobs I was in did I reach out   | 679 |       |  |    |
| and work with someone, I kept mentors  | 680 |       |  |    |
| \$-MENTOR                              |     |       |  |    |
| from previous jobs. And then probably  | 681 | -#-\$ |  |    |
| even more importantly, I've always had | 682 |       |  |    |
| tremendous people working for me. And  | 683 |       |  |    |
| yeah, there were great challenges and  | 684 |       |  |    |
| there was a lot of responsibility.     | 685 |       |  |    |
| But, you don't do anything on your     | 686 |       |  |    |
| own. It's the people working for you.  | 687 |       |  |    |
| It's the experts working for you that  | 688 |       |  |    |
| you delegate responsibility to. You    | 689 |       |  |    |
| hold them accountable. You give them   | 690 |       |  |    |
| hopefully the tools and the            | 691 |       |  |    |
| wherewithal for them to do their job,  | 692 |       |  |    |
| to do it better, to do it bigger. The  | 693 |       |  | -* |
| top cover when there are issues or     | 694 |       |  |    |
| problems. You take care of them, and   | 695 |       |  |    |
| they'll take care of you.              | 696 | -\$-% |  |    |
| KC: Now, you mentioned mentors that    |     |       |  |    |
| you've had. And you've also mentioned  | 698 |       |  |    |
| being a mentor. How did you pick the   | 699 |       |  |    |
| people? Because I mean, you have       | 700 |       |  |    |
| professional development programs      | 701 |       |  |    |
| where they set up you up with a        | 702 |       |  |    |
| mentor, give you a list, or whatever.  | 703 |       |  |    |
| And most of the time it happens        | 704 |       |  |    |
| naturally. So what was it that you     | 705 |       |  |    |
| looked for in order for you to say,    | 706 |       |  |    |
| okay, I can trust this person enough   | 707 |       |  |    |
| to have them be that type of an        | 708 |       |  |    |
| individual in my life, to have that    | 709 |       |  |    |
| kind of impact on your life.           | 710 |       |  | -% |
| individual in my life, to have that    | 711 |       |  |    |
| kind of impact on your life.           | 711 |       |  |    |
| #-MENTOR      #-ADVOCATE               |     |       |  |    |
| LDR15: How you don't want to handle a  | 728 | -#    |  |    |
| situation or act in a situation. But   | 729 |       |  |    |
| it's really by watching how they       | 730 |       |  |    |
| handle themselves, how they treat      | 731 |       |  |    |
| others, how they stand up under        | 732 |       |  |    |
| pressure. You know, just the whole     | 733 |       |  |    |

|  |     |    |     |
|--|-----|----|-----|
| realm of how they work and how they          | 734 |    | -%  |
| !-Q1_SL DESC                                 |     |    |     |
| handle themselves. And, equally as           | 735 | !  |     |
| important, not just how the handle           | 736 |    |     |
| themselves on the job, but how they          | 737 |    |     |
| balance their career with home. I'm a        | 738 |    |     |
| firm believer and I will be very             | 739 |    |     |
| honest, it took me a while to learn          | 740 |    |     |
| \$-Q3_ECQS \$-BALANCE                        |     |    |     |
| this. But I am a firm believer in            | 741 |    | -\$ |
| outside of work is just as important         | 742 |    |     |
| as work. You can't work seven days a         | 743 |    |     |
| week, 14 or 16 hours a day. You can,         | 744 |    |     |
| but you're going to burn out. You're         | 745 |    |     |
| not going to like it. You're going to        | 746 |    |     |
| make mistakes. And, you will be less         | 747 |    |     |
| rich. I mean, what you learn outside         | 748 |    |     |
| of work. You know, whether it be your        | 749 |    |     |
| family life, your church life, your          | 750 |    |     |
| hobbies, whatever your interests are         | 751 |    |     |
| or all of the above, adds to you as a        | 752 |    |     |
| person which then you bring more to          | 753 |    |     |
| the job. And I think that's real             | 754 |    |     |
| important.                                   | 755 |    | -\$ |
| KC: Well, I think the word "rich" is a       | 757 |    |     |
| good one to be used to describe it.          | 758 |    |     |
| SECTION BREAK                                |     |    |     |
| KC: But a lot of supervisors would           | 918 |    |     |
| say they don't want that because they        | 919 |    |     |
| don't want to lose the person. That's        | 920 |    |     |
| what I think stops them.                     | 921 |    |     |
| LDR15: And to me that's just the             | 923 |    |     |
| absolute wrong way to be because they        | 924 |    |     |
| didn't get to where they were by             | 925 |    |     |
| someone saying that about them in            | 926 |    |     |
| their career.                                | 927 |    |     |
| !-Q2_DEVELOP %-Q3_ECQS                       |     |    |     |
| KC: Right.                                   | 929 | !  | -%  |
| #-MENTOR #-MOBILITY #-PEOPLE-WK #-LEARNER #- |     |    |     |
| ADVOCATE                                     |     |    |     |
| LDR15: And this is all about raising our     | 931 | -# |     |

|   |     |    |    |
|---|-----|----|----|
| next generation of leaders. I don't     | 932 |    |    |
| want to be in this job forever. I       | 933 |    |    |
| want to bring somebody in behind me.    | 934 |    |    |
| I want to bring multiple somebody's in  | 935 |    |    |
| behind me who have multiple folks who   | 936 |    |    |
| are ready, willing, able to compete for | 937 |    |    |
| my job. And that's the way I've         | 938 |    |    |
| always felt. If I can't walk away and   | 939 |    |    |
| know that there are X number of folks   | 940 |    |    |
| who can do my job, then I haven't       | 941 |    |    |
| succeeded. Again, it's that             | 942 |    |    |
| delegation, empowerment, holding        | 943 |    |    |
| accountable, giving them the respons-   | 944 |    |    |
| ibility and the tools, you know --      | 945 | -# | -% |

SECTION BREAK

|  |      |  |  |
|--|------|--|--|
| KC: ... I think that goes back to      | 1083 |  |  |
| integrity. Again, to me, it's a        | 1084 |  |  |
| matter of having enough trust in       | 1085 |  |  |
| yourself, confidence in yourself, that | 1086 |  |  |
| you can allow yourself to be           | 1087 |  |  |
| vulnerable by opening up your flaws    | 1088 |  |  |
| and not beating yourself up about it.  | 1089 |  |  |

|                                       |      |  |  |
|---------------------------------------|------|--|--|
| LDR15: Absolutely. I think also one   | 1091 |  |  |
| more thing, which is -- what are the  | 1092 |  |  |
| consequences, or what potentially     | 1093 |  |  |
| could be the consequences, of not     | 1094 |  |  |
| admitting. In our business, it can be | 1095 |  |  |
| lives from a military operational     | 1096 |  |  |
| campaign standpoint. It can be lives  | 1097 |  |  |
| from an intelligence standpoint,      | 1098 |  |  |
| putting somebody, if you're talking   | 1099 |  |  |
| about sources and methods or an       | 1100 |  |  |
| [type of operation]. So, you think    | 1101 |  |  |
| now, that's extreme. Certainly what   | 1102 |  |  |
| we're doing say in the policy or      | 1103 |  |  |

|              |            |             |         |    |
|--------------|------------|-------------|---------|----|
| #-ALLY       | #-HUMILITY | #-INTEGRITY | #-AWAKE | #- |
| ACCOUNT      | #-AFFIRM   |             |         |    |
| %-Q2_DEVELOP |            |             |         |    |

|  |      |    |    |
|--|------|----|----|
| budget arena is not. But, everybody    | 1104 | -# | -% |
| makes mistakes, I mean from day one,   | 1105 |    |    |
| through year one, through year one     | 1106 |    |    |
| hundred. We're human. And for anyone   | 1107 |    |    |
| to not say they haven't made a mistake | 1108 |    |    |
| in their career, I don't think is      | 1109 |    |    |

|  |      |       |  |       |
|--|------|-------|--|-------|
| being honest. No matter how small,       | 1110 |       |  |       |
| it's a mistake.                          | 1111 | -#    |  |       |
| KC: Yes.                                 | 1113 |       |  |       |
| #-RESPONSIBL                             |      |       |  |       |
| LDR15: Some of them are large. I mean    | 1115 | -#    |  |       |
| I've had to go to the [X] and say, "We   | 1116 |       |  |       |
| didn't balance the budget. We're 20      | 1117 |       |  |       |
| million off." That was a lot at that     | 1118 |       |  |       |
| time.                                    | 1119 |       |  |       |
| KC: Yeah, that's a big oops.             | 1121 |       |  |       |
| LDR15: It's a lot any time, but I had to | 1123 |       |  |       |
| go do it. And I did it. We made a        | 1124 |       |  |       |
| mistake. We messed up. We figured it     | 1125 |       |  |       |
| out. We fixed it and we implemented      | 1126 |       |  |       |
| procedures so hopefully we wouldn't do   | 1127 |       |  |       |
| that again. Or at least, we wouldn't     | 1128 |       |  |       |
| do it in that same way. That's not to    | 1129 |       |  |       |
| say there wasn't going to an oops        | 1130 |       |  |       |
| somewhere else.                          | 1131 | -#    |  |       |
| *-Q3_ECQS                                |      |       |  |       |
| KC: Right.                               | 1133 |       |  | -*    |
| #-FEEDBACK #-HUMILITY #-LEARNER \$-AWAKE |      |       |  | \$-   |
| ALLY \$-ACCOUNT                          |      |       |  |       |
| LDR15: That's one of a dozen examples or | 1135 | -#-\$ |  |       |
| more that I can come up with. Pretty     | 1136 |       |  |       |
| significant mistakes, errors. You        | 1137 |       |  |       |
| admit it. You fix it and you go on.      | 1138 |       |  |       |
| You can't dwell on it. You need to       | 1139 |       |  |       |
| learn from it. And I think that it's     | 1140 |       |  |       |
| real important to always do those        | 1141 |       |  |       |
| lessons learned. Sometimes it's just     | 1142 |       |  |       |
| you sitting down and reviewing what      | 1143 |       |  |       |
| you did and what things went wrong.      | 1144 |       |  |       |
| Sometimes it's bringing folks in from    | 1145 |       |  |       |
| the outside and saying, please look at   | 1146 |       |  |       |
| my outfit. Look at my process. Look      | 1147 |       |  |       |
| at whatever it was. Tell me.             | 1148 | -#    |  | -*    |
|  |      |       |  | -\$-% |
| KC: Give me some help.                   | 1150 |       |  |       |
| #-FEEDBACK #-LEARNER \$-AWAKE \$-ALLY    |      |       |  |       |

|  |      |       |
|--|------|-------|
| LDR15: Give me some help. I need help. | 1152 | -#-\$ |
| I can't see because I'm too close to   | 1153 |       |
| it, what the issues are. IG's have     | 1154 |       |
| never bothered me, inspector generals. | 1155 |       |
| They're here to help. And I know a     | 1156 |       |
| lot of people don't feel that way.     | 1157 |       |
| KC: But you're right.                  | 1159 |       |

END OF SECTION

END OF INTERVIEW DATA

Vita:

**Karen A. Carleton**

Education

**Ph.D.**, *Human Development*, Defended dissertation titled “The Lamplighter: Strategic Leaders’ Views on Leadership” on April 26, 2005, Virginia Tech, Falls Church, VA.

**M.S.**, *National Resources Strategy*, June 2004, Industrial College of the Armed Forces, Fort McNair, DC.

**M.S.Ed.**, *Adult and Continuing Education*, May 1994, Virginia Tech, Falls Church, VA.

**B.B.A.**, *Human Resources Management*, December 1981, Florida Atlantic University, Boca Raton, FL.

**Additional DoD:** Defense Leadership and Management Program (DLAMP) participant, graduation will take place summer 2005. George Washington University graduate course *Intelligence Community: Development, Organization, and Management*; Joint Military Intelligence College graduate course *Leadership, Management and Coordination in the Intelligence Community*; both 2001, and *Measures of Organizational Performance*, Information Resources Management College.

**Additional Govt.:** *OPM Supervisory Leadership Course*, December 2002.

Professional Experience

**Management and Program Analyst, Office of the Chancellor for Education and Professional Development (became a branch office of CPMS/DLAMP 8/2003)** — GS-343-14, from 2/99 to present, 1401 Wilson Blvd., Suite 209, Arlington, VA 22209-5144.

**Assistant to the Provost, Joint Military Intelligence College (JMIC)** — Rotational assignment as a DLAMP fellow (GG-1710-14) at the JMIC, Bolling AFB, Washington, DC, detailed from 8/01 to 8/5/02.

**University Registrar, National Defense University (NDU)** — GS-301-12, from 9/95 to 2/99, NDU, Academic Affairs Directorate, Ft. McNair, D.C. 20319-5066.

**Program Analyst, Industrial College of the Armed Forces (ICAF)** — GS-345-11, from 10/93 to 8/95, NDU, ICAF, Ft. McNair, D.C. 20319-5062.

**Training Specialist, Pilot Research Inc.** — Vienna, VA 22182, 703-883-2522, from 01/93 to 10/93.

### Professional Information

- *Professional interests:* transformational learning, leadership development, assessment and program evaluation, professional problem solving/critical thinking, and reflective judgment.
- *Professional association memberships:* American Association for Higher Education, American Evaluation Association (through 2003), Association of Institutional Research (institutional member), American Association of University Women, Institute of Noetic Sciences, past member American Association for Collegiate Registrars and Admission Officers.