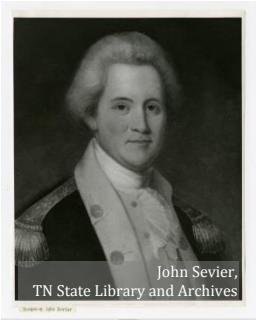
Tennessee Secretary of State

Blue Book Lesson Plans

Tennessee's Governor



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Grade Level: High School, U.S. Government and Civics

Date Created: May 2015

For additional lesson plans, click here.

There are a limited number of hard copies of Blue Books available. To see about ordering a set for your classroom, please contact the Secretary of State's office at (615) 741-2819 or one of your local legislators. The online version of the Blue Book is also available here.

Introduction:

The government of Tennessee, like that of the United States, is a republic. In a republic, people elect representatives to carry out their wishes. One of the most important officials Tennesseans elect is the governor, who is the head of the executive branch of state government. In this lesson, students will explore the role of the governor, the goals of a specific governor, how the governor reaches his goals, and the qualities governors need to be effective leaders.

Guiding Questions:

- In what areas does Tennessee need to improve in order make the lives of its citizens better?
- What can one learn about a governor's plans for his administration in the State of the State address the governor makes each year?
- What other individuals or groups must the governor work with to achieve his goals?

Learning Objectives: In the course of the lesson, students will…

- Develop an understanding of the role of the governor in Tennessee's government.
- Analyze the goals of Bill Haslam's administration.
- Analyze the means used by Governor Haslam to achieve his goals.
- Determine what makes an effective governor.

Curriculum Standards:

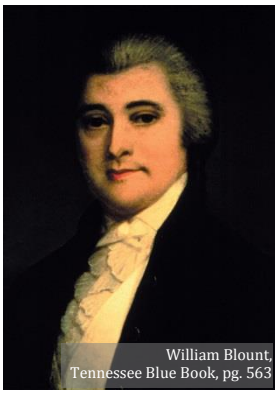
GC.3 Identify the current governor of Tennessee and examine his/her platform for improving the quality of life in Tennessee.

Materials Needed:

1) *Tennessee Blue Book* 2013-2014 (PDFs are provided for specific pages)
    - pg. 162, graphic organizer of the executive branch
    - pgs. 165 – 166, Office of the Governor
    - pgs. 627 – 649, Constitution of the State of Tennessee
2) Handouts attached to this lesson
    - Activity 1: Duties of the Governor, Teacher Answer Key
    - Activity 2: Goals/Platform of the Governor
    - Activity 3: The Veto Power
3) Printed articles about leadership (if online capability not available)
    - Great Leadership Isn't About You (Harvard Business Review, John Michel)
    - The Characteristics Of A True Leader (Forbes, Amy Rees Anderson)
    - 9 Super-Successful People Share Their Biggest Leadership Secrets (Business Insider, Jacquelyn Smith and Rachel Sugar)
    - Leadership and Vision and Traits of Leadership (American Library Association)

Background:

In colonial times, governors were appointed by the king and governed the colony they headed in place of the king, enforcing the king's wishes. After the American Revolution, governors were elected by the people to be the chief administrators and leaders in state government. State constitutions determine how much power the governor can exercise; not all governors have the same amount of power.


William Blount, Tennessee Blue Book, pg. 563

Sources: History of the USA, Colonial Government , Digital History: Government in England and the Colonies

Lesson Activities:

Andrew Johnson statue, State Capitol Grounds

Activity 1: Duties of the Governor

1) Examine the graphic organizer for the executive branch of Tennessee government on page 162 of the *Blue Book* and read the introduction on page 163. Ask students to:
    - Define the term "executive."
    - Explain the relationship between the governor and the departments in the executive branch.
    - Explain how the two are meant to work together with the General Assembly for the benefit of the citizens of Tennessee.
2) Examine pages 165-166 of the *Blue Book*. Working in pairs or small groups, have students read the pages and list what the responsibilities of the governor are versus the powers of the governor. (Answer key provided for the teacher).
3) Once the pairs/groups compile the information about the governor's duties, ask them to create their own graphic organizer or mind map to illustrate what the governor does. Students could use one color for responsibilities and another for powers.

Activity 2: Goals/Platform of the Governor

1) Ask students, working alone or in small groups, to come up with an explanation of what they think is the purpose of state government. Compare their explanations to those offered by Governor Haslam in his 2012 and 2013 State of the State addresses (see Activity 2 handout). Have students discuss what the government can do for citizens that they may not be able to do for themselves individually and how government could improve the lives of Tennesseans.
2) Every governor has specific priorities or goals while in office. Page 165 of the *Tennessee Blue Book* lists the three things Governor Bill Haslam set as the priorities of his administration. Have students discuss how the goals in each of these areas could improve the lives of the people of Tennessee.

3) Again, using page 165, have the students examine Governor Haslam's goal for business development (see Activity 2 handout) and the quote from his 2012 State of the State address. Ask the students…
    - How do the actions described help achieve the priority?
    - How do the actions help the lives of Tennesseans?
    - Whose help does the governor need to achieve the priority?
4) Divide students into three groups. Using page 165, assign a particular goal to each group and ask them to come up with 3 things the governor, working alone or in collaboration with the General Assembly, could do to achieve that specific objective.

Governor Bill Haslam

5) Still working in groups, students should analyze quotes from Governor Haslam's 2012 and 2013 State of the State addresses (Activity 2 handout). They should determine which priority each quote describes and the specific actions the Governor has taken or intends to take to achieve his goals for Tennessee.
6) From the list of quotes, students should identify 1or 2 to summarize. They should answer the following questions:
    - What needs has the governor identified in the areas of business and job creation, education, and financial management?
    - What proposals or progress has he made toward meeting those needs?
    - How do these ideas compare with the ones generated by the students?
    - Which of these ideas would be carried out by the executive branch alone and which must depend on laws created by the General Assembly?
    - What other groups or individuals has Governor Haslam worked with to achieve his goals?
7) Using Governor's Haslam's web page: http://www.tn.gov/governor/, identify at least one service or source of information that is provided to support the achievement of the Governor's priorities (for example, Tennessee Promise, Transparent Tennessee, etc.).

Activity 3: The Veto Power

Share the following information with the students:
Many of the Governor's priorities must be carried out through laws enacted by the Legislative Branch of Tennessee government, the General Assembly. As page 166 of the *Tennessee Blue Book* says, "In the Constitution, the General Assembly has the sole authority to pass laws... However, the governor is expected to recommend legislation and has the authority to veto bills which have been passed and which, in his judgment, are not in the best interest of all citizens." Not all chief executives have the same veto power.

1) Have the students read and compare the veto powers given to the president of the United States with those given to the governor of Tennessee (see Activity 3 handout).
2) Students should consider the following questions:
    - What is the difference in the veto power of the president of the United States and the governor of Tennessee?
    - What portion of the General Assembly is required to approve a bill before it is sent to the governor? (see Article I, Section 18 of the Constitution of the State of Tennessee, *Tennessee Blue Book* pg. 633)
    - Since the majority required to pass a bill in the General Assembly is the same majority required to override a veto by the governor, how does the governor's veto power compare to the veto power of the president?
    - Does the power of the veto help or hinder the governor's ability to achieve the goals of his administration?

Activity 4: Qualities of Effective Leaders

Share this quote from page 166 of the *Tennessee Blue Book*: "Intangible qualities which the governor should possess include: the ability to lead and create an atmosphere of unity among the state's citizens; the energy to participate in various functions both in Nashville and around the state; the compassion to understand problems and to assist in their solutions; the enthusiasm necessary to motivate others; and the ability to communicate with all segments of society."

1) In small groups, have students make a list of 5 characteristics they think an effective leader should possess.
2) Then have each group read and summarize one of the following articles about leadership:
    - Great Leadership Isn't About You (Harvard Business Review, John Michel)

- The Characteristics Of A True Leader (Forbes, Amy Rees Anderson)
- 9 Super-Successful People Share Their Biggest Leadership Secrets (Business Insider, Jacquelyn Smith and Rachel Sugar)
- Leadership and Vision and Traits of Leadership (American Library Association)

3) Students should share their summaries with each other and decide if they would like to change any of the 5 characteristics they originally named.

Assessment Activity:

Having investigated the responsibilities and powers of Tennessee's governor, the efforts of Governor Haslam to achieve his priorities, and the characteristics of a good leader, students should write a job description for the governor of Tennessee. The description should be in paragraph form with 3 to 5 supporting details.

Additional Assessment or Enrichment Options:

- As an alternative assessment, students could produce the following articles and publish in the form of a newspaper, a poster (paper or online), or a televised news show:
    - One article about each of Governor Haslam's priorities
    - A job description for an effective governor
    - A list with at least five suggestions that any governor should follow
    - An editorial about what Tennessee government should do for its citizens
    - An editorial evaluating the work of Governor Haslam
    - An editorial discussing what priority should be next for Tennessee after Governor Haslam has achieved his priorities
    - A headline or tweet that captures the essence of Governor Haslam's priorities for Tennessee
    - An editorial that describing what three priorities the student would choose if he or she were the governor

  Helpful sites for the creation of the final products include: read/think/write, the Fake Twitter Template (click on "Download fake twitter template" where students can edit the PowerPoint slide to create a fake profile), or fotobabble.
- Students could further explore the concept of an "executive" by interviewing an executive in the community. Possibilities might include heads of local governments, CEOs of local businesses, Boy Scout or Girl Scout leaders, directors of local non-profit organizations, or other community groups. Students should ask how the executives determine and carry out their priorities and compare the answers to what they have learned about the governor's office.

- Students could do additional analysis of the entire 2012 and 2013 State of the State addresses, coming up with a more detailed assessment of Governor Haslam's administration.

Option for extension: Invite state legislators or local elected officials to come speak to the classroom about their role in government.

Activity 1: Duties of the Governor

Teacher Answer Key

Duties of the Governor: Notes from pages 165-156 of the *Tennessee Blue Book*

Responsibilities and Powers of the Governor of Tennessee

I. Responsibilities
   a. Enforce laws
   b. Collect taxes
   c. Provide for well-being of the citizens (with the aid of the cabinet, executive department, and staff)
   d. Command the army & navy of TN and the militia
   e. Speak for the state of TN in matters of concern outside the state
      i. Labor & management
      ii. Industry
      iii. Agriculture & business
   f. Serve on select state boards and commissions
      i. State Funding Board
      ii. State Building Commission
      iii. Board of Equalization
      iv. TN Local Development Authority
      v. School Bond Authority
      vi. TN Industrial and Agricultural Development Commission

II. Powers
   a. Recommend laws that would be of benefit to Tennessee
   b. Veto bills passed by the General Assembly that the governor believes do not benefit Tennessee
   c. Appoint judges to fill vacancies in TN state courts
   d. Grant clemency or pardon to those in prison or convicted of crimes
   e. Appoint members to boards and commissions (the official agencies of the state)

Activity 2: Goals/Platform of the Governor

What is the purpose of Tennessee state government and what role does the governor serve in achieving that purpose? Read what Governor Bill Haslam had to say about Tennessee government in his 2012 and 2013 State of the State addresses.

Purpose of Tennessee Government:

As I said earlier, our role in state government is to provide services that Tennesseans aren't able to get on their own – we build roads, offer higher education options, guard prisoners, help families adopt children, care for the mentally ill, patrol highways, serve veterans, and perform hundreds of other services. My job as governor is to make sure we are providing those services in a customer-focused and effective way. (2012, pg. 183)

In everything we do, we look through the lens of delivering state services in the most efficient and effective way possible. We've put a strong emphasis on customer service. As state employees, our job is to provide services to taxpayers that they can't get on their own. (2013, pg. 177)

Governor Haslam's priorities

One priority is "To make Tennessee the number one location in the Southeast for high quality jobs by fostering a business-friendly environment for recruitment and expansion.

I appreciate how well we have worked together on job creation. A good example is Amazon. I am proud that we worked with Amazon to expand the company's presence in Tennessee to include, in addition to Hamilton and Bradley, Wilson and Rutherford counties too, creating thousands of jobs. And through that process we were able to reach an agreement with the company that gives certainty to them and us moving forward. We need your help in passing the legislation this session to solidify that agreement. (2012, pg. 183)

Quotes to Analyze

We've expanded charter schools to eliminate the cap on the number that we can have in Tennessee and to offer more students the opportunity to attend a charter school. (2013, pg. 174)

Keeping our citizens safe is a fundamental responsibility of state government, but public safety also plays a significant role in assuring that Tennessee continues to be an attractive place for businesses to locate and grow. Many of us in this chamber spent a lot of time focused on job growth in Tennessee this past year. I traveled across the state visiting with employees and businesses leaders, hosted groups at the Capitol and Governor's Residence, and called on companies outside of Tennessee for in-depth discussions about our strengths and weaknesses as a place to locate jobs. After hundreds of conversations with businesses, large and small, companies that are located here and those that we wish would locate here...there was, and is, one consistent problem that I hear from current and potential employers. There is a concern about the depth and breadth of employees with specific skills. (2012, pg. 188)

If we are going to be a state that attracts companies to locate and grow here; a state that keeps its best and brightest graduates here with good-paying, high-quality jobs for them here, there is nothing more important we can do than to focus on education. When a plant manager in Jackson hires workers from Kentucky, and when a Chattanooga manufacturer imports workers from Georgia because both say they can't find Tennessee graduates with strong enough skills in math and science, that is unacceptable. These are our jobs, for our graduates, and we have to get them back. We have to believe in better for our children. (2012, pg. 188)

We must continue to build on our momentum to make our schools better. We can't put off until tomorrow what we should be doing today – using data to measure student performance. And I believe if we're willing to evaluate 10-year-olds, which we've been doing since we started sending home report cards, then there is not one good reason that all adults shouldn't be evaluated too, and there is no good reason to wait. It is important, of course, that we keep working to make our evaluation process better. The State Collaborative on Reforming Education (SCORE) will be spending the year talking to teachers and principals statewide to evaluate our evaluation system, and after gathering and analyzing that information, there may be changes that need to be made, but we can't slow up the tremendous progress this state has made in recent years. There is too much at stake for our kids and for our economy. (2012, pg. 189)

Another responsibility we take seriously is the long term fiscal health of our state. We understand the importance of saving for the future. In 2008, the state's Rainy Day Fund was $750 million dollars. During the recession, it was taken down to $257 million. Working with the General Assembly, we've added nearly $100 million back to the fund over the two years we have been in office. I am proposing to put $100 million more into the Rainy Day Fund in this budget with the goal of ultimately reaching pre-recession levels. We've seen the realities of rainy days, and it is our responsibility to make sure the state is prepared for them in the future. (2013, pg. 180)

At a time like this, when the economy is still struggling to rebound, I want to do everything I can to encourage people to invest their capital in Tennessee. We've done that by making our legal system more predictable, reviewing state rules and regulations, and focusing on strengthening our attractive business climate. (2012, pg. 186)

We're also recommending placing more non-violent drug addicts into drug court treatment programs. This will better serve those offenders by focusing specifically on their addiction. It also saves the state money because the Department of Correction pays $35 a day for the care of an offender in drug court and $65 per day for that same person to be in prison. (2012, pg. 187)

Activity 3: The Veto Power

"Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law…." (Article I, Section 7, clause 2 of the **U.S. Constitution**, p 467, *Tennessee Blue Book*)

"Every bill which may pass both Houses of the General Assembly shall, before it becomes a law, be presented to the governor for his signature. If he approve, he shall sign it, and the same shall become a law; but if he refuse to sign it, he shall return it with his objections thereto, in writing, to the house in which it originated… If after such reconsideration, a majority of all the members elected to that House shall agree to pass the bill, notwithstanding the objections of the executive, it shall be sent, with said objections, to the other House, by which it shall be likewise reconsidered. If approved by a majority of the whole number elected to that House, it shall become a law..." (Article III, Section 18, **Constitution of the State of Tennessee**, p 639, *Tennessee Blue Book*)

Harvard Business Review

LEADERSHIP

Great Leadership Isn't About You

by John Michel

AUGUST 22, 2014

The year 1777 was not a particularly good time for America's newly formed revolutionary army. Under General George Washington's command, some 11,000 soldiers made their way to Valley Forge. Following the latest defeat in a string of battles that left Philadelphia in the hands of British forces, these tired, demoralized, and poorly equipped early American heroes knew they now faced another devastating winter.

Yet history clearly records that despite the harsh conditions and lack of equipment that left sentries to stand on their hats to prevent frostbite to their feet, the men who emerged from this terrible winter never gave up. Why? Largely because of the inspiring and selfless example of their leader, George Washington. He didn't ask the members of his army to do anything he wouldn't do. If they were cold, he was cold. If they were hungry, he went hungry. If they were uncomfortable, he too choose to experience the same discomfort.

The lesson Washington's profoundly positive example teaches is that leading people well isn't about driving them, directing them, or coercing them; it is about compelling them to join you in pushing into new territory. It is motivating them to share your enthusiasm for pursuing a shared ideal, objective, cause, or mission. In essence, it is to always conduct yourself in ways that communicates to others that you believe people are always more important than things.

Donald Walters, in his insightful little book, *The Art of Leadership*, provides a compelling example of how this perspective plays out in the most unlikely of places: the battlefield. Walters points out, "The difference between great generals and mediocre ones may be attributed to the zeal great generals have been able to inspire in their men. Some excellent generals have been master strategists, and have won wars on this strength alone. Greatness, however, by very definition implies a great, an expanded view. It transcends intelligence and merely technical competence. It implies an ability to see the lesser in relation to the greater; the immediate in relation to the long term; the need for victory in relations to the needs that will arise once victory has been achieved."

As a general myself, I can confirm that achieving my mission, be it in training a new generation of capable men and women for service, promoting peace, or achieving victory in combat, is paramount. Yet this doesn't imply that I should indiscriminately pursue my goals or blindly pursue my objectives at all costs. What Walters' wise words strive to remind us of is that leadership, be it as a general in the military, an executive in the boardroom, a pastor serving a congregation, or a parent providing for a family, isn't about exercising power over people, but rather, it's about finding effective ways to work with people.

The most effective form of leadership is supportive. It is collaborative. It is never assigning a task, role or function to another that we ourselves would not be willing to perform. For all practical purposes, leading well is as simple as remembering to remain others-centered instead of self-centered. To do this, I try to keep these four imperatives in mind:

***L**isten to other people's ideas, no matter how different they may be from your own:* There's ample evidence that the most imaginative and valuable ideas tend not to come from the top of an organization, but from within an organization. Be open to others opinions; what you hear may make the difference between merely being good and ultimately becoming great.

***E**mbrace and promote a spirit of selfless service:* People, be it employees, customers, constituents, or colleagues, are quick to figure out which leaders are truly dedicated to helping them succeed and which are only interested in promoting themselves at others'

expense. Be willing to put others' legitimate needs and desires first and trust that they will freely give you the best they have to give.

***Ask great questions*:** The most effective leaders know they don't have all the answers. Instead, they constantly welcome and seek out new knowledge and insist on tapping into the curiosity and imaginations of those around them. Take it from Albert Einstein: "I have no special talent," he claimed. "I am only passionately curious." Be inquisitive. Help tap others' hidden genius one wise question and courageous conversation at a time.

Don't fall prey to your own publicity: Spin and sensationalism is an attractive angle to take in today's self-promoting society. Yet the more we get accustomed to seeking affirmation or basking in the glow of others' praise and adulation, the more it dilutes our objectivity, diminishes our focus, and sets us up to believe others are put in our path to serve our needs. Be careful not to become prideful; it will only set you up for a fall.

Those who serve under an effective general know well that he or she would ask nothing of others that they would not first do themselves. Such a leader believes with all their heart that they are one with their people, not superior to them. They know that they are simply doing a job together.

The need to reimagine and recast how we think about leadership has never been greater. In my view, too many of us have allowed our understanding of leadership to grow stagnant, contributing to why we face so many daunting problems in our society today. Now is the time to discover the leader within all of us. Now is the time to accept that leadership is meant to be more verb than noun, more active than passive.

Now is the time to not lose sight of the fact that people, be it in warfare, politics, religion, education, or business, are always more important than things.

Are you game?

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This article is about LEADERSHIP

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Amy Rees Anderson Contributor

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The Characteristics Of A True Leader

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Every one of us is a leader in our own right. Whether we lead an entire company, or a team of people, or a group of friends, or our families, or just ourselves...we are all leaders in some form or fashion. Whatever size our circle of influence may be today, if we work to improve as leaders, that circle of influence will enlarge.

I have been in positions of leadership my entire career, and during those years I have learned much about the difference between being a bad leader and being a good leader. Some lessons I learned the hard way, through trial and error followed by the humility that comes from overcoming those mistakes. Other lessons I learned through observing those I esteemed to be great leaders whose example I sought to follow. Through it all I found several traits that I believe are necessary for someone to be what I consider a true leader:

True leaders know who they are and what they stand for. They know their values and the rules they will abide by, regardless of the circumstances they face. They allow their people to understand the values they are committed to uphold, which lays a foundation for the rules their people will be expected to adhere to. True leaders both know and communicate their values openly with the people they lead, creating an atmosphere of certainty and trust.

True leaders have integrity. Integrity is the very core of their influence. Living the values they profess to believe is what gives them credibility and allows others to place their trust in them. True leaders are able to say "do as I do" rather than just "do as I say", because they lead by example.

True leaders work right alongside the people they lead in order to get to know and care about the people they are leading. Working with people allows leaders to lift and inspire their team.

True leaders listen without being condescending. They are willing to hear what others have to say without rushing to judgment. They are patient and genuine in their desire to understand the thoughts and feelings of the people they lead.

True leaders are forthright with their people. They communicate openly and often. True leaders take the time to communicate often to their team in order to show that their team is valued and important to them. They understand that as the leader they have an obligation to communicate directly with their people so they never allow a void that someone with mal-intent can fill. True leaders take on the responsibility of communicating for themselves.

True leaders reprimand their people from a place of love and a genuine desire to help them improve. They reprimand without anger, and they relay feedback in a direct, yet kind and respectful way. Even when they see a bad behavior needing to be corrected, they don't view the person doing the behavior as a bad person. They listen and attempt to understand what led to that person making the mistake or exhibiting the bad behavior in order to understand the underlying cause that needs correcting. True leaders understand that when a person feels valued and cared for by their leader, they will be far more willing to take the feedback and implement the needed changes. They understand that no value comes from the use of sarcasm, beating around the bush, or sugar coating things that need to be communicated. They understand that using those things breaks people's trust and leaves them feeling uncertain or belittled, which ultimately lead to harboring bad feelings toward their leader, none of which inspire a desire to change or improve their own behavior.

True leaders don't control their people, they inspire them to do great things. They give them the values and rules, which set the boundaries to operate within. Then they encourage people to go out and make choices on their own. True leaders understand that employees cannot grow and progress until they are given the freedom to make choices, to try things, and yes, even to make a few mistakes so they can learn from those and improve.

True leaders delegate. They give important and specific tasks to their people that will allow their people to learn and grow in their positions. Often times it would far easier for the leader to simply do the task them self. They could get it done more quickly, effectively, and exactly to their liking. However, true leaders understand that doing so allows no growth for the people they are leading, and therefore they see their greatest role as a delegator and a teacher to the people they lead.

True leaders are not afraid to make demands of the people they lead. True leaders understand that it is a mistake to be too soft, just as it is a mistake to be too harsh. They have the courage to direct people in the work that needs to get accomplished, expressing their belief in the people's abilities, delegating duties, and teaching and correcting their people along the way. They help people grow by making reasonable but real demands. They don't assign people tasks that are beyond their ability, but they do assign tasks that cause people to stretch themselves. They recognize the possibilities of what their team can accomplish and they motivate each person to recognize their potential.

True leaders use their time wisely. That doesn't mean they can't take time for leisure and fun, it simply means they do their best not to waste the time they have. They are selfless and they work tirelessly to help make their team a success.

True leaders hold themselves and their people accountable. They hold themselves to a high standard so they can hold their people to a high standard as well.

True leaders keep things in perspective. They don't rush into making short term decisions that will benefit their organization today only to cause even greater problems in the future. They try to take all the facts into account, keeping a long-term view in their approach, with the desire that any fixes they put in place today will be to the benefit of the organization and the people both now and in the future.

"True leaders understand that leadership is not about them but about those they serve. It is not about exalting themselves but about lifting others up." – Sherry Dew

We all have room to improve as leaders, but our ultimate goal should be the same: To be leaders who are loved, admired, and respected by the people we lead as we motivate and inspire those people to achieve their full potential.

~Amy Rees Anderson (follow my daily blogs at www.amyreesanderson.com/blog)

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BUSINESS INSIDER

9 super-successful people share their biggest leadership secrets

JACQUELYN SMITH AND RACHEL SUGAR
JUL. 7, 2015, 3:00 PM

Reuters/Olivia Harris
Richard Branson.

Every leader's abilities are put to the test at some point in their career. How well they handle the ups and downs, the excitement and turmoil, proves whether they're truly a great leader, or just another wannabe.

For its most recent Influencers editorial package, titled "How I Lead," LinkedIn asked some of the world's most successful executives, entrepreneurs, and industry experts to share their best leadership secrets and "surefire management methods" for getting through the good times, and bad.

Over 50 thought leaders shared original posts revealing how they lead in times of turbulence or growth.

Here's what nine super-successful people had to say:

View As: One Page Slides

Richard Branson: Decisiveness is key.

The Virgin Group founder writes: "One of the most important skills any leader can learn is when to be decisive, and when to take a step back and look at the wider picture before making the big calls."

Michael Buckner/Getty

Virgin Group founder Richard Branson.

In times of turmoil, growth, or crisis, he says, there will be more decisions to be made and less time to make them. "There will also be an almost irresistible temptation to make these decisions as quickly as possible. A leader must be calm, confident in his choices, visible to his team and their customers, and in control of the situation."

Branson says a good leader never rushes in and jumps to rash conclusions before knowing all the facts — they delay judgment and first try to see the whole picture clearly. Then, he writes, they contemplate quietly.

"After looking at all the stats, speaking to all the experts and analysing all of the angles, then take some time to yourself to think things through clearly. Take a walk, find a shady spot, or simply sit and think for a while. Don't delay unnecessarily — but don't rush either. Get that balance right, and you are far more likely to make the right call."

See his full post here.

Mary Barra: Good ideas don't have a hierarchy.

Barra may be CEO of General Motors, but she's acutely aware that some of the best ideas *don't* come from the corner office. "No matter your industry, ideas can come from anywhere — from the line, the retail floor, or at your engineering center," she writes.

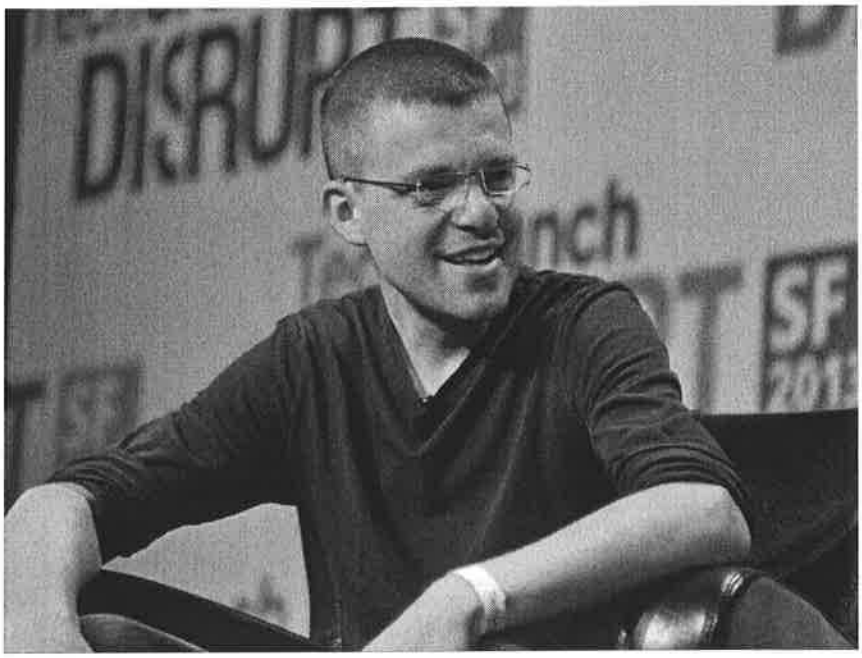
Because people have different roles within the company, they have different perspectives, Barra explains — and those alternate viewpoints can be invaluable. By getting the entire team's input, she's able to ensure that "solutions are evaluated from every angle."

Read her full post here.

Daniel Roland/Stringer/Getty Images

General Motors CEO Mary Barra.

Max Levchin: Your number one job is to get the best out of your team.



Getty / Steve Jennings

PayPal cofounder and CEO of Affirm, Inc. Max Levchin.

Levchin, cofounder of PayPal and current CEO of Affirm, Inc., says in the early days of PayPal, he "avoided managing a team for as long as possible." He was a coder; he wanted to code. In the years since then, though, he's learned a number of lessons about management.

Principle among them: Above all else, your job is getting people to do their absolute best. "A great leader knows how to identify and navigate around the team members' weaknesses and capitalize on their strengths," he explains. And part of nurturing a stellar team means standing by them "through the best and worst of times." The best leaders, Levchin says, push their teams, cheer on their teams, and look out for their teams — in times of upheaval *and* in times of growth.

Read his full post here.

Sallie Krawcheck: You need to gain your team's confidence.

The Ellevate Network chair and former top Wall Street exec has led businesses in turmoil.

REUTERS/Shannon Stapleton

Ellevate Network chair Sallie Krawcheck.

Just after she was named Director of Research at Bernstein, Krawcheck's mentor — a top analyst at the firm — quit.

"Bernstein wasn't a big firm to start with, so any loss was felt," she writes. "But this one really stung. And, insult to injury, this was during the pre-Spitzer-research-scandal bubble of the late 1990s, so analysts were receiving eye-popping offers from other firms. A new Director of Research, more money elsewhere, and a public vote of no-confidence. Our attrition rate soared."

How did she get through it?

She lists five ways: by realizing that pretending things were 100% A-OK was a losing strategy ("Candor went a long way with the team," she writes); by "identifying a path out of our issues" (which, in her case, was to hire "as many outstanding new analysts as we could find to replenish the pipeline"); by communicating the new strategy and communicating confidence in it — repeatedly; by regularly updating her team on progress; and by always being available to her analysts — by "walking the floor a lot; by working my tail off."

Krawcheck writes: "You don't gain a team's confidence in a day, and perhaps particularly during periods of turbulence. But, slowly, slowly, as we kept a focus on what really mattered and shut out almost everything else, we rebuilt the business into one that was stronger than when we started."

Read her full post here.

Craig Newmark: Pass the torch if you know you don't have what it takes.

"Leadership? I'm not sure what that is," the Craigslist founder writes. He says in 2000, upon realizing he "sucked" as a manager, he hired a new CEO who would do a much better job.

Twitter, @craignewmark

Craigslist founder Craig Newmark (right).

"Suckage, in this case, is relative to my own standards. In this case, I was thinking that I was average, and the Craigslist community needs better," Newmark writes.

While a cliché, he advises, "hire the smartest people you can find, and get outta the way."

He says he clearly remembers "a number of staff people approaching me for decisions in really difficult areas, like in personnel, and that I wasn't acting decisively in critical areas, like geographic growth.

"That tied into my general observation that I had, and have, a problem with procrastination. (Still do, but I'll deal with that later.) I removed myself from management completely."

Read his full post here.

Claire Diaz-Ortiz: Find an anchor — or three.

Twitter

Twitter's social innovation manager Claire Diaz-Ortiz.

Having been with Twitter since the early days, "The Woman Who Got the Pope on Twitter" knows a thing or two about weathering the storms of startup life.

Now Twitter's manager of social innovation, Diaz-Ortiz says her secret to "staying Zen" amid constant institutional change is to not have just *one* mentor — have three. "The best thing you can do if you're not sure what team you'll be on tomorrow is to find an anchor in a great mentor or professional champion," she writes. But in a constantly shifting landscape, one mentor isn't enough. People move on, get transferred, get fired — and you've got to be prepared.

The same goes for finding an "outlet" — a work buddy with whom you can "talk shop and share your woes in equal measure," she explains. One is good, but three is better. The bottom line: To stay sane, cultivate relationships with the people around you.

Read her full post here.

Maynard Webb: Lead with intensity, not intimidation.

Getty Images/Bloomberg

Yahoo chairman and former eBay COO Maynard Webb.

As Yahoo! chairman and former eBay COO, Maynard Webb has lead companies in good times and in bad. In times of growth, he can focus on inspiring teams to find the best possible answers. But while crisis may call for "a different kind of leadership," Webb has learned that it's possible to turn up his intensity without invoking fear.

His strategy for leading a team through turbulence? Not so different than leading a team the rest of the time, he's discovered.

When the waters are rougher, he prioritizes consistent communication, clear objectives, and regular (and prompt) performance feedback. He also works hard to stay patient ("losing your temper is never a fine moment,") and strives to see situations from his employees' point of view.

Read his full post here.

Carrie Schwab-Pomerantz: It's not about you.

Charles Schwab SVP and president of the Charles Schwab Foundation says in her LinkedIn post that being a great leader isn't about you — it's about helping the people around you achieve great things.

Courtesy of Charles Schwab

Charles Schwab SVP Carrie Schwab-Pomerantz.

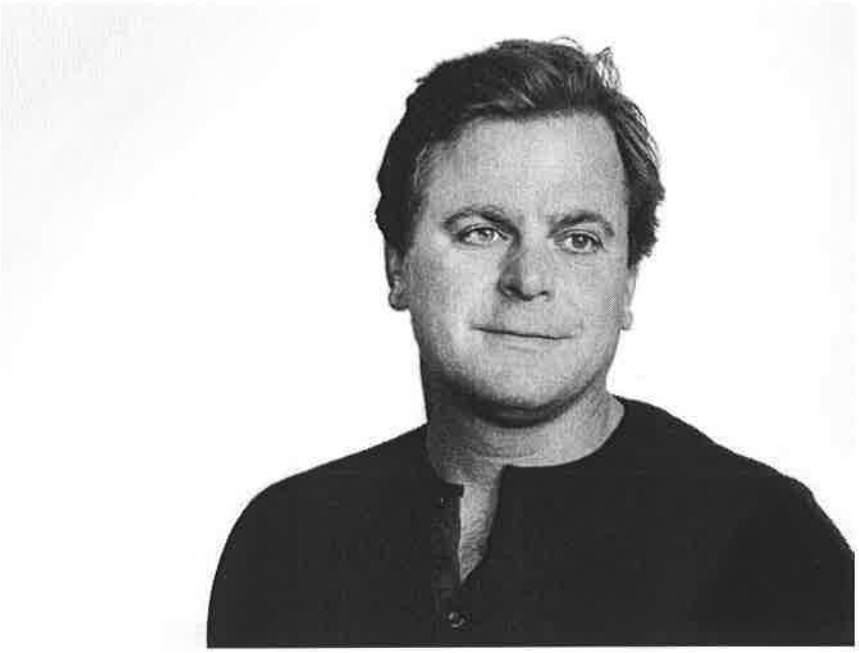
It may be a cliché, but it's a cliché for a reason: "You're only as good as your team," Schwab-Pomerantz says. Being a good leader doesn't mean you have to be the first, "or even the best," she observes. "What you need is the courage to bring out the best in others — to help them improve their skills and opportunities."

That can mean putting your own ego (and biases) aside. "You're not looking for people who are just like you," she explains. "You're looking for people who are better than you in certain areas." For inspiration, she looks no further than President Lincoln, who famously appointed his chief rivals to his cabinet. "Lincoln understood that surrounding himself with the best people was the key to accomplishing his own goals."

Read her full post here.

Shane Atchison: Uncertainty is always worse than bad news.

The CEO of creative agency POSSIBLE believes in transparency — even when people aren't going to like what they see. "Uncertainty is always much worse than bad news," he writes.



Possible.com

POSSIBLE CEO Shane Atchison.

When the company's facing a roadblock, he advocates telling the truth — and doing it as quickly and thoroughly as possible. "You owe it to your people to let them know as quickly as possible if something bad might happen to them," he says. "You don't want to tell someone to learn their job is in trouble by handing them a pink slip. That's just not cool."

Honesty — even when it's negative — will always be appreciated, he argues. Besides, what choice do you really have? "Just because you don't say anything doesn't mean people aren't going to think it."

Read his full post here.

More: LinkedIn Leadership Success Features

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Ladders to Leadership

Introduction | Leadership and Vision | Leadership Traits | Annotated Bibliography | Survey Responses | Self-Assessment

Leadership and Vision

Leadership is a difficult quality to define and to assess. As General Patton once exclaimed: "I [have] it, but I'll be damned if I can define it." [1] This site offers definitions and characteristics of leadership in order to aid new, and perhaps even seasoned, librarians as they progress through their career.

Leadership, in its essence, is the ability to articulate a vision or a desired path of progress and to motivate others to strive for that vision. The common perception is that leadership is an art, not a science. Prominent authors avoid establishing checklists for leadership. There is no list of leadership skills, but there is a general consensus that there are certain traits that leaders should have.

The most important thing for a leader to have is vision. Vision, as described by Warren Bennis, is the "guiding purpose" and the "compelling goal". [2] The vision is how the organization will be defined in the future. An example would be: "XYZ Library will be the premier library for the health sciences, both in size and scope of the collection, in the United States."

This is not the same as establishing goals. Goals can be seen as intermediate steps or benchmarks, which are established to measure progress towards the vision. An example of this, from the XYZ Library would be: "In three years, our library collections will exceed three million volumes; and in 5 years our holdings will exceed four million volumes." Goals are tangible, a vision need not be.

A vision indeed is meant to inspire. Along with the ability to articulate a vision, a true leader needs to be able to make the vision a shared vision. A leader motivates, drives, and inspires other members of the organization, and often those outside of it, to believe in the vision. That motivation and creation of belief must translate into effort in pursuit of the vision.

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Leadership Traits

Introduction | Leadership and Vision | Leadership Traits | Annotated Bibliography | Survey Responses | Self-Assessment

The following is an outline of traits that are characteristic of good leaders, divided into seven categories: physical, emotional, social, intellectual/intelligence, communication, experience, and trustworthy. A list of the sources used to compile these traits is also included.

Physical

- High energy level
- Physical stamina
- Tolerance for stress
- Not concerned about being overworked
- Vitality

Emotional

- Self-Confidence: may be more likely to attempt to influence, to attempt more challenging tasks
- Desire to improve, understand own strengths and weaknesses, self-objectivity
- Emotional intelligence: the extent to which a person is attuned to his or her own feelings and the feelings of others
- Self-awareness, empathy, self-regulation
- Not dwell on mistakes, view as opportunities to learn and move on
- Ambitious
- Courage, not paralyzed by fear of failure
- Knows self: deep understanding of one's emotions, strengths, weaknesses, needs, and drives
- Loves what he/she does; loves doing it
- Risk takers, confident to take risks, handle negative reactions to outcome
- Not intimidated by superiors
- Personal competence
- Believe they have control over own destinies

- Optimistic
- Accept responsibility
- Persistent: does not let potential objections or criticisms stop him or her; despite resistance or setbacks, keeps going and stays the course.
- Exhibits concern for others, shows genuine interest, gives "personal touch", gives others recognition for success
- Encourages and engages opposing viewpoints and ideas, not threatened by them
- Perceived by others as constant and reliable: picks position or idea and sticks to it
- Self-disciplined in developing important skills
- Determination
- Good at managing one's emotions
- Need to achieve

Social

- Well-adjusted
- Oriented toward improving self, not denying weaknesses
- Behavior is consistent with values espoused
- Detached: can treat followers in a fair, objective fashion
- Honest, ethical, trustworthy: promises kept, fulfills responsibility
- Able to convert purpose and vision to action, and produce results
- Behavioral flexibility: adjust behavior to fit the situation
- "Make people feel that they are at the very heart of things and that, when they are, they are making contributions to the success of the organization." [1]
- Understands others, knows how to influence them
- Empathy, social insight, charm, tact, diplomacy, persuasiveness
- Bases decisions on reality and needs of others, not self-interest
- Listens, empowers others, generates trust, negotiates collaboratively, resolves conflicts
- Strong motivator
- Superior listener
- Understands small group dynamics
- Emphasizes partnership
- Monitors and helps followers get work done well
- Persuades others to follow, not rely on authority to get things done.
- Cooperates and collaborates with others
- Ability to influence others
- Finds common ground with all types of people and builds rapport with them
- Takes initiative in social situations
- Appraises readiness/resistance of followers to move in a particular direction, senses when there is dissent or confusion

Intellectual/Intelligence

- Learns from experience and adapts to change
- Possess extensive knowledge used by subordinates to perform the work
- Develops inspirational image of new product or service
- Good judgment, foresight, intuition, creativity
- Ability to find meaning and order in ambiguous, uncertain events

- Self-knowledge
- Effectively plans, organizes and solves problems
- Coordinates separate specialized parts of organization
- Understands how external events will affect organization
- Honest attitude towards facts, objective truth
- Decisive: get the facts, assess information, and act, even if all information is not available, or others are not happy with decision
- Asks for more responsibility
- Knows how to delegate
- "Willingness to ask questions and to search openly and without bias for practical answers to the most vexing problems." [2]
- "Learned to experiment and withhold judgment until they have objectively assessed a situation and identified a well-reasoned course of action." [3]
- Plans how to deal with criticism by listing benefits of project in advance and prepares to articulate them to others
- Willing to ignore conventional wisdom in terms of looking at a problem and trying to strike out in a different direction.
- Knowledge of organization and how it operates
- Anticipates how others will react to situations and prepares to minimize the impact
- Doesn't react right away, stands back and considers the situation, suspends judgment until facts are in
- Eager to explore new approaches to work
- Able to combine both hard and questionable data and intuitive guesses to arrive at a conclusion
- Bases decisions and strategies on sound intuitive and rational judgments and accurate appraisal of the potentialities of coworkers and opponents

Communication

- Ability to communicate
- Ability to articulate a vision and persuade others
- Have and communicate purpose, direction, and meaning
- Have clear goals and are determined to achieve them
- Communicates passion to others
- Good communication skills are essential for a leader to get followers aligned behind the overarching goals of the organization.
- Use metaphors that others can relate to in order to symbolize their vision and inspire others
- Experts at one-to-one communication
- Superior speakers – major advantage, not true of all leaders
- Excellent writing skills
- Creates and maintains a communications network
- Has people keep them informed on problem situations
- Networks with people inside the organization (including those at the bottom of the hierarchy)
- Maintains contacts outside the organization and profession that may have certain knowledge and different viewpoints from those within
- Doesn't depend on only one source for information
- Able to communicate with key individuals in "areas of specialization that may

each have a different dialect" [4]
- Eager to explore new approaches to their work
- Are not fuzzy about results, interested in ways to track their progress
- Communicates persuasively
- "All leaders take advantage of opportunities to speak to large groups." [5]

Experience

- Successful managers "usually had experience in a variety of different types of situations where they acquired broader perspective and expertise in dealing with different types of problems." [6]
- May give followers freedom to take responsibility for own ideas, decisions and actions
- Committed to collaboration and require everyone to participate in leadership
- Has competency – is skilled in performing required tasks and has ability to mentor those that follow

Trustworthy

- Caring – genuinely concerned with followers' lives and well-being
- Empathize and care about implications of actions
- Constancy – staff believe leader will support them, defend them and come through for them

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