2013 Eagle Institute

The Leader as a Strategist

July 16-19, 2013 • Gettysburg, PA

Proudly sponsored by AXA Equitable

redefining standards®
Dear Colleagues:

It is with great pleasure that we welcome you to ASBO International’s Eagle Institute in historic Gettysburg, Pennsylvania. We are excited to bring you leadership insights through the lens of the rich history that this wonderful city has to offer.

The Leader as a Strategist is the focus of this year’s conference. Strategic leadership provides the vision and direction for growth and success. Strategic leaders have the skills and tools to manage change effectively and to build a sense of ownership within their workgroups. This Eagle Institute offers a variety of opportunities for you to learn new and innovative ideas that are important to strategic leaders.

Gettysburg is the ideal city in which to examine strategic leadership. It is here that the Battle of Gettysburg was fought—an event considered to be the turning point in the American Civil War. Using the battlefield as our classroom, we’ll walk in the footsteps of our fallen leaders, learn how Abraham Lincoln used strategic leadership, and how to apply those lessons to our school districts.

In addition to gaining insight into strategic leadership skills, you will learn from and network with nationally recognized speakers, esteemed leaders, new and veteran school business professionals, and this year’s recipients of the prestigious Eagle Award.

Please join us in thanking AXA Equitable, sponsor of the Eagle Institute and the Eagle Awards, for supporting this collaborative opportunity for school business professionals.

Your commitment to fiscal integrity in school business management makes you invaluable to education. We hope you take this opportunity to reflect on and be inspired by all that the Eagle Institute has to offer. You’ll return to your school district a better leader for the experience.

Ron McCulley, CPPB, RSBO
President

John D. Musso, CAE, RSBA
Executive Director
Beyond providing retirement plans, AXA Equitable is deeply committed to supporting education on many levels within the college and university marketplace. We work closely with the K-12 market to provide not only retirement benefit products to employers and employees, but also to help students enter college. As part of our commitment, we provide numerous scholarship opportunities.

The AXA Achievement℠ Scholarship offers college scholarships of $10,000 and $25,000 to high school seniors who have demonstrated outstanding achievement in their activities in school, the community or the workplace. The scholarships are sponsored by the AXA Foundation, in association with U.S. News & World Report. In total, AXA Equitable has granted over $20 million in scholarships to more than 4,300 students nationwide.

AXA Achievement is funded by the AXA Foundation, the philanthropic arm of AXA Equitable. Through AXA Achievement, AXA Equitable is one of the nation’s largest corporate providers of scholarships and a comprehensive resource for students and their parents to pursue their dreams of a college education. Since 2003, more than 3,100 students have received scholarships through AXA Achievement, totaling $16 million.
Akindele Ayodele, CPA  
Assistant Business Administrator  
Orange Board of Education  
451 Lincoln Avenue  
Orange, NJ 07050  
Phone: (973) 677-4190  
Email: ayodelak@mail.orange.k12.nj.us

Cindy Barr-Rague, SFO  
School Business Administrator/Board Secretary  
Marlboro Township Board of Education  
1980 Township Drive  
Marlboro, NJ 07746  
Phone: (732) 972-2000x6016  
Email: cbarr_rague@marlboro.k12.nj.us

Shane Baumgardner  
Treasurer  
Danbury Local SD  
8050 N High St STE 170  
Columbus, OH 43235  
Phone: (419) 798-5185  
Email: baumgardners@danbury.k12.oh.us

John Butler, CPA*  
Chief Financial Officer  
Lexington County SD One  
PO Box 1869  
Lexington, SC 29071  
Phone: (803) 821-1167  
Email: jbutler@lexington1.net

Mary Jane Canose  
School Business Administrator/Board Secretary  
Chester School District  
50 North Rd. Bldg 4  
Chester, NJ 07930  
Phone: (908) 879-7373x7315  
Email: maryjane.canose@chester-nj.org

Michelle Clark  
Business Administrator  
Hopkinton SD  
204 Maple Street  
Contoocook, NH 3229  
Phone: (603) 746-5186  
Email: mclark@hopkintonschools.org

Earl Burke*  
CFO Director of Business Services and Operations  
Hinds County SD  
13192 Highway 18  
Raymond, MS 39154  
Phone: (601) 857-7070  
Email: eburke@hinds.k12.ms.us

Dennis Costerison, RSBO**  
Executive Director  
Indiana ASBO  
One North Capitol  
Indianapolis, IN 46204  
Phone: (317) 639-3586x106  
Email: dcosterison@indiana-asbo.org
Michael Coughlin  
Chief Financial Officer  
Waterloo Community SD  
1516 S. Washington Street  
Waterloo, IA 50702  
Phone: (319) 433-1830  
Email: coughlinm@waterlooschools.org

Anthony Dragona, RSBA**  
School Business Administrator  
Union City Board of Education  
3912 Bergen Turnpike  
Union City, NJ 07087  
Phone: (201) 348-5677  
Email: adragona@union-city.k12.nj.us

John Gahan III  
Assistant Superintendent/CFO  
Pewaukee SD  
4797 Hayes Rd #101  
Madison, WI 53704  
Phone: (262) 691-2100  
Email: gahajoh@pewaukeeschools.org

Nancy Hawkins  
Assistant Executive Director  
Michigan School Business Officials  
1001 Centennial Way Ste 200  
Lansing, MI 48917  
Phone: (517) 327-9254  
Email: nhawkins@msbo.org

Michael Jacoby, Ed.D, SFO  
Executive Director  
Illinois ASBO  
108 Carroll Ave  
De Kalb, IL 60115  
Phone: (815) 753-9366  
Email: mjacyjcob@iasbo.org

Adekunle James  
Business Administrator/Board Secretary  
City of Orange Township Public Schools  
451 Lincoln Avenue  
Orange, NJ 07050  
Phone: (973) 677-4190  
Email: jamesade@mail.orange.k12.nj.us

Aubrey Kirkpatrick*  
Director of Finance and Administration and President of NBASBO  
Anglophone School District - East  
1077 St George Blvd  
Moncton, NB E1E 4C9  
Canada  
Phone: (506) 856-3616  
Email: aubrey.kirkpatrick@gnb.ca

Jeffrey LaPorta  
Supervisor of Purchasing and ASBO MD/DC Director at Large  
Harford County Public Schools  
102 S. Hicory Ave  
Bel Air, MD 21014  
Phone: (410) 638-4080  
Email: jeff.laporta@hcps.org

Curtis May  
Vice President/National Sales Manager  
AXA Equitable  
1290 Avenue of the Americas  
New York, NY 10104  
Phone: 224-554-8018  
Email: Curtis.may@axa-equitable.com

Victoria Mayle, CPPO, CPPB  
Procurement Coordinator  
St. Mary's County Public Schools  
23160 Moakley Street, PO Box 641  
Leonardtown, MD 20650  
Phone: (301) 475-5511  
Email: vsmayle@smcps.org

---

Association of School Business Officials International

EAGLE INSTITUTE

AXA EQUITABLE
redefining standards®

Proudly sponsored by
Ron McCulley, CPPB, RSBO
Dir of Purchasing & Contracting
Douglas County School District
701 Prairie Hawk Dr
Castle Rock, CO 80109
Phone: (720) 433-1135
Email: ron.mcculley@dcsdk12.org

Colleen Mertesdorf
Director of Finance and Operations
Faribault Public Schools
PO Box 618, 2800 1st Ave NW Suite 1
Faribault, MN 55021
Phone: (507) 333-6059
Email: cmertesdorf@faribault.k12.mn.us

John Musso, CAE, RSBA**
Executive Director
ASBO International
11401 North Shore Drive
Reston, VA 20190
Phone: (703) 708-7061
Email: jmusso@asbointl.org

Donna Oberg, CSBO
Assistant Superintendent Business Services
Geneva CUSD 304
227 North Fourth Street
Geneva, IL 60134
Phone: 630-463-3030
Email: doberg@geneva304.org

Zeek Ojeh
Assistant Superintendent for Finance
Cartwright Elementary School District #83
3401 N 67th Ave
Phoenix, AZ 85033
Phone: (623) 691-4009
Email: zeek.ojeh@csd83.org

Deborah Ottmers, CPA
Assistant Superintendent Business & Finance
Fredericksburg ISD
2538 S. Congress Ave
Austin, TX 78704
Phone: (830) 997-9551
Email: deboraho@fisd.org

L. Douglas Pechanec
Business Administrator/Board Secretary
West Morris Regional HSD
10 South Four Bridges Rd
Chester, NJ 07930
Phone: (908) 879-6404
Email: dpechanec@wmrhsd.org

Kelly Penny
Chief Financial Officer and President Elect for TASBO
Coppell Independent School District
1303 Wrangler Circle, Suite 100
Coppell, TX 75019
Phone: (214) 496-6004
Email: kpenny@coppellisd.com

Charles Peterson
Director of Cooperative Business Services
Central Susquehanna IU No 16
90 Lawton Lane
Milton, PA 17847
Phone: (570) 523-1155
Email: cpeterson@csiu.org

Jeffrey Platenberg, RSBA, REFP*
Assistant Superintendent for Facilities and Transportation
Fairfax County Public Schools
8115 Gaitheshouse Rd.
Falls Church, VA 22042
Phone: (571) 423-2350
Email: jeffrey.platenberg@fcps.edu
**Donna Post**  
Business Manager  
St. Charles Parish Public Schools  
13855 River Road  
Luling, LA 70070  
Phone: (985)785-6289  
Email: dpost@stcharles.k12.la.us

**Mary Quigg**  
Events and Exhibits Manager  
ASBO International  
11401 North Shore Drive  
Reston, VA 20190  
Phone: (703) 708-7075  
Email: mquigg@asbointl.org, mary.quigg@conferencedirect.com

**Erin Quigg**  
Events Manager  
ASBO International  
11401 North Shore Drive  
Reston, VA 20190  
Phone: (703) 708-7075  
Email: equigg@asbointl.org, erin.quigg@conferencedirect.com

**John Ruddy, Ed.D.**  
Assistant Superintendent Business Operations  
Fort Osage R-1 School District  
2101 N Twyman Rd  
Independence, MO 64058  
Phone: (816) 650-7005  
Email: jruddy@fortosage.net

**Hillarie Siena, Ed.S., SFO**  
Assistant Superintendent for Business Affairs -  
Incoming President for Illinois ASBO  
Glenbrook High School District 225  
108 Carroll Ave  
De Kalb, IL 60115  
Phone: (847) 486-4720  
Email: hsiena@glenbrook225.org

**Weedie Smith**  
Business Manager, Indiana ASBO Treasurer  
Decatur County Community Schools  
2020 N. Montgomery Road  
Greensburg, IN 47240  
Phone: (812)-663-4595  
Email: wsmith@decaturco.k12.in.us

**Jay Snyder**  
Assistant Director of Leadership Development  
ASBO International  
11401 North Shore Drive  
Reston, VA 20190  
Phone: (703) 708-7079  
Email: jsnyder@asbointl.org

**Steven Sonntag**  
Director of Business- President of IASBO  
(2013-14)  
Clark-Pleasant Community School Corp  
One North Capitol  
Indianapolis, IN 46204  
Phone: (317) 535-7579  
Email: ssonntag@cpcsc.k12.in.us

**Terri Weeks, SFO**  
School Business Administrator  
Linwood City School District  
51 Belhaven Avenue  
Linwood, NJ 8221  
Phone: (609) 926-6700  
Email: teriweeks@linwoodschools.org
James Westrum, CPA, SFO, RSBA  
Executive Director, Finance and Business  
Wayzata Public Schools  
210 County Road 101 N PO Box 660  
Wayzata, MN 55391  
Phone: (763) 745-5023  
Email: jim.westrum@wayzata.k12.mn.us

Tiffany Woodard  
Education Media Coordinator  
ASBO International  
11401 North Shore Drive  
Reston, VA 20190  
Phone: (703) 708-7097  
Email: twoodard@asbointl.org

Thomas Yetter  
Director of Financial Services  
Loudoun County Public Schools  
21000 Education Court  
Ashburn, VA 20148  
Phone: (571) 252-1190  
Email: Tim.Yetter@lcps.org

Chris Zingaro  
Vice President  
AXA Equitable  
525 Washington Blvd, 27th Floor  
Jersey City, NJ 07310  
Phone: (551) 482-4145  
Email: Christopher.Zingaro@axa-equitable.com

*2012 Eagle Award recipients  
**Eagle Award recipient from a previous year
2012 EAGLE AWARD RECIPIENTS

International Eagle Award

Jeffrey K. Platenberg, RSBA, REFP
Fairfax County Public Schools
Fairfax, VA

Distinguished Professional Eagle Award

Earl P. Burke
Hinds County School District
Raymond, MS

John C. Butler, CPA
Lexington County School District One
Lexington, SC

Aubrey N. Kirkpatrick
Anglophone School District - East
Moncton, New Brunswick Canada

The Eagle Award Program and Eagle Institute are proudly sponsored by

AXA EQUITABLE
redefining/standards®
2013 Eagle Institute
“Leader as a Strategist”
Wyndham Hotel - Gettysburg, PA - July 16 - 19, 2013

Schedule of Events

Tuesday, July 16
Arrive at the Wyndham Hotel- 95 Presidential Circle Gettysburg, PA, by 4:30 p.m.

5:00 p.m.
Welcome Reception and Dinner*

7:00 p.m. - 8:00 p.m.
Leadership 101

CPE

CPEs: 1.0
Program level: Basic
Field of Study: Personal Development
Program Prerequisites: None
Advance Preparation: None

Dr. Jeff McCausland, Colonel, U.S. Army (retired) and Founder/CEO of Diamond6
Leadership and Strategy
This seminar will confront critical leadership questions and address some of the “myths” that have been created around leadership and strategy. Participants will learn strategies and tactics for confronting their own leadership challenges and how to overcome them successfully while continuing to grow themselves and others into great leaders.

Learning Objectives
1. Identify three or more myths that have been perpetuated about the concepts of leadership and strategy.
2. Describe your own leadership challenges and how they have affected your professional accomplishments.
3. Discuss strategies and tactics you can employ to overcome your challenges and strengthen your leadership skills.

Wednesday, July 17

**Breakfast at the Hotel**
Voucher for the 1863 Restaurant at the Wyndham Hotel

8:00 a.m.

**The Battle of Gettysburg – Wyndham Hotel**
*Dr. Jeff McCausland; Tom Vossler, Colonel, U.S. Army (retired), Former Director of the Military History Institute, and a Licensed Battlefield Guide at Gettysburg*

This lecture begins the overview of the battle of Gettysburg. Essential to understanding leadership decisions is an appreciation of the personalities involved and the strategic setting. The seminar will place the events of July 1863 in a strategic context prior to visiting the field and discussing leadership lessons that can be drawn from this event – the largest battle ever fought on the North American continent.

9:00 a.m.

**Depart for Visitor’s Center, Museum and Battlefield**
Step back in time and learn more about the consensus-building strategies used in creating some of the most formidable documents in U.S. history.

9:30 a.m.

**Museum and Visitor Center at Gettysburg National Park**
After a $135 million renovation, the Visitor Center reopened in 2008. The center features the Gettysburg Museum of the American Civil War, a film entitled *A New Birth of Freedom*, and The Battle of Gettysburg Cyclorama- the enormous circular oil painting, now on display after a $15 million conservation project.

12:00 p.m.

**Lunch at the Visitor Center**

1:00 p.m. – 4:00 p.m.

**Gettysburg Battlefield Leadership Seminar**

CPE

CPEs: 3.0
Program level: Basic
Field of Study: Personal Development
Program Prerequisites: None
Advance Preparation: None

Dr. Jeff McCausland and Tom Vossler
We will continue our discussion of “crisis” leadership with a seminar on the battlefield. The Battle of Gettysburg was the largest battle ever fought on the North American continent and the turning point in the American Civil War. It is also the site of the most remarkable speech in the English language. We will examine the circumstances surrounding the battle and the leadership lessons we can gain.

Learning Objectives

1. Describe the circumstances leading up to and influencing the course of the Battle of Gettysburg.
2. Discuss the impact of the Battle of Gettysburg on the course of the Civil War and on the understanding of strategic leadership.
3. Explain what makes the Gettysburg Address and its author, President Abraham Lincoln, remarkable in terms of their influence on the trajectory of United States history.

5:00 p.m.
Arrive at The Inn at Herr Ridge
Enjoy a relaxing hour before dinner, cash bar. This Inn was actually a headquarters for Confederate units during the battle.

7:00 p.m.
Thoughts about Today’s Experience
Dr. Jeff McCausland
Having completed our day on the battlefield we will now reflect on what have we actually learned that can be applied to our own leadership efforts. Each participant will be asked to discuss the most significant leadership insight they have gained from the day on the battlefield.

Thursday, July 18

Breakfast at the Hotel**
Voucher for the 1863 Restaurant at the Wyndham Hotel

8:00 a.m.
Depart to Gettysburg Hotel
8:30 a.m. -10:00 a.m.

**Lincoln as a Strategic Leader**

CPE

CPEs: 1.5
Program level: Basic
Field of Study: Personal Development
Program Prerequisites: None
Advance Preparation: None

*Edna Medford, Ph.D., Professor and Chair Department of History, Howard University, Washington, D.C.*

Explore how the extraordinary strategic leadership of Abraham Lincoln was partly a by-product of his habit of lifelong learning. This seminar serves a model of how leaders must consider the issue of lifelong learning for themselves and their organizations.

**Learning Objectives**

1. Describe the qualities that made President Abraham Lincoln a strategic leader.
2. Discuss the leadership competencies that define a strategic leader.
3. Analyze the strategic leadership lessons presented by Lincoln's Gettysburg Address in terms of defining a strategic vision.

10:30 a.m. - 12:00 p.m.

**Strategic Leadership 101**

CPE

CPEs: 1.5
Program level: Basic
Field of Study: Personal Development
Program Prerequisites: None
Advance Preparation: None

*Gary Steele, Colonel, U.S. Army (Retired), Senior Consultant, Learning Dynamics*

Strategic leadership is the process used by a leader to affect the achievement of a desirable and clearly understood vision by influencing the organizational culture, allocating resources, directing through policy and directive, and building consensus within a volatile, uncertain, complex, and ambiguous environment for his or her organization. Such an environment is often marked by opportunities and threats. This seminar will examine the essence of strategic leadership, how it differs from direct and organizational leadership and the various competencies that are important to strategic leaders.
Learning Objectives:

1. Describe how to incorporate strategic leadership into your own leadership style.
2. Explain how to anticipate opportunities and threats in an environment of strategic leadership.
3. Discuss the differences between strategic, organizational, and direct leadership.

12:00 p.m.
Lunch

1:00 p.m.
Self-Guided Tour of David Wills House

2:00 p.m.-3:30 p.m.
The Common Core and the Status of Education

CPE

CPEs: 1.5
Program level: Basic
Field of Study: Management Advisory Services
Program Prerequisites: None
Advance Preparation: None

Dr. John Stoothoff, Assistant Professor, Frostburg State University
Where are the education and the field of school business headed in the next few years? Examine and discuss major changes and developing issues, as well as what is needed to move forward.

Learning Objectives
1. Discuss how the Common Core State Standards (CCSS) program has become a widely adopted curriculum structure for the United States.
2. Compare and contrast the new structures for evaluating instruction and evaluating school principals developed by Race to the Top (RTTT) states, with widely accepted pre-RTTT practices.
3. Describe "the line" or functional connection between GASB-45-oriented evaluation methods and the new methods for evaluating program-side personnel under CCSS.
4. Explain why the knowledge and experience gained from their GASB-45 experience enables school business officials to significantly contribute to their organizations’ compliance with CCSS evaluation requirements.
3:30 p.m.
“So What?”
*Dr. Jeff McCausland*
A brief wrap-up of what attendees have learned over the course of the day

4:00 p.m.
Participants have the evening free to explore Gettysburg.

**Friday, July 19**

**Breakfast at the Hotel**
Voucher for the 1863 Restaurant at the Wyndham Hotel

8:00 a.m.- 9:30 a.m.
**Leadership in a Profession**

**CPE**
CPEs: 1.5
Program level: Basic
Field of Study: Personal Development
Program Prerequisites: None
Advance Preparation: None

*Don Snider, Ph.D, Emeritus Professor, U.S. Military Academy, West Point*
This seminar will address the question, “Are vocational professions to be led at the strategic level in the same manner as other producing organizations such as businesses and bureaucracies?” The seminar will analyze three areas of strategic leadership: (1) what is common and what is unique about the productive processes of the three different types of producing organizations: businesses, bureaucracies and professions? (2) the strategic level of leadership in general with focus on the competencies needed by leaders in that type of environment, irrespective of type of producing organization. (3) the uniqueness of professions (their two internal jurisdictions wherein the profession’s expert knowledge is created and where that abstract knowledge is developed into human practitioners).

**Learning Objectives**
1. Define the characteristics of professions and how they relate to your own organization.
2. Examine strategy competencies needed to implement strategic leadership successfully.
3. Discuss the specific skills needed to be a strategic leader in a profession.
10:00 a.m.–11:30 a.m.

**Strategy and Ethics**

**CPE**

CPEs: 1.5  
Program level: Basic  
Field of Study: Behavioral Ethics  
Program Prerequisites: None  
Advance Preparation: None

**George Lucas, Professor of Ethics & Public Policy, Naval Postgraduate School**

Some have argued that leadership is morally neutral. Effective strategic leadership is a function of defining a vision and then convincing others to follow the direction you have set. This seminar discusses the critical importance of ethics and character as fundamental aspects of the “strategic leader of character”. Participants will have the opportunity to review basic ethical theory, engage in guided consideration of the multiple ethical dimensions of leadership and explore specific dilemmas experienced in today’s schools.

**Learning Objectives**

1. Discuss the importance of leading and working in an ethical environment.  
2. Elaborate on the importance of modeling ethical behavior in your organization.  
3. Describe how to be a confident leader of discussions about strategy and potential ethical dilemmas with all constituents.

11:30 a.m.

**Wrap up**

*Dr. Jeff McCausland*

12:00 p.m.

**Conference Conclusion and Lunch**

*Tentative schedule. Subject to change*

ASBO will be issuing CPE credits for the Eagle Institute sessions. Visit ASBO’s Website for details: [www.asbointl.org/EagleInstitute](http://www.asbointl.org/EagleInstitute).

*The welcome reception and dinner are the only events open to participants’ guests. For guests, there is a fee for the dinner.  
**The Wyndham Hotel’s 1863 Restaurant, located off the lobby, opens for breakfast at 6:30 a.m. Please allow sufficient time to enjoy the breakfast buffet and be ready to begin the morning activities.*
EVALUATION INSTRUCTIONS:

1. Go to www.prolibraries.com/asbo/redeem
2. Redeem the Code: EAGLEINSTITUTE13 Click Submit.
3. Verify attendance by providing your name and e-mail address.
4. Sign-in using your ASBO membership username and password. If you are not a member and do not have an account, you may create one by completing the required fields.
5. Click on “Conference Evaluation” located in the left-hand side navigation menu under “Quick Access”.
6. Complete the evaluation, and click “submit.” Make sure you fill in the evaluation completely as the credit hours are not earned until the entire evaluation has been completed.
7. Your “CPE Transcript” can be accessed under “Your Account”.

QUESTIONS? NEED HELP?
CALL: 800-679-3646 OR VISIT: WWW.PROLIBRARIES.COM/ASBO
IMPORTANT: In order to obtain credit hours for the sessions you attended, you MUST complete the online evaluation process by August 19, 2013

QUESTIONS? NEED HELP?
CALL: 800-679-3646 OR VISIT: WWW.PROLIBRARIES.COM/ASBO

2013 EAGLE INSTITUTE
July 16 - 19, 2013 • Gettysburg, PA • Wyndham Hotel

ONLINE LIBRARY
WWW.PROLIBRARIES.COM/ASBO

Complete the Paperless Evaluation Process and Access Your CPE Certificate in ASBO’s Online Library

CONFERENCE ACCESS CODE: EAGLEINSTITUTE13

How to Receive Continuing Professional Education (CPE) Credit

• Complete an evaluation (in ASBO’s Online Library) following the instructions on the previous page.
• Please note that in order to obtain credit hours for the sessions you attended at the 2013 Eagle Institute, Please complete the online evaluation process by August 19, 2013.

EVALUATION DEADLINE DATE: AUGUST 19, 2013

Obtain Your CPE Certificate

Your CPE certificate/transcript for this Conference can be accessed by clicking on “CPE Transcript” under “Your Account.” Please note that you will be able to access and print your certificate at any time after you have completed the evaluation process.

Your continuing professional education (CPE) records for the conference may be printed as needed from ASBO (www.prolibraries.com/asbo) in the CPE Transcript section.
Things to do Near the Wyndham Hotel

The following lists provide an overview of local attractions and destinations close to this property.

This year marks the 150th anniversary of the Battle of Gettysburg, the turning point of the Civil War. To commemorate this historic milestone, Gettysburg is offering numerous exhibits, lectures, encampments, tours, walks, concerts, and much more throughout the year. To learn more, please visit the Gettysburg Convention & Visitors Bureau website at http://www.gettysburgevilwar150.com

Arts & Cultural

Majestic Performing Arts Center (http://www.gettysburgmajestic.org/)
Professional tours, community and college produced live events, plus screenings of the latest flicks.

Points of Interest

The David Wills House (http://www.davidwillshouse.org/)
Visit the historic site where President Lincoln drafted the now famous Gettysburg Address. Located at the Gettysburg National Military Park.

Eisenhower National Historic Site (http://www.nps.gov/eise/index.htm)
Tour the historic home, barn and grounds of the former President Dwight D. Eisenhower.

General Lee's Headquarters
(http://www.gettysburg.travel/visitor/member_detail.asp?contact_id=20)
Discover the stone house where General Lee held command during the Civil War.

Gettysburg National Military Park (http://www.gettysburgfoundation.org/)
Enjoy battlefield tours, horseback riding, hiking and biking. The park is also home to the Gettysburg National Cemetery, the final resting place for those who lost their lives during the Battle of Gettysburg.

American Civil War Wax Museum & Gettysburg Gift Center
(http://www.gettysburgmuseum.com/)
The historic Battle of Gettysburg is recreated with life-sized dioramas and a digitally enhanced Battle room exhibit.
Shopping

The Outlet Shoppes at Gettysburg (http://www.horizongroup.com/our-centers/gettysburg/)
Discover the best deals in town. This outlet mall is home to over 70 amazing stores, delicious eateries, and a movie theater.

Gettysburg Farmer's Market (http://www.gettysburgfarmmarket.com/)
Head to Lincoln Square on Saturday mornings to pick up fresh fruits and vegetables, baked treats and other locally made goods.

Sports & Entertainment

Liberty Mountain (http://www.libertymountainresort.com/)
Head south of the Wyndham Gettysburg to this world-class resort featuring premier ski and snowboard slopes, and tubing for all ages.

The Links At Gettysburg (http://www.thelinksatgettysburg.com/)
Surrounded by rolling hills, rocky cliffs and scenic creeks and lakes, this South Central Pennsylvania golf course is the perfect spot to tee off and enjoy a full day on the green.

Ghosts of Gettysburg Tour (http://www.ghostsofgettysburg.com/)
Not for the faint of heart. Explore favorite haunts on this popular evening tour, including historic homes, battlefields, and haunted cemeteries.

Adams County Winery (http://www.adamscountywinery.com/)
In nearby Orrtanna, 15 minutes west of Gettysburg, enjoy a day of wine tasting, or attend one of the many concerts, festivals and special events hosted at this picturesque winery.

Hershey Park (http://www.hersheypark.com/)
Enjoy a full day of family thrills at Hersheypark, featuring 60 rides like the Skyrush coaster, plus live shows and entertainment just one hour from Gettysburg.

What's Nearby?

- Gettysburg College
- Gettysburg Regional Airport
- Gettysburg Transit Center
- Harrisburg Area Community College
- Lutheran Theological Seminary
- Mount Saint Mary's University
- Rabbit Transit Commuter Bus
List of restaurants in Gettysburg

1863 Restaurant (Inside the Wyndham Hotel)
- 95 Presidential Circle
- (717) 339 – 0020

Appalachian Brewing Company
- 401 Buford Avenue
- (717) 334-2200

Blue Parrot Bistro
- 35 Chambersburg Street
- (717) 337-3739

Bruster’s Real Ice Cream
- 1126 York Road
- (717) 338-0575

Cashtown Inn
- 1325 Old Route 30
- (800) 367-1797

Dobbin House Tavern
- 89 Steinwehr Avenue
- (717) 334-2100

Farnsworth House Inn Restaurant
- 401 Baltimore Street
- (717) 334-8838

General Pickett’s Buffet
- 571 Steinwehr Avenue
- (717) 334-7580

JJ Hibachi Buffet
- 533 Steinwehr Avenue
- (717) 337-3377

Johnny’s Como Cupcakes and Coffee
- 62 Chambersburg Street
- (717) 339-0339

Kentucky Fried Chicken
- 539 Steinwehr Avenue
- (717) 334-7678

La Bella Italia
- 402 York Street
- (717) 334-1978

McDonald’s
- 517 Steinwehr Avenue
- (717) 334-5920

Merlin’s Coffee
- 1863 Gettysburg Village Drive
- (717) 334-2774

O’Rorke’s Eatery and Spirits
- 44 Steinwehr Avenue
- (717) 334-2333

Sharpshooters Grille
- 900 Chambersburg Road
- (717) 334-4598

Subway
- 35 A Camp Letterman Drive
- (717) 338-9913
Dr. Jeffrey D. McCausland, Founder and CEO, Diamond6 Leadership and Strategy, LLC

Dr. Jeff McCausland is the Founder and CEO of Diamond6 Leadership and Strategy, LLC (http://diamondsixleadership.com/). For the past seven years Diamond6 has conducted numerous executive leadership development workshops for leaders in public education, US government institutions, non-profit organizations, and corporations across the United States. Participants have included the leadership teams for national education associations and large urban school districts representing hundreds of thousands of students throughout America.

He is also a Visiting Professor of International Security at Dickinson College in Carlisle, Pennsylvania. He serves as a Senior Fellow at the Stockdale Center for Ethical Leadership at the United States Naval Academy and the Carnegie Council for Ethics in International Affairs in New York. Prior to these appointments he was a Visiting Professor of International Law and Diplomacy at the Penn State Dickinson School of Law.

Dr. McCausland is a retired Colonel from the US Army and completed his active duty service in the United States Army in 2002 culminating his career as Dean of Academics, United States Army War College. Upon retirement Dr. McCausland accepted the Class of 1961 Chair of Leadership at the United States Naval Academy, Annapolis, Maryland and served there from January 2002 to July 2004. He continues to hold a position as a Senior Fellow at the Stockdale Center for Ethical Leadership at the Naval Academy.

He is a graduate of the United States Military Academy at West Point in 1972 and was commissioned in field artillery. He is also a graduate of the U.S. Army airborne and ranger schools as well as the Command and General Staff College at Ft. Leavenworth, Kansas. He holds both a Masters and Ph.D. from the Fletcher School of Law and Diplomacy, Tufts University.

During his military career Dr. McCausland served in a variety of command and staff positions both in the United States and Europe. This included Director for Defense Policy and Arms Control on the National Security Council Staff during the Kosovo crisis. He also worked on the Treaty on Conventional Armed Forces in Europe (CFE) as a member of the Office of the Deputy Chief of Staff for Operations, US Army Staff, the Pentagon. Following this assignment he assumed command of a field artillery battalion stationed in Europe and deployed his unit to Saudi Arabia for Operations Desert Shield and Storm in 1990 and 1991.
Dr. McCausland has both published and lectured broadly on military affairs, European security issues, the Gulf War, and leadership throughout the United States and over sixteen countries. He has been a visiting fellow at the Center for International Affairs, Harvard University; Conflict Studies Research Center, Royal Military Academy, Sandhurst; Stiftung Wissenschaft und Politk, Ebenhausen, Germany; George C. Marshall Center for European Security Studies, Garmisch, Germany; and the International Institute for Strategic Studies, London.

He has also served as a member of numerous panels on leadership and character development. These include the Chief of Staff Army’s Blue Ribbon Panel on Training and Leader Development; the Character Review Panel for the Superintendent, U.S. Air Force Academy; as well as providing advice and assistance to the Chief of Staff of the Air Force’s Aerospace Leader Development Panel.

Dr. McCausland is a senior fellow at the Clarke Forum at Dickinson College and a Senior Associate at the Abshire-Inamori Leadership Academy at Center for Strategic and International Studies (CSIS) in Washington. He is also an adjunct fellow at both CSIS as well as the RAND Corporation in Washington. He serves on the Board of Advisers to the National Committee on American Foreign Policy in New York, the Hourglass Initiative, and the Dreyfuss Initiative.

He has been a national security consultant for CBS television and radio. In this capacity he has travelled frequently to Guantanamo, Iraq and Afghanistan. Consequently, he has been a frequent commentator on the ongoing conflicts in both countries for CBS since 2003. Dr. McCausland has also appeared on MSNBC, CSPAN, CNN, Al Jazeera, the CBS Morning Show, Up To the Minute, as well as the CBS Evening News. He is frequently interviewed by the New York Times, Christian Science Monitor, Wall Street Journal, and Boston Globe. He is married to the former Marianne Schiessl, and they have three children - Tanya, Nicholas, and Phillip.
Leadership 101...or by the numbers...

Myths, Legends, Questions, etc....

Never slap a man who’s chewing tobacco....

---Will Rogers

Dr. Jeff McCausland

Diamond6 Leadership and Strategy, LLC
What is leadership, and is it the same as management?

"Don't be buffalomed by experts and elites. Experts often possess more data than judgment. Elites can become so inbred that they produce hemophiliacs who bleed to death as soon as they are nicked by the real world."

-- Colin Powell
General Dwight Eisenhower

“Leadership is the ability to decide what has to be done, and then get people to want to do it.”

**MANAGEMENT** = work standards, resource allocation, and organizational design. Controlling complex institutions.

**LEADERSHIP** = vision, motivation, and trust. Moving people and organizations into the future. **Dealing with change**....

If you don’t like change...you are going to like irrelevance even less.....
Why do I really care about leadership?
I mean so what???
Leadership in America – a grim assessment

We have a leadership crisis in this country today.

Source: Yankelovich, Inc. Interviews with 1207 Americans between 4 and 17 Sept 2007. Sampling error is plus or minus 2.8%

Compared with 20 years ago do you think we have better leaders today or worse leaders today?
The Challenge for American education....
What is strategy?

The biggest risk is not taking any risk... In a world that changing really quickly, the only strategy that is guaranteed to fail is not taking risks.

-- Mark Zuckerberg

You may not be interested in strategy, but strategy is interested in you.

-- Leon Trotsky
WHAT IS STRATEGY?

RELATING ENDS, WAYS & MEANS

OBJECTIVES (ENDS)
CONCEPTS (WAYS)
RESOURCES (MEANS)

WHAT ABOUT RISK???????
STRATEGY IS A PROCESS THAT GIVES DIRECTION

“Ends”
- Purpose
- Vision
- Mission
- Values

“Ways”
- Strategic Goals
- Action Plans
- Policies for subordinate org
- Leader’s Strategic Initiatives

“Means”
- Prioritize, Resource, & Program

Assessments & Feedback

Creates alignment throughout the organization…
How are we all contributing?
How are we doing??
Critical Questions

• Who are we? and Where are we? (Assess)

• Where should we go? (Decide)

• How do we get there? (Implement)

• Are we getting there? (Assure/reassess)
Question 4

What is the one essential thing that leaders do?

*Perpetual optimism is a force multiplier.*

-- Colin Powell
All those opposed signify by saying, “I quit!”

They decide!!!!!
“Recognize that every ‘out front’ maneuver you make is going to be lonely. If you feel entirely comfortable, then you’re not far enough ahead to do any good. That warm sense of everything going well is usually the body temperature at the center of the herd.”

Leadership can be lonely... What was Bill Clinton’s dog’s name???
Leaders translate ideas into action…

Chaotic action is preferable to orderly inaction.

-- Will Rogers
Question 5

Are Leaders Made Or Born?

Never kick a cow chip on a hot day....

--Will Rogers
Certain factors do matter....

Jason Giambi

Ted Williams
Certain other factors do matter….

The Peter Principle

"The theory that employees within an organization will advance to their highest level of competence and then be promoted to and remain at a level at which they are incompetent."

--Canadian sociologist Dr. Laurence J. Peter

The Dilbert Principle

The Dilbert Principle refers to a 1990s satirical observation by Dilbert cartoonist Scott Adams stating that companies tend to systematically promote their least-competent employees to management (generally middle management), in order to limit the amount of damage they're capable of doing. Dilbert commented, "leadership is nature’s way of removing morons from the productive flow."
Certain other factors do matter….

**Outliers (The Story of Success)**

“It is not the brightest who succeed…Nor is success simply the sum of the decisions and efforts we make on our own behalf….It is rather a gift.

*Outliers* are those who have been given opportunities – and who have had the strength and presence of mind to seize them”.

Diamond6 Leadership LLC, all rights reserved.
Question 6

Is experience the best tool for leadership development?

Good judgment comes from experience, and a lot of that comes from bad judgment….

— Will Rogers.
Who would you pick for Corporate CEO?

Jefferson Davis

Abraham Lincoln

In times of rapid change, experience could be your worst enemy.

-- J. Paul Getty
Would you hire these people????

Experience only matters if you believe the future will look like the past.......
Question 7

Who Makes Better Leaders
Women Or Men?
Margaret Thatcher on Leadership

- Have a strong moral compass.
- Simplify and communicate.
- Lead but always listen.
- Develop policies that “go with the grain”.
- Think strategy ahead of time.
- Build good teams.
- Use circumstances.
- Make good allies.
- Prepare before you are in power.
- Have patience.
Info revolution and democratization are causing a long term secular shift in the context of postmodern organizations to a co-operative style. Network organizations require a more consultative style. While sometimes stereotyped as a feminine style, both men and women face this change and need to adapt to it. *Empowered followers empower leaders.*

QUESTION: when does the brain cease to develop?

The last thing to develop for males is the frontal lobe...that is where "judgment" is contained...
Who says that guys are in charge???

“I’m sorry you had a rough day at the office, but you have the wrong house.”
Question 8

Is it always easy to know who you are leading???

*If you are riding ahead of the herd, take a look back every now and then to make sure it’s still there*…

--- Will Rogers
Know who your “Stakeholders” are…

Take a school as an example……..

- Students
- Faculty
- Staff
- Alumni
- Board
- Parents
- Community
Question 9

How do you decide where to lead the organization?

Always drink upstream from the herd.

--- Will Rogers
The Importance of the Mission Statement

"Our old mission statement was more eloquent, and dignified, but not nearly as effective."

If you don’t know where you are going... any road will lead you there.
What is your mission…it is a direction and a tool!

Here is a pretty good example of a mission for an organization:

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Be thankful we're not getting all the government we're paying for.

-- Will Rogers
MISSION: To lead the school business profession by providing growth opportunities and a network of support.

Core Organizational Values:
• Committed to meeting the needs and differences of every child, everyday
• Focus on members
• Committed to absolute integrity and accountability
• Values ethnic, cultural, gender, and age diversity
• Embraces change, innovation, and new ideas
• Encourages involvement, collaboration, and community

What is your mission statement???

“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

-- John Quincy Adams
Finally, what is the difference between a "boss" and a "leader"?

A good boss takes a little more than his share of the blame and a little less than his share of the credit.

-- Ronald Reagan
A Boss

- Drives employees
- Depends on authority
- Inspires Fear
- Says "I"
- Places blame for breakdowns
- Knows how it's done
- Uses people
- Takes credit
- Commands
- Says "Go"

What is you’re A/E ratio?????
A Leader

- Coaches employees
- Depends on goodwill
- Generates enthusiasm
- Says "We"
- Fixes the breakdown
- Shows how it's done
- Develops people
- Gives credit
- Asks
- Says "Let's go"
- Sets the ethical standard

Colin Powell, former Secretary of State and Chairman, Joint Chiefs of Staff
QUESTIONS?

I don't make jokes. I just watch the government and report the facts.
--Will Rogers

You’ll have to admit, it’s a pretty impressive presentation.
Colonel Tom Vossler (Ret.)

Colonel Tom Vossler, U.S. Army (Retired) served thirty years in the U.S. Army Infantry from 1968 to 1998. He commanded an infantry platoon in the Vietnam War and a mechanized infantry battalion in Germany prior to the fall of the Berlin Wall / Soviet regime. Tom holds a Bachelors of Arts degree from the Pennsylvania Military College and a Master of Arts degree from Georgia State University. His military education includes graduation from the U.S. Army Command and General Staff College and the U.S. Army War College.

Tom taught military history, strategy and leadership at the U.S. Army War College and he is a former director of the U.S. Army Military History Institute at Carlisle Barracks, PA. He currently works as a Licensed Battlefield Guide at Gettysburg where he specializes in battlefield studies and leadership seminars for the U.S. military. His leadership seminars have also been presented to military units from the United Kingdom, Germany, France and Canada and numerous U.S. and foreign corporations. Tom’s battlefield clients include the late ABC News anchorman Peter Jennings, movie actor Richard Dreyfus, Texas Governor Rick Perry and former U.S. Secretary of Defense Donald Rumsfeld. Tom’s television credits include participation in two productions for The History Channel.

Tom and his wife Barbara own and operate Mountain View Farm just west of Gettysburg where they raise purebred Simmental beef cattle specializing in the production of bred heifers, cow-calf pairs and breeding-age bulls for a nation-wide replacement market. They are the breeders and owners of the 2009 U.S. National Champion Simmental Bull, MVS Maximus, the lead herd sire at Mountain View Farm. In addition to her work with the breeding program at the farm, Barbara also works off the farm in the local real estate market.
Fundamental Questions

Why Gettysburg?

“In great deeds something abides. On great fields something stays. Forms change and pass, bodies disappear, but spirits linger, to consecrate ground for the vision of place of souls. And reverent men and women from afar, and generations that we know not of, heart-drawn to see where and by whom great things were suffered and done for them, shall come to this deathless field, to ponder and dream....”

--Colonel Joshua Chamberlain

Dedication of the 20th Maine Monument, 1889

How Gettysburg?
Primary Leadership Competencies

- Vision
- Management
- Empowerment
- Diplomacy
- Feedback
- Entrepreneurial
- Personal Style
- Personal Energy
- Multi-cultural awareness

Dr. David Campbell, Center for Creative Leadership
The United States in 1860
A Period of Change

• **Social change** – immigration and slavery.

• **Technological change** – railroads, telegraphs, balloons, new weaponry.

• **Governmental change** – the role of the Federal government was changed forever.
Third Year of the War

Strategic Initiative (USA/CSA?)
  France and England recognition (?)
  Impact of the Emancipation Proclamation

Union Support for the War (?)
  Peace Movement

Southern Resolve Unshaken (!)
National Objectives

SOUTH

- Independence
- Slavery

NORTH

- Preservation/Restoration of the Union
Military Strategies

- **South - Defensive** *(Exhaust the North)*
  - Perimeter Defense
  - Limited Offensives: “Offensive Defensive”

- **North - Offensive** *(Defeat the South by force of arms)*
  - “Anaconda Plan”
  - “On to Richmond!” and control the Mississippi...
Military Situation
June 1863

• **Union**
  - Armies encircle the South
  - Naval Blockade

• **Confederate States**
  - Lee at Fredericksburg (Operational Pause)
  - Bragg in Tennessee
  - Johnston in Mississippi
  - Pemberton surrounded at Vicksburg
Military Strategy Options for the Summer 1863

Confederate States

– Reinforce Tennessee
– Reinforce Vicksburg
– Davis’ home
– Invade Pennsylvania**

**17 May Richmond conference
Objectives

- **Strategic** - Bring about a political settlement, or foreign Intervention
- **Operational** - Sever Union LOCs across the Susquehanna River
- **Tactical** - Accept battle, if obtainable under favorable conditions
- Feed the Army…
- Seize the initiative…
**Forces Available**

- **Confederate - Robert E. Lee**
  - Army of Northern Virginia (75,000)
  - 3 Infantry Corps (~20K ea)
  - 1 Cavalry Division
  - Artillery (272)
Confederate Commanders

Lee
USMA 1829

Longstreet
USMA 1842

Ewell
USMA 1840

A.P. Hill
USMA 1847

Stuart
USMA 1854
Meade’s Options

– Gettysburg – Contest the crossroads

– Defensive Position @ Emmittsburg, Maryland (Challenge Lee to attack)

– Fall back to better position between Washington and Confederate Army (Pipe’s Creek)
Union - Joseph Hooker
(G.G. Meade – 28 June)
- Army of the Potomac (95,000)
- 7 Infantry Corps (~10K ea)
- 1 Cavalry Corps
- Artillery (362)
Union Commanders

Meade
USMA 1835

Reynolds
I
USMA ‘41

Hancock
II
USMA ‘44

Sickles
III

Sykes
V
USMA ‘42

Sedgewick
VI
USMA ‘37

Howard
XI
USMA ‘54

Slocum
XII
USMA ‘52
Execution Overview
1 ~ 5 July 1863

• Day 1 - Meeting Engagement
• Day 2 - CSA Attack in the South
• Day 3 - CSA Attack in the Center
• Day 4 – Stalemate
• Day 5 - Lee Retreats
Casualties

- North: 3200 KIA, 14,500 WIA, 5300 MIA
  • 23,000 of 95,000

- South: 2600 KIA, 13,000 WIA, 5200 MIA
  • 21,800 of 75,000

Confederates Repulsed = Northern Victory*
Implications - Short Term

- What Could Have Been… *Combined with Vicksburg*…
- Southern hopes of foreign intervention…
- Support for the War in the North revived…
- Lee’s Army escapes to fight on…
- Reputations of Meade and Lee…
Implications - Long Term

- Gettysburg Address ….“a new birth of freedom…”

- A Change in the Nature of the War
  - Battles Not Decisive
  - “Total War”

- Revolution in Military Affairs
  - Railroads and Telegraph
Leadership Issues/Challenges

- Commander’s (Boss’s) Intent/Vision?
- Political landscape?
- Common Understanding throughout?
- How do you get your information?
- What’s changed?? How to adapt?
- Who are your key subordinates?
- Who are the players outside your organization?
- Impact of experience/significant events?
- Risk? How much is enough? How much can we stand?
Final Points to Consider

• Leadership deals with adapting to change…

• Beware ego and hubris…

• Time is the one variable that you can never increase. When you make a decision may be as important as the decision you make.

*The past is never dead…in fact it’s not ever past!*  
-- William Faulkner
Questions???

“Leadership is the art of accomplishing more than the science of management says is possible.”

-- Colin Powell
Edna Green Medford, Ph.D.

Dr. Edna Greene Medford is Professor and chairperson of the Department of History at Howard University. She has also served as director of the department’s graduate and undergraduate programs and as director of the history component of New York’s African Burial Ground Project. Dr. Medford specializes in 19th century United States history and teaches courses in the Jacksonian Era, Slavery, the Civil War and Reconstruction, and the African American experience. She lectures widely to community groups and at universities around the country and abroad, including the Netherlands, Northern Ireland, South Africa and Canada.

Dr. Medford holds a Bachelor of Science degree in Secondary Education (with a history emphasis) from Hampton Institute (VA), a Master of Arts degree in history from the University of Illinois, Urbana, and a Ph.D. in history (nineteenth century America emphasis) from the University of Maryland at College Park.

For the last 25 years, Dr. Medford has served as faculty sponsor of the Howard University’s Phi Alpha Theta History Honor Society and for at least 12 years has been the faculty mentor to students enrolled in the Ronald McNair Post-baccalaureate Program, whose aim is to advise and prepare mostly first generation college students for graduate study.

Dr. Medford’s publications include co-authorship of The Emancipation Proclamation: Three Views and Historical Perspectives of the African Burial Ground Project; New York Blacks and the Diaspora, (edited). She has authored more than two-dozen books chapters and journal articles on nineteenth century African Americans, Abraham Lincoln, and race in America. She is currently writing Lincoln and Emancipation, which is scheduled for publication in 2014.

Dr. Medford is a member of several advisory boards dedicated to the study of and promotion of Civil War history including the Lincoln Bicentennial Foundation, the Ulysses S. Grant Papers, the Abraham Lincoln Association, the Abraham Lincoln Institute, the Lincoln Studies Center at Knox College, President Lincoln’s Cottage (where she chairs the Scholars Advisory Group), and the Lincoln Group of the District of Columbia. She is a member of the Executive Committee of the Lincoln Forum, a national organization dedicated to the study of President Lincoln and the Civil War era, and she serves on the Executive Council of the Association for the Study of African American Life and History. Dr. Medford is featured in several documentaries on the life and times of Abraham Lincoln, including the Smithsonian Museum of American History’s Lincoln exhibit.
Dr. Medford’s honors and awards include the 2013 “Professor of the Year Award,” given by the Howard University Student Association, the 2012 Lincoln Award from the Lincoln Group of the District of Columbia, and a special bicentennial edition of the “Order of Lincoln,” granted to 30 international recipients by the state of Illinois in 2009.
Colonel Gary Steele, Retired and Senior Consultant for Learning Dynamics

Gary Steele has over thirty years of extensive national and international human resources experience as a leader, problem solver, and project manager. He has successful leadership, management and consulting experience with a broad, unique background from the military, education, and pharmaceutical industry sectors.

As an Army officer, Gary served 9 of his 23 years outside of the United States. Following graduation from West Point, he was posted as an Infantry officer in the Panama Canal Zone. As an Adjutant General Corps officer he served separate tours with allies in Greece and at SHAPE Headquarters in Belgium. With the 4th Infantry Division at Fort Carson, Colorado he was the Deputy Chief of Staff and he also served as the Division G5 Officer. He commanded at the battalion level and closed his career as a member of the doctrinal team charged with the 1993 revision of FM-100-5, Operations, at the School for Advanced Military Studies at Fort Leavenworth, Kansas.

In the educational realm, Gary served as the Associate Superintendent for Human Resources of the Kansas City Missouri School District; a big-city district with approximately 7000 employees, with more than 3000 certified teachers. He has direct experience with the leadership and management challenges faced by district leaders including court-ordered desegregation, multi-million dollar budget cuts and the associated staffing challenges.

He served in key Human Resources positions with Pfizer Pharmaceuticals at its World Headquarters in New York City. In that role he was responsible for executive administration of HR functions for the business unit, which consisted of more than 30 countries. His last role was as Director of Organization Effectiveness for the Corporate Groups in New York City. He designed and delivered programs on team assessment and development, leader development, change management for managers and employees, performance evaluation, business ethics, and employee orientation and onboarding.

With Learning Dynamics, Gary develops and delivers training programs across a broad spectrum of organizational needs. Key focus areas are: Leadership Development, Coaching, Emotional Intelligence, Team Assessment and Team Building, Change Management, Diversity, and Strategic Planning.

Gary is a graduate of the United States Military Academy at West Point and holds a Masters degree in International Relations from Boston University.
Strategic Leadership 101

GARY R. STEELE
Colonel, US Army (Retired)
Senior Consultant, Learning Dynamics
July 18, 2013
Touch Points

• The different types of leadership
• What is this thing called Strategic Leadership
• The competencies
• Incorporating strategic leadership
• Anticipating opportunities and threats
What is Leadership?
President Dwight Eisenhower

- Management =

- Leadership =
The Three Levels of Leadership

- Strategic
- Organizational/Visionary
- Direct/Managerial

Copyright © 2012 Diamond6 Leadership and Strategy LLC, all rights reserved
Direct/Managerial Leadership

✓ Face to Face

✓ Team Work

✓ ____________________________

✓ ____________________________

✓ ____________________________

✓ ____________________________

✓ ____________________________
Organizational/Visionary Leadership

✓ Organizational hierarchy

✓ Internal organizational focus

✓

✓

✓

✓
Is Strategic Leadership different?
WHAT IS STRATEGY?
PROCESS PROVIDES STRATEGIC DIRECTION

- Purpose
- Vision
- Mission
- Values

- Strategic Goals

- Action Plans
  - Policies
  - Strategic Initiatives

- Prioritize Resource Program

- Assessments & Feedback

Copyright © 2012 Diamond6 Leadership and Strategy LLC, all rights reserved
Why do we care about strategic leadership?
Remember *Alice in Wonderland*?

> "Which road do I take?" (Alice)

> "Where do you want to go?"

(Cheshire Cat)

> "I don't know," Alice answered.

> "Then, said the cat, it doesn't matter."

> “If you don't know where you are going, any road will get you there.”
A Transition From...

- Limited well-defined responsibilities
- Usually one best solution
- Structured environment
- Near term focus
- Executor of policy
- Sees only part of organization
- Oriented inward to operations
A Transition To...

- Ambiguous environment
- No clear-cut school solutions
- Positions of broad scope
- Future focus
- Initiator of policy
- Sees whole organization
- Oriented outward to environment
What do Strategic Leaders look like?

What Competencies do they possess?

Kennedy

Washington

Jefferson

Anthony
Strategic Leader Competencies

A competency is an underlying characteristic of an individual that leads to effective or superior performance. It subsumes knowledge, skills, attributes, and abilities.

**Conceptual -- thinking skills**
- Envisioning the Future - Critical, Reflective Thought
- Frame of Reference Development - Effective in Complex Environment
- Problem Management - Skillful Formulation of Ends, Ways and Means

**Technical --**
- Systems Understanding
- Recognize and Understand Interdependencies
- Information Age Technological Awareness
- Skillful Application of Ends, Ways and Means

**Interpersonal --**
- Communication - Inspires Others to Act
- Consensus building - Organizational Representation
- Negotiation - Master of Command & Peer Leadership
- Skillful Coordinator of Ends, Ways and Means
Incorporating Strategic Leadership
What do Strategic Leaders do for the Organization??

- [List of points discussing the role of strategic leaders in an organization]
Anticipating Opportunities and Threats
Understanding and Exercising Strategic Leadership Skills

- Anticipate
- Challenge
- Interpret
- Decide
- Align
- Learn

Harvard Business Review, Jan 2013
Organizations have to execute while conducting change...
• The different types of leadership
• What is this thing called Strategic Leadership
• The competencies
• Incorporating strategic leadership
• Anticipating opportunities and threats
Strategic Leadership 101

GARY R. STEELE
Colonel, US Army (Retired)
Senior Consultant, Learning Dynamics
July 18, 2013
John Stoothoff is Assistant Professor for Frostburg State University, serving in the institution’s College of Education. Dr. Stoothoff is a career educator, having served as teacher, principal and Superintendent of Schools over the course of 37 years in the State of New York State. His Bachelors degree was earned at Hartwick College of Oneonta NY. He holds Masters degrees from SUNY Oneonta and from SUNY Albany of new York State. Stoothoff closed on his PhD in Educational Administration and Policy Studies from SUNY Albany in 1985.

With his work for Frostburg State, Stoothoff has now made it past the forty year mark in educational activities and service. Currently, Stoothoff works out of Frostburg State’s installation of programs as part of the University System of Maryland at Hagerstown (USMH). There he is the coordinator of Educational programs for FSU at USMH. Stoothoff is also the coordinator of the graduate program in Administration and Supervision. As part of these responsibilities, Stoothoff lectures in school leadership, public school finance and in the area of school and staff supervision. He is active in the growth and development of Frostburg State’s first Ed. D program, serving as instructor and as the program’s liaison for retention and recruitment. In addition he has served as instructor for the University of Maryland at College Park’s Washington County Ed. D cohort and as the Interim Director of the USMH.

An outspoken advocate for children and the professionals of our public schools who serve them best, Stoothoff has been asked often to assess the most recent implementation of the nation’s Common Core State Standards and the associated new formats of evaluation of both teachers and administrators in the public schools. John Stoothoff and his wife of forty years, Debra L. Stoothoff of Plainview, NY are pleased and proud of their growing family of two sons and their wives, and they now celebrate the joys of five grandchildren.
The Implementation of The Common Core States Standards:

Implications for the School Business Official

John Stoothoff
Reston, VA
Thursday, July 18, 2013
Assistant Professor

- School Building Leadership
- Public School Finance
- Masters Programming, Education Administration and Supervision

- Teacher
- Principal
- Superintendent of Schools
- District Superintendent
Frostburg State University

Hagerstown

4,755 Undergraduate Students

630 Graduate Students
<table>
<thead>
<tr>
<th></th>
<th>North</th>
<th>South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population in 1860</td>
<td>22 Million</td>
<td>9 million</td>
</tr>
<tr>
<td></td>
<td>Incl. 9.5 million slaves</td>
<td></td>
</tr>
<tr>
<td>Males, ages 15-to-40</td>
<td>4 Million</td>
<td>1 million</td>
</tr>
<tr>
<td>Troops, Died in the War</td>
<td>360,000</td>
<td>620,000</td>
</tr>
<tr>
<td></td>
<td>3903</td>
<td>260,000</td>
</tr>
<tr>
<td>At Gettysburg</td>
<td></td>
<td>2592</td>
</tr>
</tbody>
</table>
1. The learners all will be able to analyze the Common Core State Standards (CCSS) movement within its context as a reform initiative in education in our country.

2. The learners all will be able to analyze the utility of each element of the new Common Core-based structures of evaluation for principals and teachers.

3. The learners all will be able to associate U.S. Governmental Accountability Office Standards and the new directions in the evaluation of teachers and principals in our nation’s schools.
Towards a ‘Take-A-Way’: ...a Connecting of Dots...

Generally Accepted Accounting Principles


GASB 45 - Informed School Administration

Personnel
- Current
- Future

Small Operation/ Numerous Roles

Unique Career Path/Expertise

Framework for System to Evaluate Principals

Maryland Principal Evaluation Model

Professional Development

State Teacher Evaluation Model

Student Growth

Professional Practice
I have red dots.

You have your own "red dots"

"Oh! I have a question."

"I'd like to make this comment."

They’re for “purposeful” pauses
Let’s Practice
The Battle of Gettysburg: the Turning Point of the War Between the States

The Common Core’s Implementation as a Turning Point for all School People

is brought to you by …

The Battle of Gettysburg: the Turning Point of the War Between the States
The State System of Student Assessments
The State System of Student Assessments

Federal
No Child Left Behind

State

County/District

The Common Core

The State System of Student Assessments
The State System of Student Assessments
The State System of Student Assessments
The State System of Student Assessments
The State System of Student Assessments
The State System of Student Assessments

Federal

No Child Left Behind

Race to the Top

State

The State System of Student Assessments

County/District

The Danielson ‘Domains’

Evaluation of Professionals

The School
Title I? TIF? AYP?

MAP Mpg UDL OLSAT

Principal Teachers
The State System of Student Assessments

Federal

No Child Left Behind

Race to the Top

State

The Common Core

County/District

The State System of Student Assessments

Evaluation of Professionals

The Danielson 'Domains'
Student Learning Objectives

Student Performance on Assessments

Principals

Teachers

The School
Title I? TIF? AYP?

MAP
Mpg
UDL
OISAT
S.T.E.M.

The State System of Student Assessments

The Common Core

Evaluation of Professionals

The Danielson "Domains"
Student Learning Objectives
Student Performance on Assessments

The School
Title I? TIF? AYP?

MAP Mpg COL OLSAS

No Child Left Behind

Race to the Top

P.A.R.C.C

Federal

County/District

Principals Teachers

State
The Third Wave

The Common Core

PARCC

The Second Wave
Thornton...
- Commission
- Money

MSA's

MSPAP

"School" Performance

The First Wave

The Sondheim Commission

1988
2001
2011
Leading Change: Transitioning to the Common Core

Everyone in the district must work together to ensure smooth implementation of the new Common Core State Standards.

Brian Brandt is the director of professional development and learning at Mentoring Minds. Email: Brian@MentoringMinds.com
The Common Core State Standards (CCSS)...

...a common set of education standards for K-12 English language arts and mathematics...
The Common Core State Standards (CCSS)

The Quick Primer

On the other end of the spectrum are school officials who say, “The CCSS are not just knocking at the door, they’ve got one foot in and we are not ready!” For the majority of states, ready or not, the CCSS are coming and now is the time to take the lead in making implementation
Teachers Embracing Interdisciplinary Common Core Implementation.

Education Week (3/13. Heitlin) reports that some teachers involved in Common Core implementation “are calling attention to an approach they say is working well: interdisciplinary, thematic units. Whether they’ve had these types of units in their repertoire for years or are just now jumping into such cross-curricular work, educators say that the increased focus on informational text lends itself well to the interdisciplinary approach, as such materials can be introduced in non-English arts courses, such as math and social studies.”
California Governor Proposes $1 Billion For Common Core Implementation.

The [Sacramento (CA) Bee](https://www.sacbee.com) (5/15, Siders) reports that California Gov. Jerry Brown (D) has released a budget proposal including plans for spending $1 billion for Common Core Standards implementation… while directing more money to school districts with high proportions of poor students and English learners."

[EdSource Today](https://edsource.org) (5/15) reports that Brown called for directing "all of the extra $2.8 billion in revenue that the state expects to receive this year to K-12 schools and community colleges, mostly for one-time uses, including $1 billion to implement the Common Core standards." [Southern California Public Radio](http://scpr.org) (5/14, Nixon) reports in its "Education" blog that the Common Core implementation funding will amount to roughly $170 per student.
Erik Robelen writes at the Education Week (4/4, Robelen)

"Curriculum Matters" blog, that the Tennessee DOE has announced that "more than 700 teachers are being enlisted to 'help their peers navigate the transition'" to the Common Core Standards. “

Those 704 teachers were selected through what the state department called a 'rigorous application process' to serve as coaches," the department announced, and "come this summer, they will help lead five weeks of summer training on the new standards that will reach an estimated 30,000 Tennessee teachers."
The Common Core State Standards (CCSS) are not required to adopt the standards. The states that have not adopted them include Alaska, Minnesota, Nebraska, Texas, Virginia, American Samoa, Guam, Puerto Rico.

Governor Bob McDonnell argued that the commonwealth’s standards were already high and that a change would be disruptive and costly. Reservations about the math standards led Minnesota to choose not to adopt the standards.
Ya’ know, the states are not required to adopt the Common Core Standards!

Yeah, but the *Race to the Top* has a lot of them ‘em **Highly motivated**
The Race to the Top
Responses by the States:

- Implement the ‘CCSS’
- Develop the Assessments, Aligned to the CCSS
- Strengthen the Data Systems
- Use the Data More Effectively
- Share with Partnering States
**Grade 1 Math**

Extend the counting sequence.

CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

CCSS.Math.Content.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- CCSS.Math.Content.1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a "ten."
- CCSS.Math.Content.1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- CCSS.Math.Content.1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CCSS.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten.

---

**Grade 8 ELA**

ELA Kindergarten

English Language Arts Standards » Reading: Foundational Skills » Kindergarten

1. **Point Concepts**
   - CCSS.ELA-Literacy.RF.1.1 Know and use words that signal additional information (e.g., and then, so, but).
   - CCSS.ELA-Literacy.RF.1.2 Identify words that signal a sequence of events.
   - CCSS.ELA-Literacy.RF.1.3 Display command skills in the use and comprehension of abbreviations.

2. **Phonological Awareness**
   - CCSS.ELA-Literacy.KW.1.1 Recognize and produce rhyming words.
   - CCSS.ELA-Literacy.KW.1.2 Demonstrate meaningful word knowledge.

3. **Phonics and Word Recognition**
   - CCSS.ELA-Literacy.KR.1.1 Read and understand simple sentences.
   - CCSS.ELA-Literacy.KR.1.2 Display command skills in the use and comprehension of abbreviations.

---

**High School Math:**

"Linear, Quadratic, and Exponential Models"

1. **Craft and Structure**
   - CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including approximations and connotations.

2. **Explanatory or Narrative**
   - CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how they differ in their use of text structures to organize ideas and episodes.
Henry! Love your shoes!

The Common Core - inspired
“New Evaluation Formats
for Teachers and
Principals”

...is brought to you by...

Ambrose Hill, Henry Heth and
The Construction of Airports.
The Race-to-the-Top Responses by the States:

- Implement the ‘CCSS’
- Develop the Assessments, Aligned to the CCSS
- Strengthen the Data Systems
- Use the Data More Effectively
- Share with Partnering States

... and ...
...Build New Systems of Evaluation for Teachers and for Principals
State Teacher and Principal Evaluation Model

Professional Practice
50% Qualitative

Planning  Instruction  Classroom Environment
12.5%  12.5%  12.5%

Professional Responsibilities
125%

Student Growth
50% Quantitative

School Performance Index
15%

Student Learning Outcome
35%

Charlotte Danielson
State Teacher Evaluation Model

50% Qualitative Measures

- Planning Preparation: 12.5%
- Instruction: 12.5%
- Classroom Environment: 12.5%
- Professional Responsibilities: 12.5%

Student Growth

50% Quantitative Measures

- Elementary/Middle School Teacher
  - Two Content Areas
    - 10% - Reading MSA (Class)
    - 10% - Math MSA (Class)
    - 20% - Student Learning Objectives (SLOs)
    - 10% - School Index
  - OR

- Elementary/Middle School Teacher
  - One Content Area
    - ELA
      - 20% - Reading MSA (Class)
      - 20% - Student Learning Objectives (SLOs)
      - 10% - School Index
    - OR
    - MATH
      - 20% - Math MSA (Class)
      - 20% - Student Learning Objectives (SLOs)
      - 10% - School Index

- Elementary/Middle School Teacher
  - Non-Tested Subject
    - 35% - Student Learning Objectives (SLOs)
    - 15% - School Index

- High School Teacher
  - 35% - Student Learning Objectives (SLOs)
  - 15% - School Index
Professional Practice

50% Qualitative Measures

Planning Preparation 12.5%
Instruction 12.5%
Classroom Environment 12.5%
Professional Responsibilities 12.5%

FIGURE 1.1
Domains, Components, and Elements of the Framework for Teaching

Domain 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

Component 1b: Demonstrating Knowledge of Students
- Knowledge of self and students' development
- Knowledge of the learning process
- Knowledge of students' skills, knowledge, and language proficiency
- Knowledge of students' strengths and cultural heritage
- Knowledge of students' special needs

Component 1c: Developing Instructional Outcomes
- Value, sequence, and alignment
- Concrete
- Balanced
- Selectivity for diverse learners

Component 1d: Demonstrating Knowledge of Resources
- Resources for classroom use
- Resources for content knowledge and pedagogy
- Resources for students

Component 1e: Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: Designing Student Assessments
- Compliance with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Support
- Teacher interactions with students
- Student interactions with other students

Component 2b: Establishing a Culture for Learning
- Importance of the content
- Expectations for learning and achievement
- Student pride in work

Component 2c: Managing Classroom Procedures
- Management of instructional groups
- Management of instructional materials and supplies
- Performance of instructional tasks
- Use of manipulatives and paraphernalia

Component 2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

Component 2e: Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction
Component 3a: Communicating with Students
- Explanations for learning
- Practices for reading
- Practices for writing
- Use of oral and written language

Component 3b: Using Questioning and Discussion Techniques
- Quality of questions
- Discussion techniques
- Student participation

Component 3c: Engaging Student in Learning
- Activities and strategies
- Grouping of students
- Instructional materials and resources
- Structure and pacing

Component 3d: Monitoring Student Learning
- Assessment criteria
- Assessment and monitoring of progress
- Self-monitoring and monitoring of progress

Component 3e: Making Decisions and Representations
- Classroom management
- Response to students
- Accommodations

Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching
- Accuracy
- Use in future teaching

Component 4b: Contributing to Students' Learning
- Students' learning expectations
- Students' learning participation
- Students' learning progress

Component 4c: Communicating with Students
- Involvement in the school's communication
- Involvement in the community

Component 4d: Innovating in a Professional Community
- Collaboration with colleagues
- Involvement in the school's professional development

Component 4e: Working with Students
- Teaching strategies
- Strategies for planning

Component 4f: Interpreting and Evaluating
- Interpreting and evaluating
- Interpreting and evaluating students
- Interpreting and evaluating classroom practices
- Interpreting and evaluating educational contexts

Component 4g: Mentoring and Developing Professional Practice
- Enhancement of content knowledge and pedagogical skill
- Enhancement of classroom and student management
- Enhancement of reflective practice
- Enhancement of professional development
About the New Teacher and Principal Evaluations

- The purpose is to strengthen the knowledge, skills, and classroom practices of educators to improve student achievement through professional development.

- Evaluation results will give a more detailed look at educator performance so that targeted and supportive professional development can be provided in a timely manner.

- LEAs will select either the State evaluation model OR use the State framework to develop their own evaluation model.

- Teachers will receive an overall evaluation of **Highly Effective, Effective, or Ineffective**

- 50% of a teacher’s evaluation rating will be based on Professional Practice (planning and preparation, classroom environment, instruction, professional responsibilities, etc.)

- The other 50% of a teacher’s evaluation will be based on Student Growth. This rating combines both LEA Growth Measures and State Growth Measures.
  - LEAs select from a list of multiple measures with one requirement: if a statewide assessment exists, the LEA must select it as one of the multiple measures. State assessments, if available, will be combined with other measures determined by the LEA. In the future, LEAs will transition to the PARCC assessments as growth measures.

- Teachers and Principals must be evaluated annually.
State Teacher Evaluation Model

Professional Practice

50% Qualitative Measures

- Planning Preparation 12.5%
- Instruction 12.5%
- Classroom Environment 12.5%
- Professional Responsibilities 12.5%

Student Growth

50% Quantitative Measures

Elementary/Middle School Teacher

Two Content Areas

- 10% - Reading MSA (Class)
- 10% - Math MSA (Class)
- 20% - Student Learning Objectives (SLOs)
- 10% - School Index

Elementary/Middle School Teacher

One Content Area

- ELA
  - 20% - Reading MSA (Class)
  - 20% - Student Learning Objectives (SLOs)
  - 10% - School Index
  - or
- MATH
  - 20% - Math MSA (Class)
  - 20% - Student Learning Objectives (SLOs)
  - 10% - School Index

Elementary/Middle School Teacher

Non-Tested Subject

- 35% - Student Learning Objectives (SLOs)
- 15% - School Index

High School

- 35% - Student Learning Objectives (SLOs)
- 15% - School Index
Framework for System to Evaluate Principals

Maryland Principal Evaluation Model

Professional Development

- Facilitate the development of a school vision
- Align all aspects of a school culture to student and adult learning
- Monitor the alignment of curriculum, instruction and assessment
- Improve instructional practices through the purposeful observation and evaluation of teachers
- Ensure the regular integration of appropriate assessments into daily classroom instruction
- Use technology and multiple sources of data to improve classroom instruction
- Provide staff with focused, sustained, research-based professional development
- Engage all community stakeholders in a shared responsibility for student and school success

Other Local Priorities

Student Growth

Complexity Factor

50% Qualitative Measures
- Observations/Conferences
- LEA Weighting Policies

50% Student Growth Measures (Quantitative)
- Categorically Aligned With Teacher Evaluation
- Tests: Local, State, Norm Referenced, LEA Data Points, LEA Focused Subcategories

Decision-Making Process

Performance Standards

- Ineffective
- Effective
- Highly Effective

Assistance Process

Professional Development

Personnel/Decision
The "Big E" - Evaluation segment

...is bought to you by...

ROBERT E. LEE
Memo to Self:
For Discussion

**Big “E” Evaluation**

<table>
<thead>
<tr>
<th>Feasibility</th>
<th>...thick woods, rocky terrain, tough marches...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>“...our guys have been known to mess up communications...”</td>
</tr>
<tr>
<td>Accuracy</td>
<td>None of us can afford to have a “Bad Day”</td>
</tr>
<tr>
<td>Equity</td>
<td>Road Trip!! A good thing?</td>
</tr>
<tr>
<td>Evaluand</td>
<td>“...is my ego in check?”</td>
</tr>
<tr>
<td>Probity</td>
<td>Are those favorite Generals of mine really our best?</td>
</tr>
</tbody>
</table>

“I’m in Pennsylvania Now”
Stooffoff’s
Grand Epiphany

Madeline Hunter’s Clinical Supervision

GASB-45-
Informed Public School Finance

Evaluation: Like, from “The Mount”- Evaluation

“What’s the takeaway on all this?”
Guiding Principles for Evaluators

The Joint Committee on Standards for Educational Evaluation

Program Evaluation Standards

Government Auditing Standards
Ralph W. Tyler
Daniel Stufflebeam
Michael Scriven
Carol Weiss
Anthony Shinkfield
Edward Suchman
Michael Patton

The Joint Committee
Utility
Feasibility
Probity
Accuracy

merit/worth/significance
“…know, understand, and faithfully apply…”

- Provide general principles for addressing a variety of practical issues in evaluation work
- Help ensure that evaluators will employ the evaluation field’s best available practices
- Provide direction to make evaluation planning efficient and inclusive of pertinent evaluation questions
- Provide a common basis for training and educating evaluators and other participants in the evaluation process
- Present evaluators and their constituents with a common language to facilitate communication and collaboration
- Help evaluators achieve and maintain credibility among other professions
- Earn and maintain credibility with public oversight bodies and clients
- Earn and maintain the public’s confidence in the evaluation field
- Protect consumers and society from harmful or corrupt practices
- Provide objective criteria for assessing and strengthening evaluation services
- Provide a basis for accountability by evaluators
- Provide a basis for adjudicating claims of malpractice and other disputes
- Provide a conceptual framework and working definitions to help guide research and development in evaluation
The Joint Committee on Standards for Educational Evaluation

So, who knew?
## Under Graduate and Graduate Training and Experience

<table>
<thead>
<tr>
<th>Accounting Degree or Undergraduate Major</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting: Three or More Courses</td>
<td></td>
</tr>
<tr>
<td>Economics Degree or Undergraduate Major</td>
<td></td>
</tr>
<tr>
<td>Economics: Three or More Courses</td>
<td></td>
</tr>
<tr>
<td>Mathematics Degree or Undergraduate Major</td>
<td></td>
</tr>
<tr>
<td>Number of Courses Past &quot;Introduction to Algebra&quot; to Advanced Algebra</td>
<td></td>
</tr>
<tr>
<td>Number of Courses Pre-Calculus to Advanced Calculus</td>
<td></td>
</tr>
<tr>
<td>Number of Courses &quot;Introduction to Statistics&quot; to Multivariate Analysis</td>
<td></td>
</tr>
</tbody>
</table>

## Business Management Degree

<table>
<thead>
<tr>
<th>Number of Business Management Courses (Including EDAD)</th>
<th></th>
</tr>
</thead>
</table>

## Function or Activity

| Currently a School Business Official |  |
| Works in Central Office |  |
| Employed in School Business Functions |  |
| Currently, subject to specific On-the-Job Specific Interactions with a School Business Office |  |

## Household's Finances

| Work the Family Checkbook |  |
| Regularly Research Savings and CD's |  |
| Regularly Research Stocks or Perform Trades |  |
| Regularly Research TSA's/IRA's |  |

## Reading/ Listening/ Viewing

| Regularly Read A 'Financials' Publications: The Economist; Kiplinger Letter; Wall Street Journal; Other |  |
| For the Nation's Fiscal Crisis (2007 to the Present): Read a Great Deal to Keep Apprised of the Crisis as opposed to a "medium amount" or "very little" |  |
| For Television Viewing, "Sought" Such Programming as opposed to "Tolerating" or "Avoiding" It |  |
| For Internet Usage, "Sought" Such Programming as opposed to "Tolerating" or "Avoiding" It |  |

## Other

| Other |  |
| Other |  |

## Total Unscientific School Business Aptitude Points

|  |  |
Michael P. Manspeaker, CPA
Member of the Firm
Smith Elliott Kearns & Company, LLC
480 North Potomac Street
Hagerstown
Below is a comparative summary of the General Fund Budget by major category compared to the Actual Results for years ended June 30, 2010 and 2011. As you can see the general fund revenues exceeded the general fund expenditures by $641,994 for the year ended June 30, 2011. Both the revenues and expenditures were under budget. The School District administration implemented a policy to reduce all budgets in the fall of 2010 in order to drive a surplus to help with the balancing of the 2011-12 budget.

### Comparative Summary of Final General Fund Budget Compared to Actual General Fund Results

<table>
<thead>
<tr>
<th>Year Ended June 30, 2011</th>
<th>Variance Timeliness</th>
<th>Year Ended June 30, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Favorable/Unfavorable</td>
<td></td>
</tr>
<tr>
<td><strong>Local Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 30,238,175</td>
<td>$ 30,336,617</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 30,142</td>
<td>$ 30,245,171</td>
</tr>
<tr>
<td><strong>State Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 19,202,579</td>
<td>$ 19,097,155</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 19,241</td>
<td>$ 19,108,169</td>
</tr>
<tr>
<td><strong>Federal Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 4,094,080</td>
<td>$ 4,360,825</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 5,553,411</td>
<td>$ 5,329,756</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 54,534,834</td>
<td>$ 55,694,597</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 55,440,592</td>
<td>$ 55,695,198</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 26,792,731</td>
<td>$ 26,476,332</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 26,415,916</td>
<td>$ 24,531,376</td>
</tr>
<tr>
<td><strong>Support Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 3,654,100</td>
<td>$ 3,548,929</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 3,924,739</td>
<td>$ 3,848,616</td>
</tr>
<tr>
<td><strong>Non-Instructional Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 1,078,570</td>
<td>$ 1,078,570</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 1,078,576</td>
<td>$ 1,078,576</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Budget</td>
<td>$ 36,525,401</td>
<td>$ 36,104,838</td>
</tr>
<tr>
<td>Actual Results</td>
<td>$ 46,690,576</td>
<td>$ 46,062,736</td>
</tr>
<tr>
<td>Excess Revenue over Expenditures</td>
<td>(975,000)</td>
<td>$ 441,094,044</td>
</tr>
<tr>
<td></td>
<td>$ 1,634,044</td>
<td>$ 1,634,044</td>
</tr>
</tbody>
</table>

### Fiduciary Funds

The Fiduciary Funds of the School District are presented separately in the Statement of Fiduciary Net Assets because these funds are not used in the Operation of the School District, but the Board of Education acts as the agent of these funds for the benefit of students. Included in the Fiduciary Fund Statement of Net Assets are the assets of the Southern York County School District Foundation because this is a component unit of the School District. The purpose of the Southern York County School District Foundation is to provide a means for individuals to make tax-deductible contributions for supplies, equipment, and scholarships for the benefit of the students of the School District. Sources of revenue included business partners, Foundation Directors, general solicitation, School District employees, alumni, designated gifts, memorials, and class projects. As of June 30, 2011, the Foundation had net assets of $391,900 held in trust for future scholarships and other projects.
The Joint Committee on Standards for Educational Evaluation
Excuse the Interruption.
But, do you ee-val-u-ate **anything** in your school district better than your processing of funds?
My final questions about the evaluation of instruction in our schools and whether it’s headed in the right direction ...

...are brought to you by:

“A. Lincoln, G. Meade

“The Practice of Second-Guessing”

A. Lincoln, and G. Meade
B.B. King

Indianda Mississippi Seeds

THE THRILL IS GONE

B.B. KING

THE SKILL IS GONE

B.B. KING

BLUESWAY
Teach to the Objective

- Teacher designs Activities
- Teacher Asks Questions
- Teacher Gives Information
- Teacher Monitors the Learning and Adjusts the Instruction

Relevant to the Objectives
Use the Principles of Learning

Focus
- Anticipatory Set
- Motivation
  - Feeling Tone
  - Level of Concern
  - Interest
  - Knowledge of Results
  - Success
- Closure
- Active Participation
  - Overt
  - Covert
- Reinforcement
  - Positive
  - Negative
  - Extinction

Rate and Degree

Transfer
- Transfer
  - Degree of Original Learning
  - Similarity
  - Association
  - Critical Attribute

Retention
- Feeling tone
- Modeling
- Meaning
- Vividness
- Practice
- Degree of Original Learning
Teachers and their principals and other administrators are 99.44% members of the same team concerning these topics and issues.
Re: wrong-doing
Re: formal charges
Re: issues leading to dismissal
Re: issues requiring Teacher Association representation
Re: issues requiring personal legal assistance

An individual teacher and his or her principal or other administrators are rarely – if ever - members of the same team concerning these topics and issues.
Re: observation

Re: evaluation

Re: direction or directive

Re: positions taken in planning sessions

Re: determinations about joint courses of action

Teachers and their principals and other administrators might not be members of the same team concerning these topics and issues.
Marzano’s Research Derived Thesis:

The most consistently-dependable locus of student’s academic performance occurs at the level of the school.

Marzano, Robert J.  
What Works in Schools: Translating Research Into Action  
So, what are the implications for, say, ... a Principal?
The Connection of Dots...

...the Big Take-A-Way

...and a Date Closer to Your Next Frosty Beverage...

(mere moments away)

...are brought to you by...
...Confederacy Cavalry Commander
J. E. B. Stuart, and

...the Wisdom of Having the Right Resources in Place at the Right Time
3. The learners all will be able to explain linkages which exist between *U.S. Governmental Accountability Office* Standards and the recent call for new directions in the evaluation of teachers and principals in our nation’s schools.

The ‘School Business Official’s Orientation to
‘Program Side’ Engagement

*It’s Required* ← + → “Well, If Yah Wanna”

“*YOU’RE NEEDED*” ← + → “WELL, WHAT DATA HAVE YOU BEEN SMOKIN’?”
3. The learners all will be able to explain linkages which exist between *U.S. Governmental Accountability Office* Standards and the recent call for new directions in the evaluation of teachers and principals in our nation’s schools.

The ‘School Business Official’s Orientation to ‘Program Side’ Engagement…

“*It’s About ‘the Team’*” — “Really?”

“Yes! I Can!” — “Uggggh! No! I Cannot!”

...continue
The Common Core State Standards (CCSS)

It’s the ‘Program People’ again, sir.

It seems they need more.
- More Technology
- More Professional Development
- More (paid) Time for Peer-to-Peer Sharing of Proven Strategies

Equipping Educators

School business officials and district administrators must be creative in securing resources (funding, materials, personnel, time, and training) to help teachers implement and improvement instruction that will support the new standards. Professional development that gives teachers an understanding of what is imminent, as well as practical tools they can apply in their classrooms immediately, breathes life into the transition. Peer-to-peer sharing of proven strategies can also be an effective means of professional development.

Brian Brandt is the director of professional development and learning at Mentoring Minds. Email: Brian@MentoringMinds.com
You Can Help…
Generally Accepted Accounting Principles


Like

“Robert Big E – Evaluation ‘Lee’”

Evaluation!
Personnel
- Current
- Future

Small Operation/
Numerous Roles

Unique Career
Path/Expertise
Utility
Feasibility
Propriety
Accuracy

merit/worth/significance
A Brief post-script:

Something to watch for on the horizon for schools...
Iowa Officials Debate Teacher Evaluations

The *Iowa City (IA) Press-Citizen* (5/18, Sullivan) reports that Iowa education policymakers have focused debate this spring on “standardized test scores and their place in evaluating teacher performance,” noting that “state lawmakers have said they won’t likely adjourn until the Republican-controlled Senate and Gov. Terry Branstad can strike a compromise on education reform.” Dispute is centered on “whether the state should beef up its teacher evaluation rules,” noting that “school districts largely have flexibility to make employment decisions locally, but some Republicans are pushing for more stringent evaluations.”
Maryland Schools Chief "Shuts Down District's Teacher Evaluation System."

The Gaithersburg (MD) Gazette (2/6) reports, "A teacher evaluation system that took Montgomery schools more than a decade to perfect took the state schools superintendent four sentences last week to shut down," noting that Superintendent Lillian M. Lowery wrote to district officials that the policy is not in compliance with new state laws. "In turn, Montgomery may end up having to do what it has tried to avoid, and rate teachers' performance on their students' test scores."

The paper notes that the district has sought to avoid this requirement by opting out of Race to the Top. "Montgomery's proposal outlined how student data would be used more consistently in teacher's evaluations, but it did not assign a percentage to the measure or require evaluators to use state test
Spellings Calls For Push To Get Florida Students Up To Grade Level.

In an op-ed in the Orlando (FL) Sentinel (3/11), former Education Secretary Margaret Spellings praises Florida's education reform efforts under former Gov. Jeb Bush (R), who made the state "a national leader in education reform," and touts the state's commitment to the Common Core Standards. She warns that "college and career readiness for all students is a laudable goal. But getting there will require robust and aggressive efforts by educators and education stakeholders to continue to do what it takes to improve the effectiveness of Florida schools." Spellings calls for "an unwavering insistence on effective teachers and grade-level achievement in reading and math for all students, regardless of race or ZIP code, and closing stubborn achievement gaps."
Ravitch: Common Core "Fundamentally Flawed."

In commentary in the Indianapolis Star (2/28), ...

Survey: Colorado Teachers Have Little Confidence In Evaluation System.
The Denver Post (5/2, Simpson) reports that according to the biannual TELL Colorado Survey of Colorado teachers,...

Indiana Chamber Backs Common Core

Indiana Senate Again Debates Delaying Common Core.

More Groups Expressing Concerns About Common Core.
AFT President Calls For Common Core Testing Delay.
New York Governor Threatens To Impose NYC Teacher Evaluation System

Gates Touts MET Project Findings On Teacher Effectiveness

Orszag Endorses Value-Added Data In Teacher Evaluations

NCLB Described As “Outdated”

Connecticut District Officials Concerned About Waiver-Based Evaluations.
Columnist: Cheating Shows Need For Better Teacher Evaluations.
Deborah Simmons writes in a column in the Washington Times (5/20, Simmons) reports that the Opposition To Common Core Field Tests Grows.

The New York Times (5/20, Hernández, Subscription Publication) reports that “hundreds of thousands” of New York State students who “sweated their way through some of the toughest exams in state history this spring” will now have to take “another round of exams”

Education Experts Sound Dire Predictions For Georgia Teacher Evaluation Plan
California Teachers Collaborate To Create Common Core Curriculum.
Now, we’re Beggin’ You. Just Stop!

You’re final “red dot”:

Questions

Comments
John L. Stoothoff, Ph.D.
Assistant Professor, Frostburg State University
Department of the Educational Professions
Room 155, The ‘Partners’ Building   USMH
60 West Washington Street
Hagerstown, MD   21740
T-(240)  527-2736   C-(518)  369-7135
jlstoothoff@frostburg.edu   www.frostburg.edu
Framework for System to Evaluate Principals

Maryland Principal Evaluation Model

Professional Development

- Facilitate the development of a school vision
- Align all aspects of a school culture to student and adult learning
- Monitor the alignment of curriculum, instruction, and assessment
- Improve instructional practices through the purposeful observation and evaluation of teachers
- Ensure the regular integration of appropriate assessments into daily classroom instruction
- Use technology and multiple sources of data to improve classroom instruction
- Provide staff with focused, sustained, research-based professional development
- Engage all community stakeholders in a shared responsibility for student and school success

Student Growth

Complexity Factor

Other Local Priorities

50% Qualitative Measures

- Observations/Conferences
- LEA Weighting Policies

50% Student Growth Measures (Quantitative)

- Categorically Aligned With Teacher Evaluation
- Tests: Local, State, Norm Referenced, LEA Data Points, LEA Focused Subcategories

Decision-Making Process

Performance Standards

Ineffective  |  Effective  |  Highly Effective

- Assistance Process
- Professional Development

Personnel/Decision

John L. Stoothoff, Ph.D.
Assistant Professor, Frostburg State University
Department of the Educational Professions
Room 155, The ‘Partners’ Building  USMH 60 West Washington Street
Hagerstown, MD  21740
T-(240) 527-2736  C-(518) 369-7135
jlstoothoff@frostburg.edu  www.frostburg.edu
Don M. Snider, Ph.D.

Don M. Snider is Emeritus Professor of Political Science at West Point, from which he retired in 2008. He serves now as Senior Fellow in the Center for Army Profession and Ethic (CAPE) at West Point and as Distinguished Visiting Professor in the Strategic Studies Institute, Army War College. He holds a Doctorate in Public Policy from the University of Maryland and Master’s degrees in economics and public policy from the University of Wisconsin.

In a previous military career, he served three combat tours in Vietnam as an infantryman; after battalion command he served as Chief of Plans for Theater Army in Europe, as Joint Planner for the Army Chief of Staff, in the Office of the Chairman of the Joint Chiefs of Staff, and on the staff of the National Security Council, the White House. He retired from the Army in 1990. Subsequently, and before joining the Academy’s civilian faculty in 1998, he was for three years the Olin Distinguished Professor of National Security Studies at West Point.

His continuing research examines American civil-military relations, the identities and development of the American Army officer, military professions, and professional military ethics. He was research director and co-editor of The Future of the Army Profession, (2d Edition, McGraw-Hill, 2005), and Forging the Warrior’s Character (2d Edition, McGraw-Hill, 2008). More recent publications include, “Dissent and Strategic Leadership of Military Professions” (Orbis, 2008), The Army’s Professional Military Ethic in an Era of Persistent Conflict (co-author, Army War College, Strategic Studies Institute, 2008), co-editor with Suzanne Nielsen, American Civil-Military Relations: The Soldier and the State in the New Era, (Johns Hopkins University Press, 2009), and author of Once Again the Challenge During a Defense Reduction: To Remain a Military Profession, (Army War College, Strategic Studies Institute, 2012).

Professor Snider is a former member of the Council on Foreign Relations, NYC, and serves on the Executive Committee of the Inter-University Seminar on Armed Forces and Society.
Strategic Leadership of Professions

A Discussion for ASBOI Eagle Institute

19 July 2012

by

Don M. Snider, PhD
Professor Emeritus, West Point
Discussion Questions

- Are professions led in the same manner as businesses or bureaucracies?

- Is your School district considered an educational profession or an educational bureaucracy:
  - By its leaders?
  - By its teachers?
  - By its client (students and parents)?

- Is a moral ethic of practice deeply embedded in your institutional culture... what are its components... is it self-policing... has it, along with your effectiveness, produced the needed trust relationships, internal and external?

- Does anyone say, “How can I be professional if there is no profession”? 
Three Logics of Production

- All production ideally is organized under one of three logics:
  - The market of free, unregulated competition where consumer choice determines services, products, and prices.
  - A bureaucracy of planned, supervised, controlled work focused on predictability and efficiency.
  - A profession of workers with specialized knowledge who organize and control their own work based on a trust relationship with their client(s).
**Profession Defined**

- Abbott (1988); …exclusive occupational groups applying somewhat abstract knowledge to particular cases
- Burk (2002);… a relatively high status occupation whose members apply abstract knowledge to solve problems in a particular field of endeavor.
- Both follow the “essentialist” view:
  - Service is essential to flourishing of society
  - Requires extensive education and training to practice
  - Altruistic focus on client’s wellbeing, absent self-interest
  - Stewards of knowledge as well as practice, in “trust”
  - Trust maintained by self-policing ethic
  - Granted significant autonomy by client or society
A Professional is…

Someone who does for a society the expert work needed for their flourishing and which they cannot do for themselves…

- The work is truly expert work. (At what degree of risk, however, will vary.)
- The individual has been officially certified to the client (society) by a profession.
- By observation and evaluation it is clear that the individual has the moral character for, and is called to, far more than a job; rather, to honorable service of effective and ethical practice on behalf of the client (rather than self or institution).
A Quintessential Act of Professional Practice

- Based on his/her expert knowledge...
- A member of the profession who is facing a new situation or task...
- Classifies the task (estimate/diagnosis), reasons about it (inferring from abstract knowledge applicable to the new task/situation), and then acts on it (execution/action).
- Follows the action, evaluating it for effectiveness and, ultimately, adaptations to...
- The profession’s body of expert knowledge and its jurisdiction of expert work
- The “practice”… the repetitive exercise of discretionary judgment
<table>
<thead>
<tr>
<th>Profession vs. Bureaucracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert knowledge            vs. Non-expert knowledge</td>
</tr>
<tr>
<td>Accepts life-long learning  vs. “You develop me”</td>
</tr>
<tr>
<td>New situations              vs. Routine situations</td>
</tr>
<tr>
<td>“Practice” by humans        vs. Work done by (all)</td>
</tr>
<tr>
<td>Unlimited personal liability vs. Little personal liability</td>
</tr>
<tr>
<td>Invests in humans first     vs. SOPs; soft/hard ware</td>
</tr>
<tr>
<td>Measure – effectiveness     vs. Efficiency</td>
</tr>
<tr>
<td>Trust relationship w/client vs. Public market</td>
</tr>
<tr>
<td>Granted some autonomy       vs. Closely supervised</td>
</tr>
<tr>
<td>Develops worldview         vs. None inherent</td>
</tr>
<tr>
<td>Maintain ethos, self-policed vs. Externally imposed</td>
</tr>
<tr>
<td>Intrinsic motivations       vs. Extrinsic motivations</td>
</tr>
<tr>
<td>A life-long “calling”       vs. A job</td>
</tr>
</tbody>
</table>
**Why Do We Care?**

- Professions offer two unique characteristics to the nation that bureaucratic and business organizations do not:
  - **Expert Knowledge**
    - Professions create and expand expert knowledge while;
    - Bureaucracies and businesses apply, in many cases, the knowledge that professions develop.
  - **Social Control**
    - Professional ethics, and acceptance thereof, are the most powerful means of controlling individual behavior in groups that are functioning with broad discretion and under significant autonomy.
    - Bureaucratic controls, usually based on promotion and monetary rewards, have limited ability to control people in these situations.

Development of leaders who have the individual character make right choices are essential to the ability of any “social trustee” form of profession to maintain the trust of clients.
Focus: Strategic Leaders

- If the logic of “profession” is to prevail over that of bureaucracy, strategic leaders must conform bureaucratic structures by intense focus on:
  - Expert knowledge - what is needed forward 6-8 years, 2010; prioritizing the knowledge…
  - “Developing” professionals for a “practice” with that expertise… (educate, train, inspire)
  - Negotiating Jurisdictions – legitimizing the profession’s expert work through effective application of its expertise for the client(s)

- Leading to this end is “professional astuteness”
Strategic Leader Meta-Competencies
Wong, et. al., AWC/SSI, 2003

- Identity
  - Maturity beyond self-awareness
- Mental Agility
  - Adaptability within cognitive complexity; improvisation
- Cross-cultural Savvy
  - Understand, work within “foreign” organizations/cultures…
- Interpersonal Maturity
  - Beyond face-to-face leadership to external power relationships, negotiation, consensus building; mentoring
- World-class Expert
  - Strategic insights for the spectrum of expert knowledge
- Professional Astuteness
  - Beyond members of a profession, to leaders of it
Current Challenges for Leaders of Professions

- Declining legitimacy
- Commercialization of expert work
- Fragmentation, renewal of expert knowledge
- Certification
- Incorporation of technology
- Blended, shared jurisdictions
- Trust: Professionals of Competence and Character…
- Professional Ethics as social control
On Becoming a Professional

- It’s not about you; it is about beneficence
- Between competence and character, choose character always…(the issue is trust)
- But, seek excellence (a moral imperative)
- Beware of the institutional culture; where is the ethic, what is the content; where is the moral vs. the legal?
- Seek a mentor, early on; develop yourself
- Find motivation in intrinsic satisfactions: justice achieved, expert knowledge grown, relationships abided…
- Renew your calling, frequently!
Questions
George Lucas, Ph.D.

GEORGE R. LUCAS, JR., recently retired from the “Distinguished Chair in Ethics” in the Vice Admiral James B. Stockdale Center for Ethical Leadership at the U.S. Naval Academy, is currently Professor of Ethics and Public Policy at the Graduate School of Public Policy at the Naval Postgraduate School in Monterey, California. He has taught at Georgetown University, Emory University, Randolph-Macon College, the French Military Academy (Saint-Cyr), and the Catholic University of Leuven in Belgium. His main areas of interest are applied moral philosophy and military ethics, and he has written on such topics as: irregular and hybrid warfare, cyber conflict, military and professional ethics, and ethical challenges of emerging military technologies.

His most recent book is Anthropologists in Arms: The Ethics of Military Anthropology (AltaMira Press, 2009), and he has a commissioned work on military ethics in preparation for Oxford University Press. Other publications include: “Industrial Challenges of Military Robotics,” Journal of Military Ethics (December 2011); “The Strategy of Graceful Decline,” Ethics & International Affairs (Summer 2011); “Postmodern War,” the introduction for a special issue of Journal of Military Ethics (2010) devoted to ethics and emerging military technologies.
Strategy and Ethics

--ETHICS AS STRATEGIC THINKING--
American Greed

• MSNBC’s “American Greed”

• Life stories of “scoundrels, scams, and ‘con men’ ”

• Luxury cars, boats, jets,…and strippers!!!

• All of these bought through variations of Ponzi schemes, using the hard-earned money and life savings of innocent victims

• Q: what kind of human beings ARE these?

• Q: What is the strategy they’re pursuing?
Moral Dilemmas and Tests of Character (Integrity)

• Moral Dilemma (1): How do we provide proper medical care for pain-wracked and terminally-ill “grandma?”

• Moral Dilemma (2): “Whatever shall we do with Father” (frail, advancing Alzheimer’s, etc.)?

• Military dilemma: “enemy insurgents known to be planning attack in basement of apartment housing innocent civilians”

• “The drone debate”

• “The abortion debate” . . . . . .????
Moral Dilemmas (MD’s)

• About half the time we think about ethics, we think of such cases (MDs)

• MDs are what give ethics a “bad name”

• Genuine and perplexing problems over which morally good and faithful agents may disagree...and over which no obvious “right answer” is apparent

• Endless debate and controversy: “ethics questions have no right answers”
Tests of Character (Integrity)

• But the other half of the time (especially in organizational settings) we think about these

• ToCs are much different than MDs, but are also a huge component of “ethics”

• ToCs are the topics of “American Greed” [Galleon Group CEO arrested for $5 billion insider trading scheme]

• “right answer” (and egregiously WRONG conduct) are almost NEVER in question here

• Instead, the stories are of amazing failure rates on these tests...so shocking as to be newsworthy, because most of us would never willingly or knowingly do such things, or act in these fashions
Organizational Ethics

• Organizations (military, industrial, educational) may face MDs frequently

• Whom do we lay off or furlough when funds are short? What programs do we cut, or retain? Which of our justified and reasonable policies nevertheless turn out to do intentional harm?

• Interestingly, these are not the topics of discussion during the “ethics workshop”

• Instead, almost entirely focused on individual integrity, corporate values, and avoiding shameful ToCs!! [Q: why is this?]
Atlanta School System Testing Scandal

• Superintendent Beverly L. Hall: MD? Or ToC?

• Would you, or members of your organization engage in such behavior? Condon such behavior?

• Well, then: how do we account for this?
  • “Bad apple” theories?
  • Stress, pressure
  • Power, ambition
  • Other?
Ethics as Strategic Thinking

• My concern: by focusing on ToCs that we cannot imagine ourselves either facing or failing, we fail to do justice to the complexity of moral reasoning, and we fail to develop essential leadership capacities of our organization’s personnel.

• Ethics “just IS” strategy, and these spectacular ToC failures are all too often owed to an utter inability to engage in effective strategic thinking.
Strategy and Tests of Character

• What WAS Bernie Madoff’s “end game?”

• What IS the strategy behind Ponzi schemes? What do we know about them?

• What WAS the “strategy” behind the Atlanta school Superintendent’s scheme?

• Can we subject such “strategic thinking” to critical evaluation – not just after the fact, but in process?

• Can we develop capacities for better strategic thinking?
The Fundamental Nature of Ethics

- Ethics is thinking about ultimate goals, and the most effective means to attain them
- Failures of ToCs are almost always indicative of fundamental flaws in strategic thinking
- Ultimately, all ends of human action are moral (or immoral) ends
- If I question my strategic objective of defeating the Nazis, it leads to moral arguments about why they should and must be defeated that are not merely practical or instrumental
- And when I treat such goals as “given to me” by someone else’s strategy (e.g., my goal is to “get to Berlin” or to “get to Baghdad”) we have left the strategic thinking to others
Tactical versus Strategic Thinking

• The guy who disclaims everything but his duty to “push on to Berlin, or to Baghdad,” is focusing on tactics, and ignoring his strategic responsibilities.

• This is common in organizational “leadership” (engineer who says, about drones, “I will leave the question of morality to others”)

• We are obliged to think about ENDS that are appropriate to human beings and their social organizations.

• We are obligated to think about better and worse means for obtaining those ends.

• That is the hallmark of organizational leadership. It does not merely “include” ethics, it IS ethics.