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Learning From Lincoln: Leadership Practices for School Success



For Alaska ASBO
December 2014

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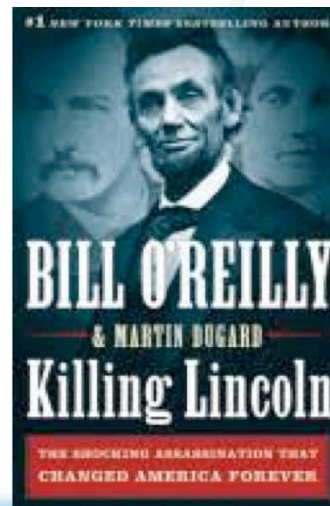
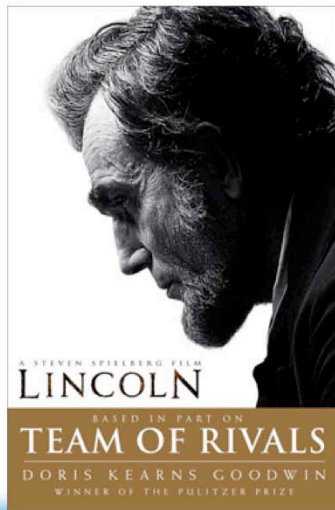
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Warm up, ask them what they think of Lincoln and Leadership.

- 1. Ask participants to pick a quote / read it. How does this resonate with you?**
2. Question: when you think of Lincoln & Leadership What comes to mind?

Historical Perspective



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2

Set up historical interpretation by each participant may be different. Use Stanton as an example.

In **Team of Rivals** Doris Kearns Goodwin tells of the friendship and love between Stanton & Lincoln, Stanton is the one who says “Now he belongs to the Ages” at Lincoln’s death.

In **Killing Lincoln** by Bill O’Reilly, Stanton is portrayed as a leading member in the plot to assassinate Lincoln. Two very opposing views.

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Lincoln's Remarks to a Group of Ohio Soldiers on August 22, 1864

“...It is not merely for today, but for all time to come that we should perpetuate for our children's children this great and free government, which we have enjoyed all our lives. I beg you to remember this, not merely for my sake, but for yours. I happen temporarily to occupy this big White House. I am living witness that any one of your children may look to come here as my father's child has...”

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3

Ask a participant to read the slide and ask how it relates to them personally

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Credibility

A foundational underpinning of leadership is **credibility**.

People need to believe in us as leaders and must believe in the ideas that we represent in order to be motivated to implement and sustain change initiatives.

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Trustworthiness and expertise, established reliability

Credibility in education is credentialing. Ed.d. SFO, CSBO,

Webster – the quality or power of inspiring belief –

Follow through, does what they say they are going to do. Truthful, Honest

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Learning from Lincoln

- What we can all learn from Lincoln is that if leadership is to succeed, a key ingredient is personal example.
- Leaders “Model the Way” (LPI)
 - Set the example by clarifying your personal values

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Model the way – telling stories is one of the most effective ways leaders can model the values and beliefs essential to organizational success.

Model the Way – your behavior wins you respect, and respect and trust go hand in hand.

Lincoln’s example: to preserve the union, this experiment called democracy that during the time of the Civil War was less than 100 years old.

Some of the Founding Fathers were still alive when Lincoln was born.

Share a personal example of modeling the way:

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Reflective Interaction

Consider a colleague with whom you have worked who exemplifies credibility.

What are the key *qualities, practices* or *behaviors* that contribute to “credibility”?



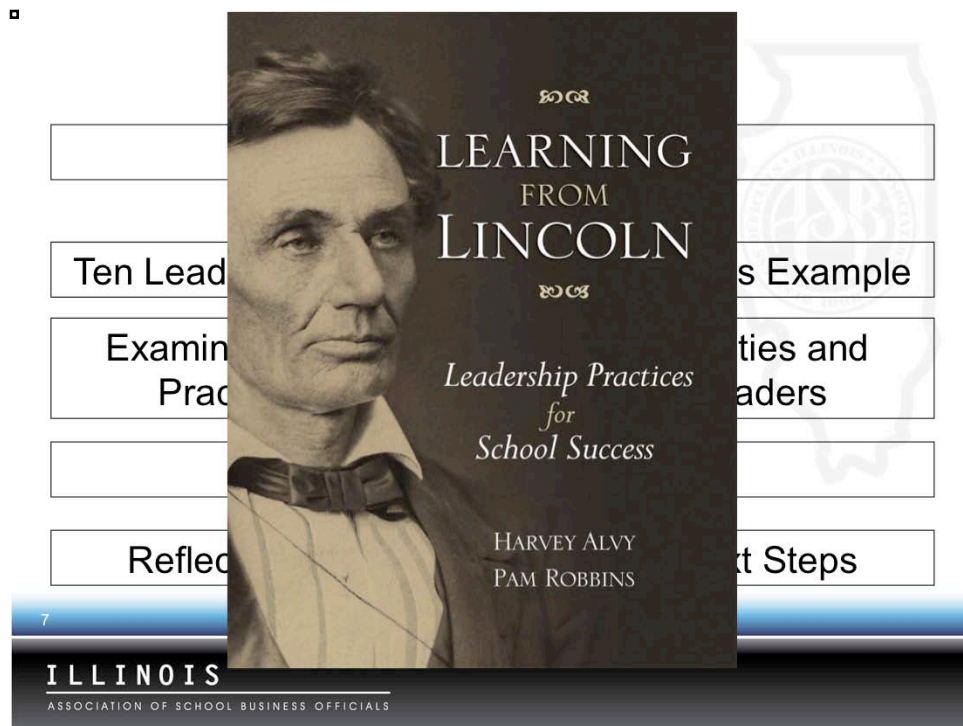
Move from Lincoln’s example to invite participants to interact with history and today.

Lincoln’s example – to save the union, to save democracy, exemplified in the quote about how anyone can serve in the White House. He believed in freedom, that we all are created equal.

Work in groups of 2 to share credibility attributes and why the person they have chosen models leadership through credibility.

Trustworthiness, expertise, established reliability, truthful, honest, follows through, does what they say they are going to do.

What are the person’s behaviors that go to credibility?
What were Lincoln’s behaviors that go to credibility?



11 Chapter book designed to provide concrete practices of leadership,

Each chapter works in the following way:

1. Historical stories of Lincoln to reinforce as true, real life examples
2. Moves into real life 21st Century school practices and situations
3. Asks the reader to reflect on how they can become a better leader understanding these practices and applying them.

The historical story should act as a reinforcement to the leadership practice

The 10 Leadership practices are the chapters:

1. Implementing and Sustaining a Mission and Vision with Focused and Profound Clarity – Vision or LPI - Inspire a shared vision - **Imagining possibilities, enlist others in a common vision**
2. Communicating Ideas effectively with Precise and Straightforward Language – Active Listening Skills, Communication Skills, LIFO behavioral quadrants
3. Building a Diverse and Competent Team to Successfully Address the Mission – Jim Collins – get the right people on the bus, right people off the bus
4. Engendering Trust, Loyalty, and Respect Through Humility, Humor and Personal Example – Model the Way

~My Approach~

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**Can ask them to name intangible qualities of leaders
Such as reliability, honest,**

Use **examples from Lincoln**

Such as **contemplative**

Trustworthy,

Well spoken

Well read

Uses metaphor in stories to get point across

Magnanimous

Honest, Integrity, Cared about people, Curious,

Lifelong Learner

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Ten Leadership Qualities and Practices

- Implementing and Sustaining a Mission and Vision with Focused and Profound Clarity
- Communicating Ideas Effectively with Precise and Straightforward Language
- Building a Diverse and Competent Team to Successfully Address the Mission
- Engendering Trust, Loyalty, and Respect through Humility, Humor, and Personal Example
- Leading and Serving with Emotional Intelligence, Empathy and Morality

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3. Building a Diverse and Competent Team to Successfully Address the

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Ten Leadership Qualities and Practices

- Exercising Situational Competence and Responding Appropriately to Implement Effective Change
- **Rising Beyond Personal And Professional Trials Through Tenacity, Persistence, Resilience, and Courage**
- **Exercising Purposeful Visibility**
- **Demonstrating Personal Growth and Enhanced Competence as a Lifetime Learner, Willing to Reflect on and Expand Ideas**
- That Hope Can Become a Reality

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Any surprises on the list? They are the chapter names.

11 Chapter book designed to provide concrete practices of leadership,
Believing

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2. Communicating Ideas effectively with Precise and Straightforward

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THE
CIVIL WAR

“No man was more fervent in his belief in the North and no man more ready to die for it.”



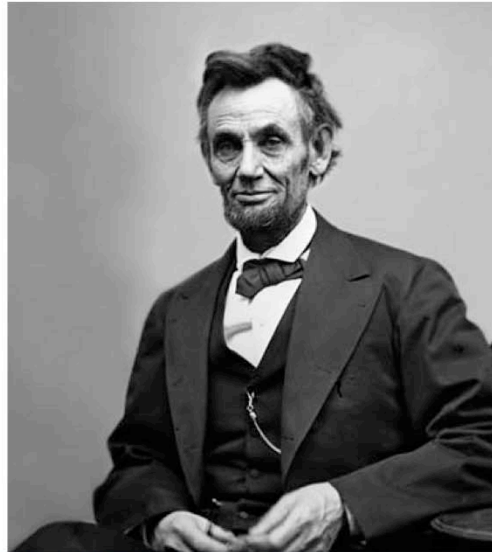
NORTH vs. SOUTH

(Winik, 2001, p. 242)

More help from history

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Dogged Tenacity Defines Lincoln's Leadership



Last picture of Lincoln. 4 days before his death. Can see a slight smile amidst his war weary face.

Before Lincoln took the oath of office, the South had seceded from the Union.

Lincoln's ability to maintain the courage necessary to work through each crisis was referred to as "Dogged Tenacity"

Today we call it **Resilience**

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Rising Beyond Personal & Professional Trials Through Tenacity, Persistence, Resilience, and Courage

“The hope is not that suffering will go away, for with Lincoln it did not ever go away. The hope is that suffering plainly acknowledged and endured, can fit us for the surprising challenges that await.”

– *Joshua Wolf Shenk, Lincoln's Melancholy, p.216*

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Lincoln Failures

- 1818: Age 9 Mother Dies
- 1831: Lost his job
- 1832: Lost Election for State Legislature
- 1833: Failed in Business
- 1835: Sweetheart Ann Rutledge dies
- 1838: Lost Election for IL House Speaker
- 1843: Defeated in run for US Congress
- 1849: Rejected for IL land officer position
- 1854: Defeated in run for US Senate (1858 too)
- 1856: Defeated in run for US VP nomination



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How did Lincoln remain resilient in the face of so many setbacks, the loss of his mother Nancy at 9 years old, the loss of two children, bouts of depression, he lost 8 elections, twice failed in business, 1st fiance Ann Rutledge died, and the tragedy of the Civil War?

From his struggles we derive lessons about adhering to deeply held beliefs, practicing ethical leadership, putting the cause first and personalities aside, and steadfastly pursuing leadership work dedicated to the conviction that all individuals are created equal, deserving of and desiring a genuine opportunity to leave their mark on the world.

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“Lincoln pressed on (despite the failure of several generals), weathering his own mistakes, and equally weathering the brittle highs and deepening lows of the war. If he can best be described during this period, it is with two words: dogged tenacity. Dogged tenacity. It is a simple explanation for greatness. But, in Lincoln’s case, also probably quite true.”

- Winik (2001) p. 245

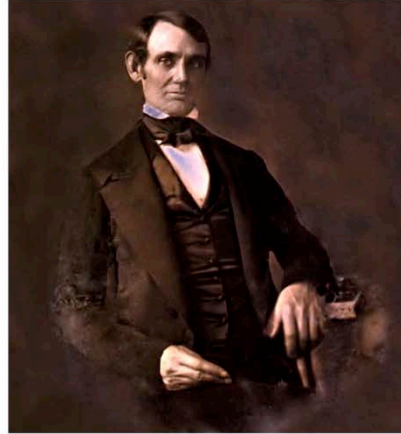
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Lincoln's Example

“His example is universal and will last thousands of years... and as a great character he will live as long as the world lives.”

- Leo Tolstoy

(quoted from *The World*, 1909, in Goodwin, 2005, p. ix)



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Earliest known picture of Lincoln at age 46.

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Your Personal Narrative

- How do you define your role as leader?
- What core values and beliefs guide your actions?
- How do others learn about your character?
Integrity?
- What is your vision or leadership philosophy?
- What do you believe inspires the best in staff?
- What do you stand for?

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Leading With a Strategic Use of Visibility



After his inauguration, Lincoln was besotted with the public visiting him at the White House, many seeking office, others just wanting to see the President. “Each aspirant had a story to tell, a reason why a clerkship in Washington or a job in their local post office or customs house would allow their family to survive. Time and again, Lincoln was faulted for wasting his energies.

Many saw this as a sign of weakness “he has no conception of his situation” Sumner told Adams “ – The New York Times: He owes a higher duty to his country”

Lincoln: “They don’t want much, they get but little and I must see them.

Lincoln kept his ear on the pulse of the country by being accessible to and listening to the people.

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Exercising Purposeful Visibility

“Anything that kept the people themselves away from (Lincoln) he disapproved – although they nearly annoyed the life out of him by unreasonable complaints and requests.”

– John Hay, Lincoln’s personal secretary, on the daily White House office routine (Burlingame, 2008, Vol. 2, p. 254)

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The Great Communicator

- In Lincoln's new administration 2 executive goals evolved:
- 1) He was determined to meet with the public face to face
- 2) He was resolute about visibly engaging with the troops



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As the war evolved visibly supporting the troops developed into frequent visits to soldiers in camps & hospitals & significant time spent in the War Department offices Lincoln is the only President to actually step foot on battle ground with the troops and observe actual fighting.

P 438 Rivals: May 5th 1862 Lincoln boards the MIAMI, a 5 gun Treasury cutter, accompanied by Stanton, Chase and General Egbert Viele to visit McClellan. Lincoln and his party decided that McClellan should attack Norfolk and capture the Merrimack, a 9 gun former federal boat, scuttled by the Union and reinforced with armed plates by the Confederacy. "The next day, Lincoln, Chase, and Stanton each personally surveyed the shoreline to determine the best landing place for the troops. Under a full Moon, Lincoln went ashore in a rowboat. He walked on enemy soil and then returned to the Miami. Once the best spot was chosen, Chase pushed for an immediate attack, worried that McClellan might appear and delay the attack. The Union won Norfolk that night, and the Merrimac was scuttled by the rebels to keep it out of Union hands

On April 4th, 1863 the Lincoln's visited General Hooker at the headquarters of the Army of the Potomac in Falmouth, Virginia. Pp. 513 – 517 Rivals
The first couple actually slept in a tent. "With General Hooker by his side, Lincoln rode along serried ranks that stretched for miles over the rolling hills, (inspecting the

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Lincoln's Hands on Approach to Leadership

“General Fremont needs assistance which is difficult to give him. He is losing the confidence of men near him, whose support any man in his position must have to be successful. His cardinal mistake is that he isolates himself, and allows nobody to see him; and by which he does not know what is going on in the very matter he is dealing with.” Basler, 1953-1955, Vol. IV, p. 513

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Lincoln's determination to interact daily with the citizens and to visit soldiers in the field helped him assess what was working and what needed changing. Pp. 120 Alvy

Lincoln was determined to stay in touch with the people and when his leaders did not do the same, his displeasure became known. For example on September 9, 1861 he wrote a letter expressing his unhappiness with General Fremont's administrative style in Missouri – Then read quote.

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Lincoln's Daily Routine

“These visits...offered the President an opportunity, in these days before scientific public opinion polling, to get some idea of how ordinary people felt about him and his administration”

(Donald, 1995, p. 391)

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Concerning the daily routine, Lincoln would usually get up early each day, take breakfast, read news summaries prepared by his secretaries, and read and sign documents and memos until 10AM. Then the public would be permitted in. Lincoln called these daily interactions his “public opinion baths”. All types of visitors and petitioners would seek to see the president. Meetings were casual and informal, much to the dismay of Nicolay and Hay. Some folks just wanted an autograph or to wish the P good luck.

“PUBLIC OPINION BATHS”

Lincoln: Using State-of-the-Art Technology

Lincoln's use of the Telegraph was a critical tool during the war.

Gettysburg:

"Have you any reports of the enemy moving in Pennsylvania?"

"What news now?"



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Lincoln used the telegraph to keep up on the news of the war. This is an actual picture of Union telegraph operators at a camp during the war.

He often asked the questions above

He sent ideas & suggestions to his generals

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Lincoln: Using State-of-the-Art Technology – July 4th, 1863

“Lincoln announces to the country that news from the Army of the Potomac in Gettysburg... is such as to cover that Army with the highest honor, to promise a great success to the cause of the Union, and to claim the condolence of all for the gallant men fallen. And that for this, he especially desires that on this day, He whose will, not ours, should ever be done, be everywhere remembered and revered with profoundest gratitude.” telegraph A. Lincoln (Alvey p. 123)

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Gettysburg Press Release – by telegraph

Purposeful Visibility: Working with the Military

“On July 12, 1864 Lincoln stood on the parapet at Fort Stevens, watching as Union and rebel forces fired away at one another. He saw a body of Union soldiers move across shimmering summer fields and drive the rebels from a house and an orchard with muskets smoking. By now rebel sharpshooters were sniping at Fort Stevens, but Lincoln stood there oblivious to the bullets whizzing around him, and a soldier fell at his side. Finally an officer made the President get down before he was killed.”

(Oates, 1977, p. 394)

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Lincoln left Washington 11 times during his presidency to visit the Army of the Potomac for a total of 42 days

Lincoln is the only President to visit a battlefield while fighting is taking place. Oates describes one such incident – READ QOUTE

Lincoln used the visits to size up his generals, to press his military strategy, to gauge military resources, and assess the moral of the troops

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Visibility, Reflection and Intentional Decision Making

“I am slow to learn, and slow to forget that which I have learned. My mind is like a piece of steel – very hard to scratch anything on it, and almost impossible thereafter to rub it out”

(Miller, 2002, pp. 13 -14)

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Lincoln’s leadership approach was fueled by human engagement

His public manner, how he behaved with others, his humility and ability to listen actively was a result of his life experiences.

His manner enabled others to be vulnerable in his presence, and it enabled him to connect with each stratum of society.

Pp 139 Alvy – As we consider what Lincoln had to say about his own thought process, it is important to keep in mind Millers insightful observation that in our contemporary world, intelligence is often equated with speed of thought. To his lifelong friend, Joshua Speed, Lincoln once remarked – READ QOUTE –

Tell Story of Frederick Douglas: Lincoln read a recent speech by Douglass accusing the P of being slow and vacillating. Lincoln disagreed with the criticism related to vacillation. “Mr. Douglas I do not think the charge can be sustained; I think it cannot be shown that when I have once taken a position, I have ever retreated from it” (Miller, 2002 p 14)

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Implications for School Leaders

- Leaders can never be totally prepared for the events that take place.
- What events have surprised you in your career as a school leader?
- How can you use purposeful visibility to help you lead in schools?

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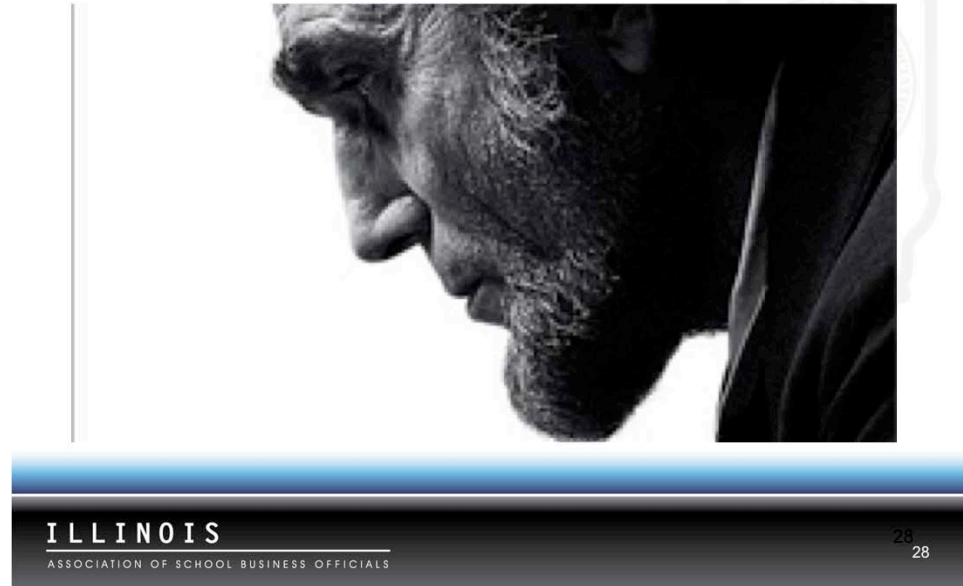
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There are a number of parallels between Lincoln and school leadership, Lincoln's lack of executive experience for instance is reminiscent of the reality of today's new leader. That is one can never be totally prepared for the events that transpire

At your tables discuss what events have surprised you in your career as a school leader, each table reports out – at least 15 minutes

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Leadership: Lincoln a Lifelong Learner



Taught himself to read, read every book he could get his hands on, studied everything that crossed his path,

Started the presidency ignorant of military strategy, learned everything he could and eventually suggested military strategies of his own that helped the cause.

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Demonstrating Personal Growth and Enhanced Competence as a Lifelong Learner, Willing to Reflect on and Expand Ideas

“The failure to recognize the attributes of flexibility and the capacity for growth in Lincoln and, instead, to treat him as a static, stunted figure is to misuse the legacy that he has left for all of us”

John Hope Franklin, February, 12 1985

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Lincoln accomplished his goals w/o formal schooling

Lincoln’s ascent to Mt. Rushmore is all the more astounding in that he was not born with the advantages of the other 3 presidential figures enshrined on the monument: Washington, Jefferson and TR

Self education is the vehicle that brought Lincoln success. Lincoln’s desire to gain knowledge and wisdom never faded. His achievements resulted from a lifetime of unrelenting personal growth.

Education is the great equalizer – Mac former DCFS leader

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Lincoln's Cabinet

- *A Team of Rivals*
 - Secretary of State: William H. Seward
 - Secretary of the Treasury: Salmon P. Chase
 - Attorney General: Edward Bates
 - Secretary of War: Edwin M. Stanton
 - Postmaster General: Montgomery Blair
 - Secretary of the Interior: Caleb B. Smith
 - Secretary of the Navy: Gideon Welles

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Seward – NY
Chase – OH
Bates - MO

Stanton appointed after Cameron was removed. Story of Lincoln traveling to Ohio to assist in a trial and Stanton snubbing him. McCormick Reaper patent trial in Cincinnati Oh, he snubbed Lincoln, Lincoln stayed in the gallery and watched the trial.

Blair was a big fan of McClellan

Did not want YES men, listened to them extensively, but made up his own mind. His goal was to bring on the best and let them work autonomously unless the work hindered the overall goal of preserving the union. Lincoln sought feedback from them, and others (Frederick Douglas)

Many of these men thought they could lead past Lincoln, that Lincoln was a puppet. Chase continued to run for the 1864 nomination while a cabinet member and often belittled Lincoln

Seward influenced the first inaugural address and became one of Lincoln's closest advisors.

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Lincoln: Lifelong Learning

- “Life to Lincoln was a school... and he was always studying and mastering every subject which came before him”

• Goodwin, 2005, p. 369

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Military Strategy: Lifelong Learning

- “McPherson (2009) notes that after the bombardment of Fort Sumter, Lincoln faced a steep learning curve as commander in chief, but...he was up to the challenge.”

• McPherson 2009, p. 34

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Lincoln checked out books from the Library of Congress to study military strategy

Engaged General Winfield Scott, born in 1786, experienced in the war of 1812 and the Mexican American War, too old to command the Union Army, known for the Anaconda plan to beat the Confederates. Lincoln learned a lot from Scott.

“Lincoln observed the successes and failures of his own and the enemy’s military commanders and drew apt conclusions; he made mistakes and learned from them; he applied his large quotient of common sense to slice through the obfuscations and excuses of military subordinates”. P. 34 McPherson

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Lincoln's Reflective Process

- “Lincoln would look out the window a while and then put his pen to paper, but he did not write much at once. He would study between times and when he had made up his mind he would put down a line or two, and then sit quiet for a few minutes. After a time he would resume his writing only to stop again at intervals.

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Alvy p 21 “Its like the lazy preacher who used to write long sermons, and the explanation was, he got to writin’ and was too lazy to stop” Lincoln’s ability to make a concise point and to communicate to the masses so that everyone could understand came from practice, through his thoughtful reflection on what he was going to say, on revising it and on seeking feedback from others on it. By using Secretary of State Seward's suggestion and changing the ending to his first inaugural address.

Thomas Eckert, the Chief of the War Department Telegraph Office, describes how Lincoln applied his reflective process to his writings in Eckert’s office. Eckert maintained that if Lincoln wanted privacy when writing, he would visit Eckert's office for some peace and quiet. In June 1862 Lincoln visited Eckert's office almost every day to work on a document

The document was the Emancipation Proclamation

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Lincoln's Reflective Process

- This he did nearly every day for several weeks... Sometimes he would not write more than a line or two, and once I observed that he had put question-marks on the margins of what he had written. He would read over each day all the matter he had previously written and revise it, studying carefully each sentence.”

• Eckert in Holzer, 2009, pp. 235-236

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Your Homework

- How would Lincoln's habit of reflecting fare in today's world of instant everything?
- What are the risks to our society if thoughtful reflection is not valued?
- What can you do to model learning at your district?
- How does the learning you do influence others?

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Discuss in a large group setting 15 minutes

Bold Actions, Powerful Ideas, and School Success

A Matrix of Critical Ingredients for School Success

Leadership Practices	Lincoln's Example	A Leadership Story	Bold Actions: Implications for School Success
Rising Beyond Personal & Professional Trials	"A third-rate country lawyer who once split rails and now splits the union"	Your Personal Narrative	Actions you identified in assessment and dialogue
Exercising Purposeful Visibility	Visiting the troops / White House Visitors	What do you do to be visible to your district?	Leading & Learning by Walking Around
Demonstrating Personal Growth through Lifelong Learning	Lincoln a self educated man and lawyer	What are your goals to be a successful school leader?	Develop a personal improvement plan

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Learning from Lincoln

- Lincoln on Leadership
- Do you have any favorite stories we did not discuss today?
- Do you have any leadership stories from your district that you would like to share?
- What insights did you gain today?
- What will you implement in your leadership at your District next week?

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Have them share quotes or leadership stories on Lincoln or their districts if they wish