

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	
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			
 KC: In their lifetime.	 221			
 LDR5: -- for six generations. That's	 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			
 SECTION BREAK				
 LDR5: Okay. Here's what we need.	 934			
 #-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			
 KC: Formal education.	 950-#			
 LDR5: -- do this kind of stuff. A	 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		
KC: Right, exactly.	363		
LDR08: And that things are not black and	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	-#	
SECTION BREAK			
KC: Is it open-mindedness or is it	525		
beyond that?	526		
LDR08: Well, you can put it anyway you	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	-\$	
KC: Right, right.	534		
LDR08: But some very bright people,	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 about him?	702 703
LDR08: -- Well, I knew a little bit about him. But when I was in the Mediterranean and one of them, I was a [TEXT DELETED FOR PRIVACY] was Turkey. And so I started about Kemal Attiturk. And he became-- in the first place he founded modern Turkey. He overthrew the Sultan and to do that he had to -	705 706 707 708 709 710 711 712 713
KC: He had to build a coalition?	715
LDR08: He was historically a military man. And in the wake of World War I they didn't have any money or anything. So he had to build an army, he had to train an army and he had to fight an army to get the Greeks out of his territory. And then to bluff the British and the Europeans and the French to not interfere and then he threw the Sultan out. Then he became the Premier of Turkey. He gave the vote to women, did away with the fez, changed the alphabet, did away with the Arabic writing in the government and so forth.	717 718 719 720 721 722 723 724 725 726 727 728 729 730 731
KC: And those are all major, hard changes.	733 734
LDR08: Major things. It sounds silly, but to do away with the fez, to tell the people they couldn't wear the fez and to tell the Mullahs they were no longer running the place and then shot a lot of them. He was very cruel, but he did things that he had to do and he was an amazing man.	736 737 738 739 740 741 742 743
KC: And you think it was because of his independent thinking? That was really what was the -	745 746 747

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
 KC: I wonder where they came from?	 753
 LDR08: You know, there are three	 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
 [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
 KC: That's fascinating.	 779
 LDR08: Maybe there's another one, maybe	 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
 KC: The people still revere him?	 790
 LDR08: Oh, very, very highly. And	 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	-#-\$
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	
\$-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	
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	
LDR10: Great. I can live with that. I	316	
encourage that. None of us are	317	
perfect.	318	
KC: It's the deception, the attempt to	320	
\$-Q2_DEVELOP		
deceive...	321	- \$
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		
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	
 KC: Right. Very political.	 282	
 LDR15: Yes, especially in this case when	 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	
 KC: Now with your career, you mentioned	 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	
 LDR15: It was largely, if not wholly,	 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.