“Making Choices – The Key to Success”

Attendees – To enhance your enjoyment of this session, please read the case studies before the session starts

Structure & Agenda

- Welcome and Description of the Process
  - Kim Tann and John Baniszewski, facilitators
- Introduction of Panel members
  - Carroll Dudley
  - George Morrow
  - Rick Obenschain
  - Krista Paquin
- Panel Discussion
- Presentation – Persons and events actually described in case studies

Case Study – The Promising Rookie

You are the head of an organization that has grown dramatically during the past two years. You supervise four branch chiefs. Three have substantial relevant leadership experience and training, but one does not. That person is JC.

JC's degree is in a field that has nothing to do with your specialty. JC has only 11 months total relevant job experience. JC has been a branch chief for only six weeks. JC has connections - a high-ranking executive in your organization was instrumental in getting JC a job in your organization in the first place.

Five weeks ago, you had to take disciplinary action against a number of problem employees. JC's organization was the only place you could put them. They now make up a third of JC's workforce.

JC is likeable, extremely bright, and highly committed to your organization's mission. You are impressed that JC once turned down a promotion opportunity because JC felt unready for a leadership position at that time and wanted to learn the necessary technical skills first. JC has been working hard to learn the job, studying books and professional journals after hours, and taking all of the training that is available. The employees in the organization like and respect JC, and the previous leader of the organization thought very highly of JC.

An emergency situation has come up. You need someone to handle it. It is an extremely difficult assignment. Failure would be catastrophic for you organization. All of your branch chiefs are heavily committed. It would be easiest to give the job to JC, but your other three branch chiefs could take the assignment if absolutely necessary. JC has never been the leader for this kind of project. You have to make a decision immediately. Due to other priorities, no one could help JC during the project.

Do you give the job to JC? Why?

Case Study – The Technical Expert

You are a Program Manager. You have three subordinate Project Managers. Two of them are managing projects for the first time. Their current projects are having lots of problems. The third Project Manager is JL. JL has successfully managed five projects for you in the past. JL has a relevant degree from a respected institution. JL is a proven technical expert, very deliberate, a person who believes in thorough preparation and careful analysis. JL has many years of practical experience. You consider JL to be your second-in-command. JL has clearly outperformed all current peers.

Your Program is at a critical point. You have a special project you need done. It entails significant risk and failure could be disastrous. However, if it succeeds, it will be a huge breakthrough for your organization. This opportunity may never come again.

You have had little time for a detailed analysis, but you have come up with a plan that you think will work. Without hesitation, you decide to put JL in charge. You tell JL what you want achieved, give JL what you think is an adequate budget, and give JL a free hand concerning how to do execute the project.

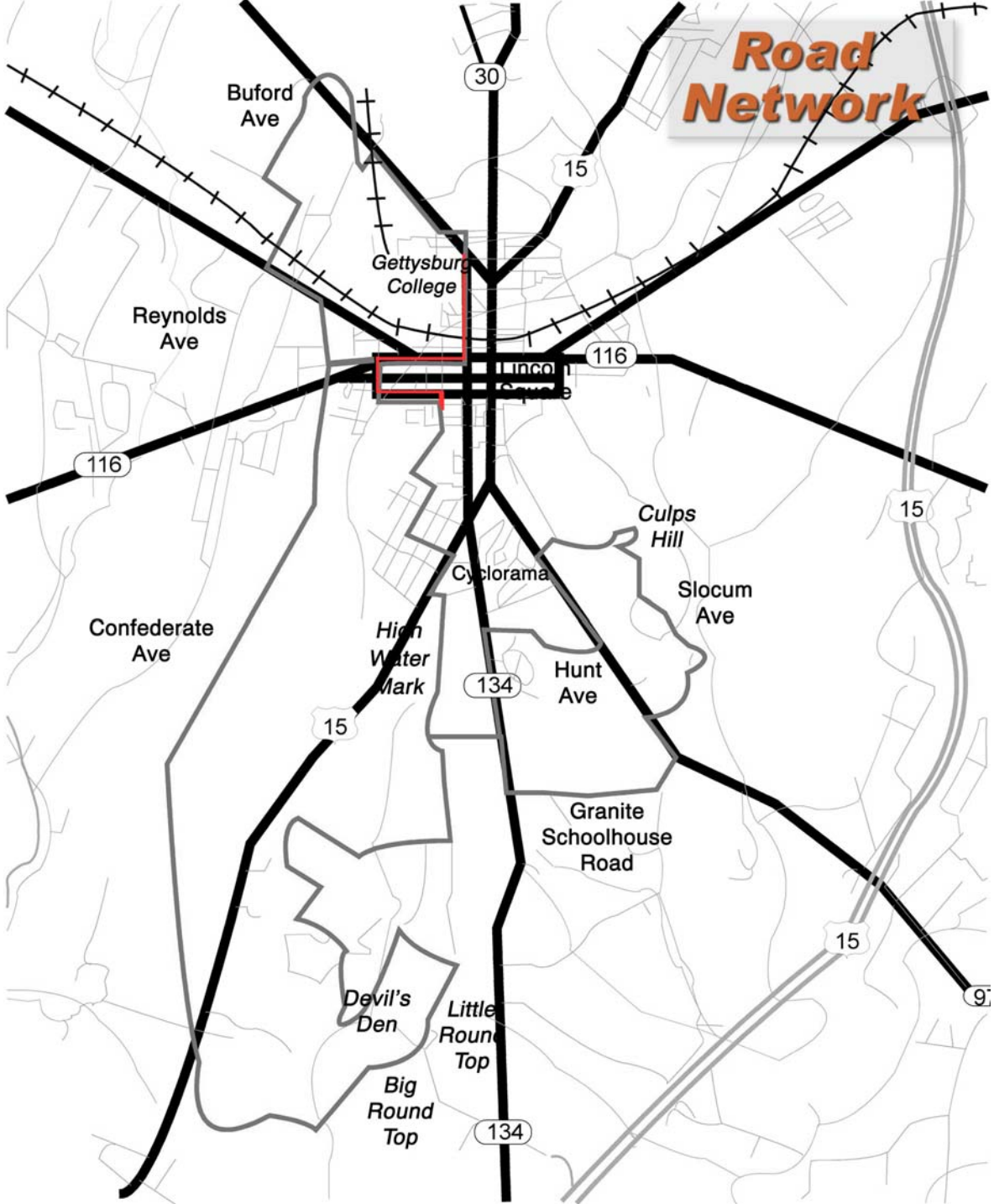
To your surprise, JL tells you the project cannot succeed. JL says the resources are clearly inadequate, and schedule factors preclude you from finding more resources. JL suggests that one of the other Project Managers be given the assignment. You are getting annoyed. This is the third time in three days that JL has disagreed with your decision and questioned your judgment.

JL clearly seems like the best candidate for the job. Because of schedule constraints, you have to make an immediate decision. Should you go ahead with the project? If not, do you leave JL in charge? What do you do?

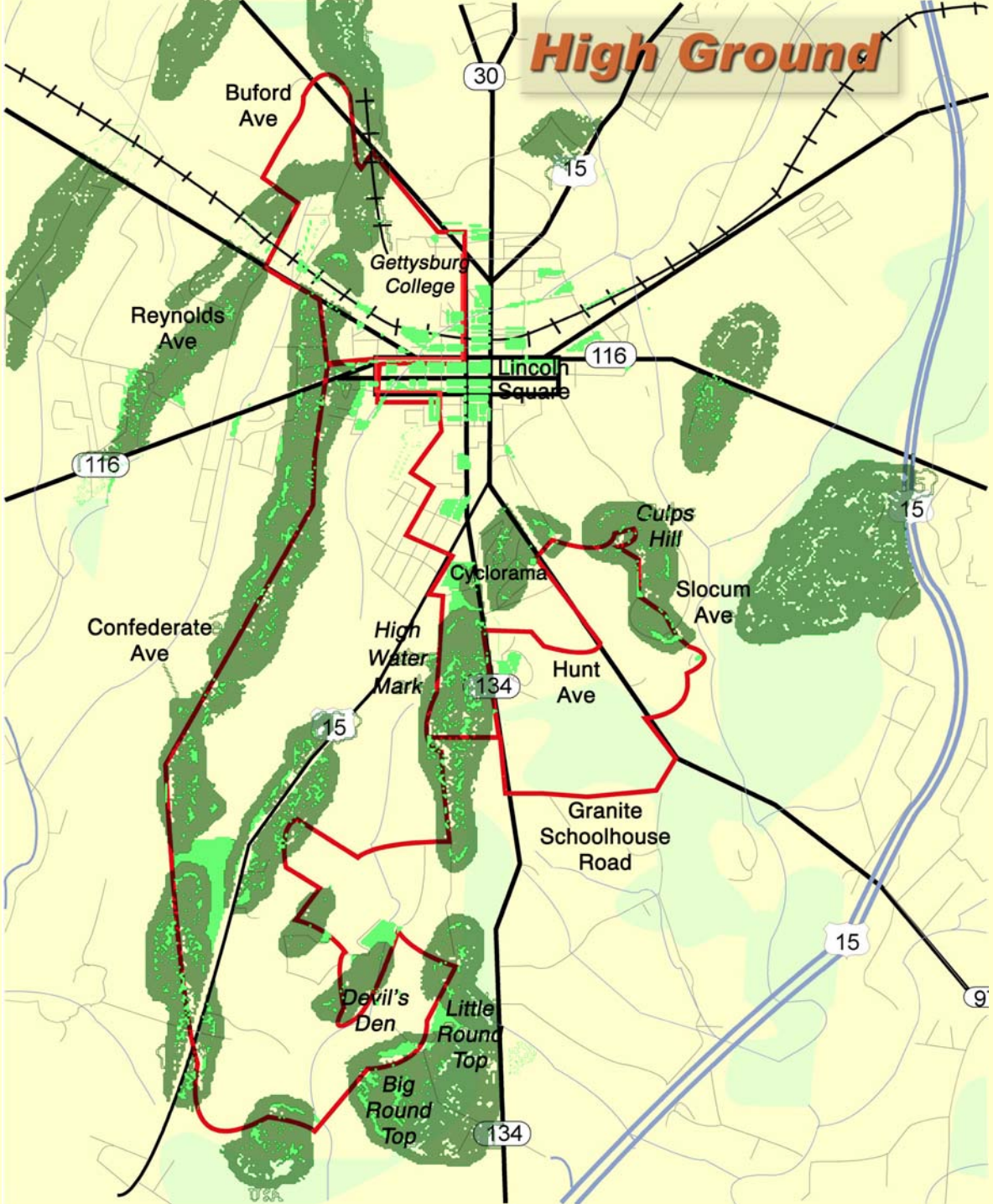
MASS. BATTERY

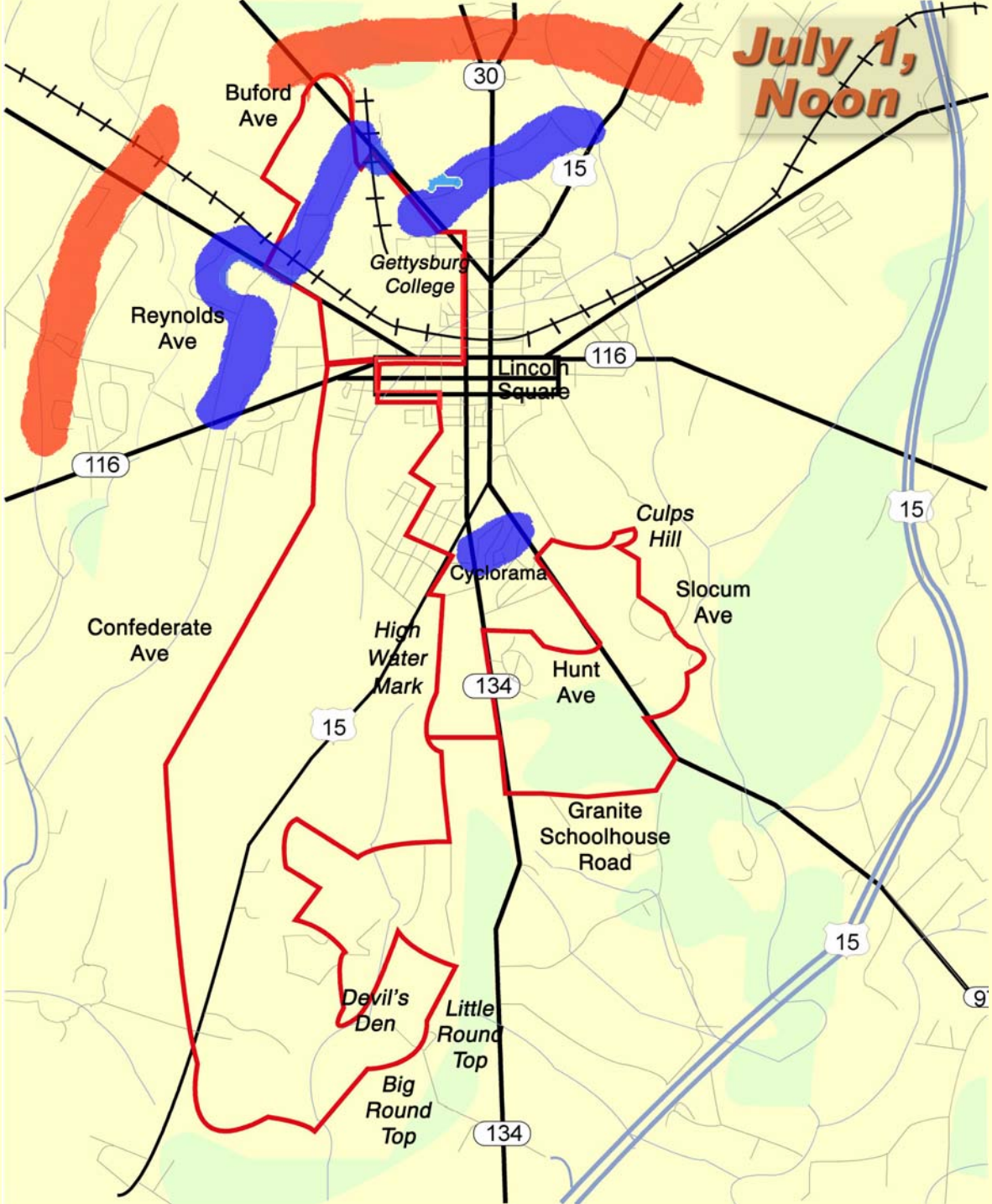
The Battle of Gettysburg

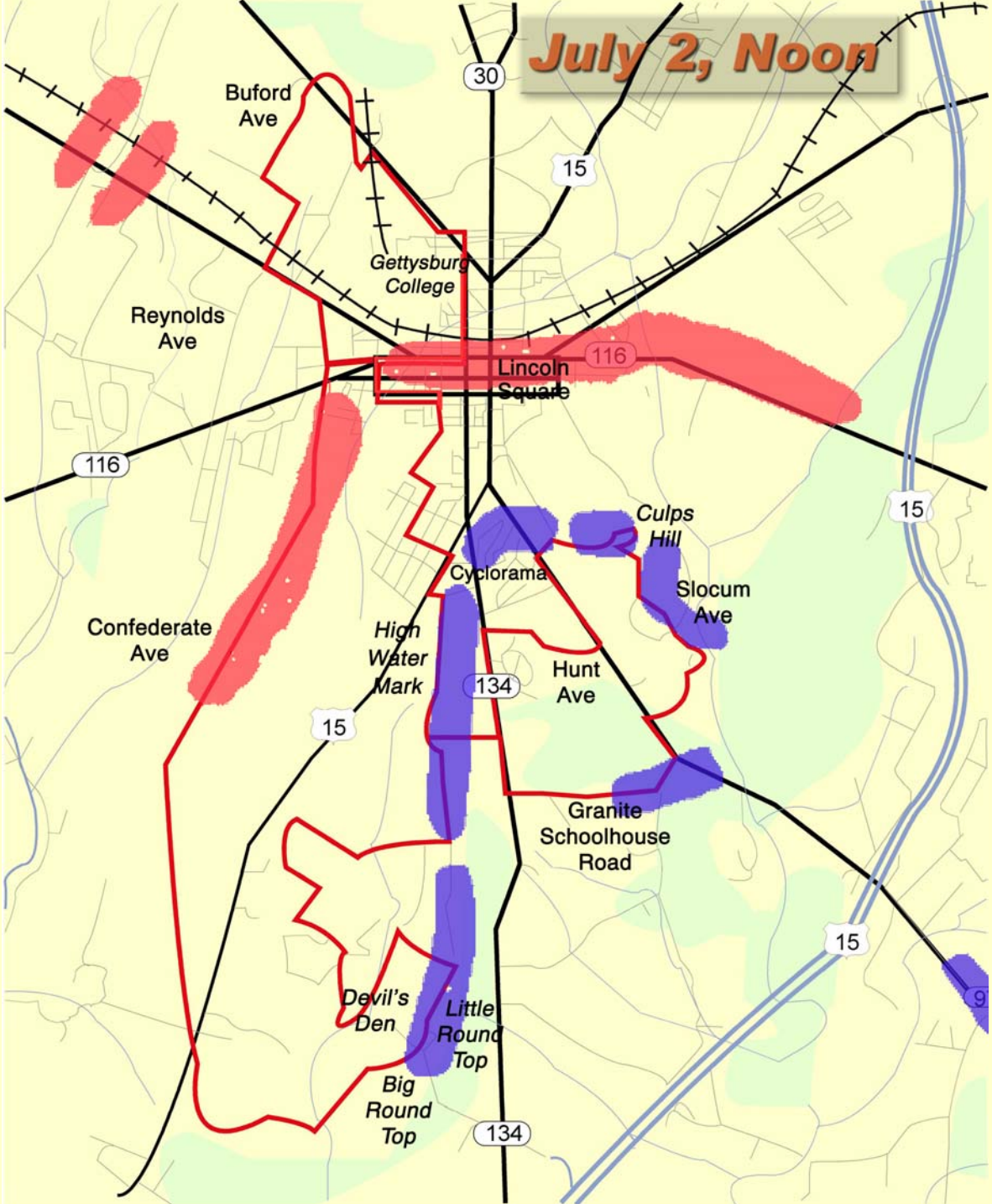
- When did it happen?
  - July 1 through July 3, 1863
- What was at stake?
  - The continued existence of the United States as a nation
  - The lives of thousands of people
- Who was involved?
  - 160,000 Americans, 68,000 of them in supervisory positions
  - Two separate Government Organizations (Union and Confederate Armies)
- What was their mission?
  - Destroy the other army (win-lose situation for each organization)
- What were they like?
  - Almost identical in training, processes, organizational, equipment, and technology
  - 98% of personnel had less than 2 years of job experience
- The difference between success or failure - Leadership

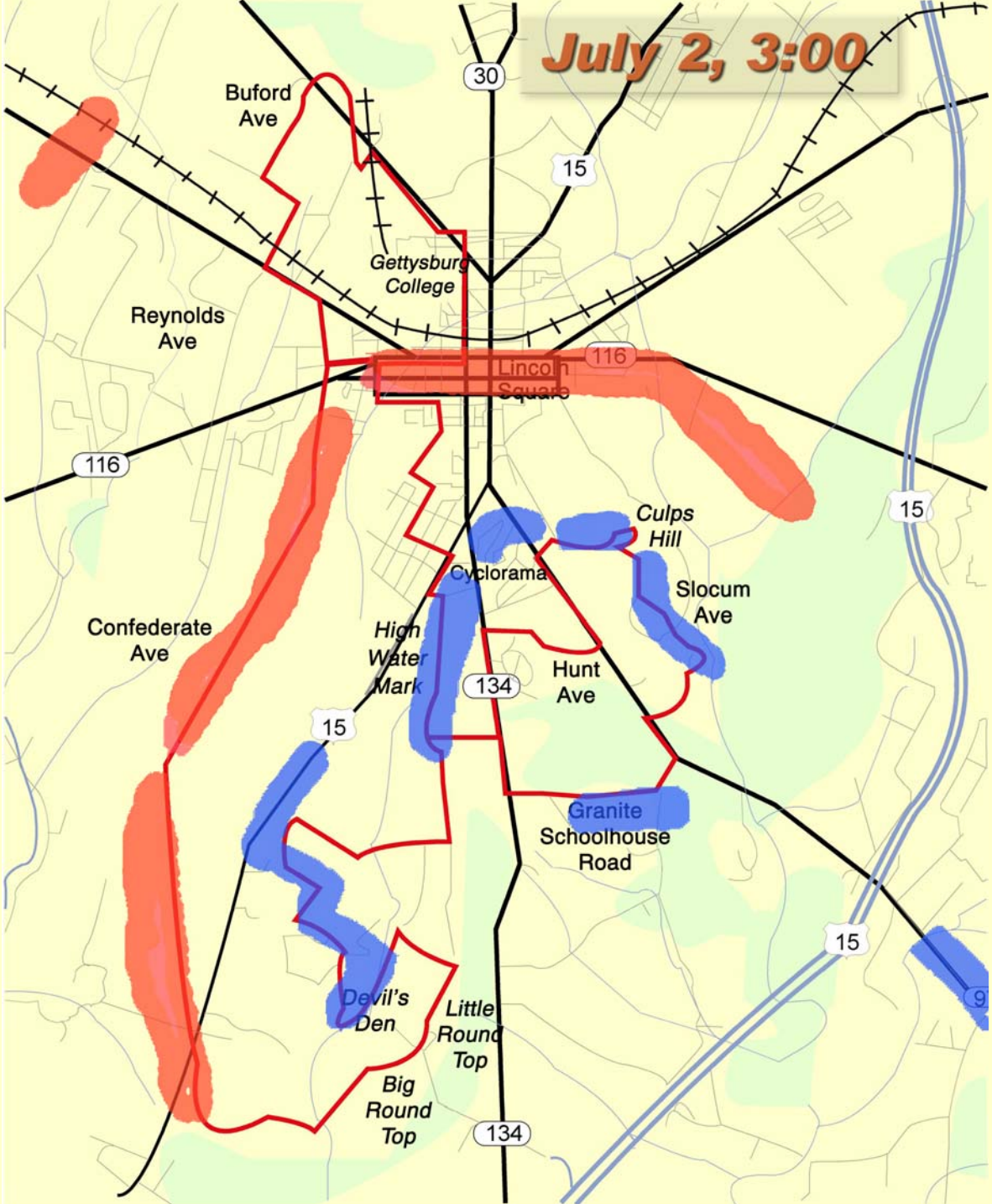

Road Network
Buford Ave
30
15
Gettysburg College
Reynolds Ave
116
Lincoln Square
116
Culps Hill
15
Cyclorama
Slocum Ave
Confederate Ave
High Water Mark
134
Hunt Ave
15
Granite Schoolhouse Road
15
Devil's Den
Little Round Top
Big Round Top
134

High Ground


Buford Ave
30
15
Gettysburg College
Reynolds Ave
116
Lincoln Square
116
15
Culps Hill
Cyclorama
Slocum Ave
Confederate Ave
High Water Mark
134
Hunt Ave
15
Granite Schoolhouse Road
15
9
Devil's Den
Little Round Top
Big Round Top
134


July 1, Noon
Buford Ave
30
15
Gettysburg College
Reynolds Ave
116
Lincoln Square
116
Culps Hill
15
Cyclorama
Slocum Ave
Confederate Ave
High Water Mark
Hunt Ave
134
15
Granite Schoolhouse Road
15
Devil's Den
Little Round Top
Big Round Top
134


July 2, Noon
Buford Ave
30
15
Gettysburg College
Reynolds Ave
116
Lincoln Square
116
15
Culps Hill
Cyclorama
Slocum Ave
Confederate Ave
High Water Mark
134
Hunt Ave
15
Granite Schoolhouse Road
15
Devil's Den
Little Round Top
Big Round Top
134


July 2, 3:00
Buford Ave
30
15
Gettysburg College
Reynolds Ave
116
Lincoln Square
116
15
Culps Hill
Cyclorama
Slocum Ave
Confederate Ave
High Water Mark
134
Hunt Ave
15
Granite Schoolhouse Road
15
Devil's Den
Little Round Top
Big Round Top
134

Case Study – The Promising Rookie

JC – Colonel Joshua Lawrence Chamberlain

Qualifications - Age 35; Bachelor Degree in Classical Studies; Professor of Rhetoric at Bowdoin College; 11 months military experience, 7 weeks as leader of current organization

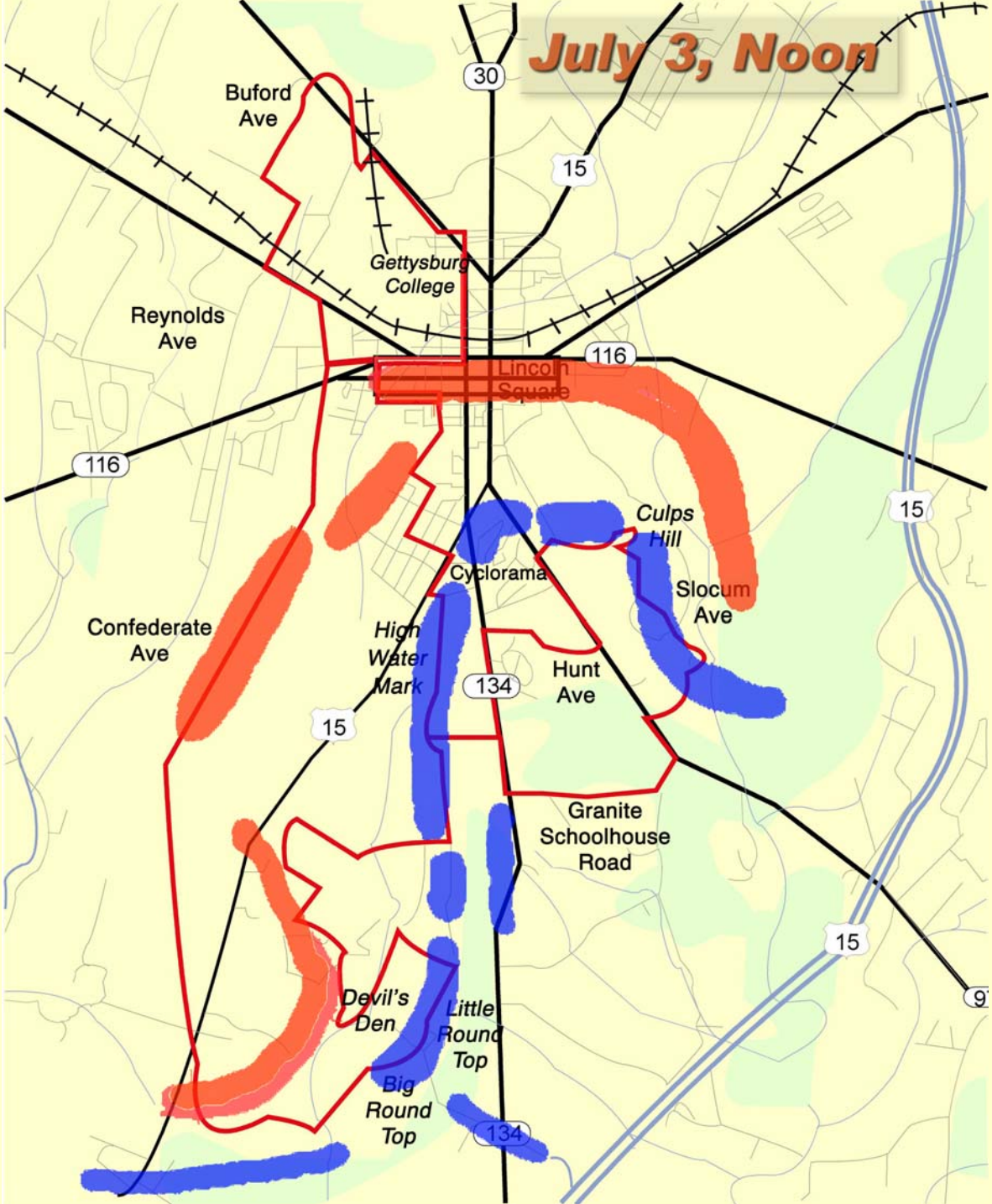
His organization - 396 men, of whom 120 were arrested for mutiny prior to being transferred to his unit 6 weeks ago

Personal Information – Modest, self-motivated, dedicated to mission, highly intelligent, committed to self improvement, respected by subordinates

JC's Boss – Colonel Strong Vincent

What he needs – A leader to defend the most critical and vulnerable point on the battlefield

His concern about Larry – Lack of overall experience, first time serving in his current capacity as leader, lack of combat leadership experience, the 120 "mutineers" in his organization


July 3, Noon
Buford Ave
30
15
Gettysburg College
Reynolds Ave
116
Lincoln Square
116
15
Culps Hill
Cyclorama
Slocum Ave
Confederate Ave
High Water Mark
134
Hunt Ave
15
Granite Schoolhouse Road
15
Devil's Den
Little Round Top
Big Round Top
134

Case Study – The Technical Expert

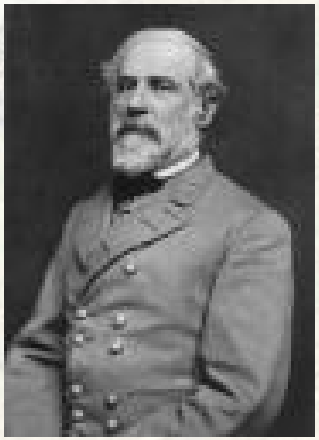
JL – General James Longstreet

Qualifications - Age 42; West Point graduate; 25 years military experience, 14 months as leader of current organization (most senior leader in army), second in command of entire army

Personal Information – Highly skilled, very deliberate, believes in thorough preparation and careful analysis, conservative

Past Performance – Most successful active general in Army, solid record of past success

JL's Boss – General Robert E. Lee



What he needs – A leader to achieve a breakthrough that could win the battle and the war

His concern about Jim – His open disagreement with directions (three times in three days), his stated belief that the effort will fail

Why Study History?

“I know of no way of judging of the future but by the past” – Patrick Henry

“History is a vast early warning system” – Dr. Norman Cousins

“Fellow citizens, we cannot escape history” - Abraham Lincoln, Annual Message to Congress, December 1862

NASA History

- NASA has a long and distinguished history since 1959
  - Over 650 NASA missions launched
  - 277 spacecraft launched by GSFC
  - Over 140 manned flights, almost 300 people in space
  - 46 planetary missions
- <u>Whatever problem you are facing today, someone in NASA once faced a similar problem</u>
- The lesson of history – learn from past successes & failures
- The challenge of history – getting the relevant history into the hands of those who need it
  - NASA Lessons Learned Information System
  - By networking
  - By putting experienced & proven leaders in senior management positions
  - By other methods

Recommended Reading

Columbia Accident Investigation Board, Report Volume 1, August 2003

–Finding F7.4-10 – “NASA… does not have a constructive program to use past lessons to educate engineers, managers, astronauts, or safety personnel”.

–Chapter 8.1 - “History is not just a backdrop or a scene-setter. History is cause. History set the *Columbia* and *Challenger* accidents in motion”.

“Those who do not remember the past are condemned to repeat it” – Professor of Philosophy George Santayana

Case studies taken from the seminar

“Making a Difference – Lessons of Leadership from the Battle of Gettysburg”

by

John Baniszewski

- NASA GSFC, SEU Program Office Business Manager
- Licensed Battlefield Guide at Gettysburg National Military Park
- John.D.Baniszewski@NASA.GOV