

REAL
WOMEN,
REAL
LEADERS

Surviving and Succeeding in the Business World

Edited by
KATHY HURLEY
PRISCILLA SHUMWAY

WILEY

Praise for Real Women, Real Leaders

“It all comes down to leadership. The principles of leadership exemplified in this book are our roadmap. Let us not forget that we will never fulfill our 21st century potential if we don’t have leaders capable of taking us there!”

Ken Kay, CEO, EdLeader21 and Founding Chair, P21

“This book is critical to every girl and woman aspiring to be a leader and every boy and man committed to supporting a sister, a spouse, a partner, or a mom. All readers can discover remarkable role models, new insight, and new knowledge.”

John I. Wilson, Former Executive Director, National Education Association

“Hurley and Shumway have produced a vital analysis of the essential skills, talents, and competencies of a fascinating group of female leaders. Not only an inspiring read, but also a practical guide to adopting some of these leaders’ very best approaches in your own professional and personal life.”

Deborah Quazzo, Founder and Managing Partner, GSV Advisors

“Leading large-scale impact is challenging for anyone, but historically, women have had to overcome added academic and professional obstacles. *Real Women, Real Leaders* captures the powerful stories of women who overcame these hurdles and not only found success but led others to success in the process.”

Tom Vander Ark, CEO, Getting Smart, an education advocacy firm

“This book is for every woman who has faced challenges in the workplace because of her gender. These stories of women leaders will inspire and help those wishing to not only survive but also thrive because of the unique gifts women bring to the workplace.”

Holly Jobe, Past President, International Society for Technology in Education

“*Real Women, Real Leaders* is an authentic and fascinating approach to a vitally important subject. This book is a must read, not only for women, but also for anyone seeking leadership success across a variety of fields.”

Thomas Greaves, The Greaves Group, LLC

“*Real Women, Real Leaders* wonderfully knits together stories of women in leadership and begins to build a bridge that can help future generations of girls and women cross to the leadership positions they so richly deserve and need to fill.”

Wendy La Duke, Group Publisher, eSchool Media

“Hurley and Shumway have put together an excellent and important work. Montana was built by hardworking and fearless mothers, wives, and daughters, Indian and immigrant both. and *Real Women, Real Leaders* honors those who carry on the tradition and continue to blaze new trails.”

Brian Schweitzer, Governor of Montana from 2005 to 2013

“*Real Women, Real Leaders* brings together a remarkable set of voices—each uniquely honest, instructive, and inspiring. Together, they document the great degree to which real leadership takes root in personal experience and the way this experience shapes successful women as they make the most of their lives and their chance to guide and help others.”

Mark Nieker, CEO and President, Pearson Foundation

“*Real Women, Real Leaders* is an engaging and thoughtful analysis of how women can realize their own power in the workplace. Through inspirational personal stories and first-hand experiences, it provides strategies for women to gain meaningful opportunities in a man’s world. I strongly recommend this transformational book to all women wanting to maximize their power at work, at home, and in their communities.”

Rita Ferrandino, Co-Founder, Arc Capital Development

“*Real Women, Real Leaders* shines a light on the crucial reservoir of good leadership that many women display. In their own voices, the extraordinary women portrayed in this book explain the factors that helped them develop into leaders. This is a critical contribution to the study of leadership against the odds created by the misguided values of patriarchy. An indispensable resource to all working for a just world.”

Fernando M. Reimers, Ford Foundation Professor of Practice of International Education, Harvard University

“Thank you, Kathy Hurley and Priscilla Shumway, for capturing the essence of the unique and powerful leadership offered by women. As we strive to provide the skills necessary to succeed the 21st century, it is imperative that girls and women realize their potential to become leaders in all sectors of society. *Real Women, Real Leaders* delivers those examples of success through the real-life experiences of these amazing women.”

Helen Soulé, Executive Director, Partnership for 21st Century Skills

“*Real Women, Real Leaders* is an inspiring and practical guide for women (and men) who seek to understand how to reach key leadership roles and then to be more effective in them. Stand on the shoulders of women who have reached for success and led effective organizations with the help of the editors and contributors to this important work.”

Daniel G. Caton, Former President, Pearson Learning Group and McGraw-Hill School Education

Real Women, Real Leaders

**Surviving and Succeeding
in the Business World**

Kathleen Hurley and
Priscilla Shumway
Editors

WILEY

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FOREWORD

I've generally steered away from books telling people how to do things that are mostly common sense, and books on "leadership" are no exception. Although just about every parent wants his or her children to be leaders, a parent could teach them to be Olympic athletes more easily.

There is no recipe for leadership, no book that tells you what you need to do to teach it or to be one, no school or apprenticeship that will give you the credential.

I've also avoided saying that women would be better leaders than men, because that generalization is unprovable. Women are as varied as men, their talents and behavior determined by their genes, their upbringing, their education, their environment, their hard work. But what I *can* say is that men have had a lot more opportunities to lead than women, especially in business and in government. So there is some work to be done.

I was lucky enough to get the chance to lead at two wonderful organizations: *The Economist* magazine and Pearson, plc. for a total of twenty-two years. I found in that time that the very best way to learn to lead is to meet leaders or read stories of their exploits. That is precisely what the authors of *Real Women, Real Leaders* have set out to offer us, and I hope you'll think they've succeeded.

If you know real stories—first-hand or second-hand—I predict that they'll leave you with what you really need: a few important personal mantras and a framework for how to make your decisions.

The simple mantras I carried around helped me enormously, although they were sparse: be brave, be imaginative, be decent. We adopted those goals for Pearson, and I thought they were pretty good guides for what a leader should be as well.

I was especially enamored with the word “decent,” because it seemed to me that, in business, leaders sometimes thought that they had to be tough. To them, that meant that decisions had to be communicated without sympathy or compassion to be clear; and it meant that the company’s role was not to help people get on in their lives.

My framework for how to make decisions was equally simple: be yourself—use your own voice; communicate; *if you are uncertain*, err on the side of generosity; strip everything down to its simplest elements. These were common sense, very common sense. But they served me well.

Women in work may be heartened or instructed by the stories in this book, but so also may girls from adolescence to college, all preparing to run the world (or some corner of it), too. And I hope that men, especially those who are in positions heading toward leadership, will gain some enlightenment as well. Let’s not kid ourselves: it’s important for women to help women, but it’s also important for men to help women and, when needed, women to help men.

I have a wonderful friend who has made a great impact on the world she has lived in, and she attributes it all to Eleanor Roosevelt. In 1957 Mrs. Roosevelt was the commencement speaker at my friend’s college, Sarah Lawrence. She made an inspirational speech. But what the girls remembered most was that, at the end, Mrs. Roosevelt stuck her fist in the air and exhorted them loudly and boldly: “Women. Go forth with courage.” My friend said this shaped her life—her confidence, her sense of herself, the way she acted from then on. She’s never forgotten it, and I’ve never forgotten the telling of it.

Courage, if you have nothing else, is enough to guide your way. But in the pages of this book I think you’ll find many stories that may

stir *you*, and I hope they will be the making of your leadership, probably a new kind of leadership!

Dame Marjorie Morris Scardino served as chief executive officer and as a member of the board of directors of Pearson plc, a publishing and education company, from 1997 to 2012. From 1985 to 1997, Ms. Scardino served in several roles at The Economist Group, a media company, including as chief executive officer. Ms. Scardino served on the board of directors of Nokia Corporation, a telecommunications company, from 2001 to April 2013. Ms. Scardino holds a B.A. in psychology from Baylor University and a J.D. from the University of San Francisco School of Law. In December 2013, she joined the board of Twitter as its first female director.

ACKNOWLEDGMENTS

“We learn best to listen to our own voices if we are listening at the same time to other women—whose stories, for all our differences, turn out, if we listen well, to be our stories also.”

—Barbara Deming

One of the leadership competencies in which women leaders excel is collaboration and teamwork. This book is a testament to that skill. We are forever grateful to be surrounded by talented and competent women, and this book would not have been possible without the help of quite a few.

Our thanks to Cassandra Walker Harvey and Elizabeth Texeira; two recent graduates of the Harvard Graduate School of Education, who helped us with the research and writing. Their ability to capture the essence of the research and how it plays out in the essays was instrumental in bringing this collection of contributions together.

Ginny Kirkland, Mary McGoldrick, and Diane Rapley all played a part in keeping us on track; from gathering resources, to editing essays, these women have worked with us for many years, and will continue to be a part of our lives, both professionally and personally.

Our thanks go out to Carolyn Warner, who allowed us to use the quotes from her book, *Words of Extraordinary Women*.

Our hope is that you, dear reader, have surrounded yourself with strong teams with whom you can collaborate.

PREFACE

Real Women, Real Leaders is a compilation of stories from some of the most successful women working today. We have identified women who are known to be transformational, exemplary leaders in their industries, everything spanning from business to politics, education to the arts. We have taken the opportunity to look at their stories, in their own words, and see how they have been able to find success across a wide range of industries in which women have traditionally been either excluded from or disempowered within. Through their eyes, we see stories of inspiration and strength, and we want to make sure that *every woman reading* has access to the role models and strategies that these women present.

To this end we have framed the book around the pivotal work of two extraordinary researchers, Dr. Jack Zenger and Dr. Joseph Folkman (full research article is reprinted in an appendix). Zenger and Folkman believe that a strengths-based leadership development model is the most effective way for businesses to amplify their organizational impact. Through this research, they defined sixteen key competencies that are crucial characteristics for inspirational leadership. “On twelve of sixteen competencies, females were rated more positively by the total of all respondents—manager, peers, direct reports, and others” (A Study in Leadership: Women Do It Better Than Men, *Harvard Business Review*).

As the data began to roll in, Zenger and Folkman started to notice a number of interesting trends that appeared along the lines of gender. They quickly decided to include additional facets to their research and began to analyze data that suggested that there were differences between men and women's leadership styles, and that women seemed to be surpassing the men. Jack Zenger, CEO and co-founder of Zenger Folkman, stated: "It is a well-known fact that women are underrepresented at senior levels of management. Yet the data suggests that by adding more women the overall effectiveness of the leadership team would go up."

Using this research as a catalyst to help organize these women's key strengths, the book *Real Women, Real Leaders* is able to balance between the worlds of academia and reality, showcasing real narrative with real data. We chose to group and organize the Real Women based on their professional industry, in the hopes that those reading would be able to draw connections between their own professional trajectories and those of our Real Women. We went even further, and each Real Woman has highlighted the competencies that she excels within in order to gain a working knowledge of each woman's incredible success.

Each chapter begins with a brief introductory section that includes a description of the top competencies that our Real Women have coalesced around, as defined by Zenger and Folkman. Next, each introductory section includes current day, actionable research and strategies on ways to develop each of these leadership competencies in the workplace. Each chapter then includes the personal narratives of a number of Real Women. It is our hope that, in addition to inspiration, each chapter will provide every reader with ideas, opportunities, and strategies to develop her personal leadership style. The Appendices of the book also includes a host of information, including research, a personal leadership assessment, and resources to further aid our readers in their personal growth and development.

Women are making changes and inspiring the world daily through their leadership. We believe that women everywhere can become the best possible versions of themselves and help make positive change in the world. This is our attempt to highlight but a few of those pioneers. Thank you for reading.

“So much of what it takes to be a leader has been historically defined by men. And while I was determined to be a leader, the last thing in the world I was going to do was to try to be like a man so that I could be taken seriously. I had to continue to be myself and create a leadership style that worked for me. I’m just not capable of being anyone other than who I am.”

—LIBBY SARTAIN, YAHOO! INC.

A Note from Kathy Hurley

“In the future, there will be no female leaders. There will just be leaders.”

—Sheryl Sandberg, *Lean In: Women, Work, and the Will to Lead*

Sheryl Sandberg’s quote from her recent book provides the answer to the question of why we chose to publish this book. Having been in the education industry for far longer than I care to admit (more than forty years), my own life has been a journey on a path to leadership and mentorship. My career began back in 1967 as a special education teacher. I spent five years in the classroom before moving to the private side of the industry to the publishing world. While most women dominated the teaching side of the education industry, it became clear, fairly quickly, that leadership in the publishing world was dominated by men. While there were many women in publishing, most were support roles and not leading divisions or making critical decisions. In a nutshell, at that time, we were the “worker bees.” However, having been an educator, I found that knowing the language of the education world—a language that enabled me to relate to and converse with everyone, from a classroom teacher to a curriculum director to a large school district superintendent—gave me a unique perspective and set me apart from many of my

male counterparts. Additionally, I learned that the skills I had been taught to lead a classroom full of students translated quite well to the private-sector side of the industry, and ultimately prepared me for leadership roles.

I should also add here that I am oldest of four children and was raised by two strong-willed and very determined parents. While some people may assume that the first-born child is a natural leader, I tend to agree with the Vince Lombardi quote that “leaders aren’t born, they are made.” While my parents each had his or her own approach to parenting, they both encouraged and nurtured leadership qualities in me. They encouraged me to be an independent risk-taker, and they supported my decision to leave the classroom (which was an encouraged “safe” profession for many young women in the 1960s) to join the private side of the education world. (You will find that this theme runs through the stories shared in this book. All of these women share that they had adult figures, early in their lives, who instilled confidence in them and encouraged them to pursue their ambitions.)

I have joked that, over the last forty years, so many of the companies I’ve worked for have been bought and sold that I’ve lost count. However, with each acquisition, transition, or change, I also found myself moving a little higher up the scale to a position of more influence in the industry. Yet, I could not have moved up had it not been for individual leaders taking an interest in me. In my early years, I sought out those leaders, those mentors, who had something to teach me. I observed them, listened to them, and did my best to emulate *their* successful qualities when the opportunities would present themselves. One of the most important things I learned from the many mentors I had is that people matter, networking matters, and that half of the battle is just showing up. I also learned that doing what you say you are going to do goes much further than being the person in the room with the best idea or the loudest voice.

Over the years, I came to realize that the leadership qualities that I had developed were a direct result of the mentors who had taken time

to teach me the industry and to teach me the habits of a successful leader. I also came to realize that, in particular, many young women in our industry needed more women mentors to demonstrate quality leadership skills and help groom them to be leaders in the industry.

In the private side of the education industry, the world of print publishing dominated in the 1970s, but the 1980s ushered in the new world of software development and what we in the industry call “ed tech.” Being ever ready to tackle new challenges, I jumped to the world of ed tech in the 1980s and worked as an executive at companies like IBM, SkillsBank, Grolier, and Mindscape before landing at The Learning Company. As an executive at those companies, I was also recruited to serve on the board of directors for industry associations and education non-profits. During that time, more and more women were entering ed tech and by nature, as women, we began networking with each other, seeking each other out at education conferences and collaborating as industry partners when possible. We also actively started mentoring each other and purposefully recommending our peers for executive leadership positions. Seeing a real need for this type of ongoing networking, a small group of us, led by Ellen Bialo, a true pioneer for women in the ed tech space, started an unofficial industry club in the 1990s called the DOLS—Dirty Old Ladies of Software. We would put together networking dinners at conferences—but the catch was you were encouraged to bring a younger woman from your organization or from the industry with you so that she could meet industry colleagues and begin to build those connections and provide opportunities for veteran women of the industry to serve as mentors to the newcomers. What started out as dinners of twenty to thirty women at these education industry events now easily tops 500 women—with a hundred or so attending at least one of the four or five dinners we host over the course of a year, all over the country.

In addition, in the 1990s, Deb deVries, who was then an executive at MECC, Pat Walkington, who was then an executive at The

Learning Company, and I, at SkillsBank, started a national awards program called Making IT Happen. Making IT Happen began as a way to recognize women who were leading the way to integrate technology into education, into classrooms around the country. More than 500 women have been recognized, and ultimately, we did find “a few good men” along the way who received recognition for their efforts as well. Making IT Happen has been such a success that it is now an awards program run by the largest education technology association in the world, the International Society for Technology in Education (ISTE). Women recognizing other women is important, and these are just a couple of examples of how, by working together, we can help and encourage one another.

Today, the education industry has many more women in leadership roles. A couple of years ago, Marjorie Scardino stepped down after fifteen years as the CEO of Pearson, plc. (In full disclosure, I worked for Pearson for ten years.) Marjorie was an exceptional leader in her fifteen years at Pearson. Until she was appointed CEO, Pearson had always been led by a man. During her tenure, she transformed the company from one of the “Big Three” educational print publishing companies to the largest education technology company in the world, providing educational services and products to ages Pre-K through adult in more than sixty countries around the globe. During her time at Pearson, Marjorie always had one rule that she emphasized and would reference time and again: when presented with various options, as a company or as an individual, you should “always, always err on the side of generosity.” In other words, compassion from the top goes a long way to instill trust in others and make them want to follow you.

Knowing my commitment to Pearson and my interest in leadership, Marjorie recommended me for the Advanced Leadership Initiative (ALI) at Harvard University, which concluded in November 2014. During my time at ALI, my sister-in-law, Priscilla Shumway, who is an executive trainer and coach, was reading a report that had

been featured in the March edition of the 2012 *Harvard Business Review*, “The Results Are In: Women Are Better Leaders.” The report was by Dr. Jack Zenger and Dr. Joe Folkman. They had identified sixteen competencies that made an individual an outstanding leader. The results showed that women out-scored men in twelve of the sixteen competencies. Priscilla and I were pleasantly surprised and wondered how many other women would be surprised by the findings. Better yet, we thought, wouldn’t it be great to show how successful women use these competencies as leaders in their chosen career fields?

It was also during my time at Harvard that I began researching my own way to provide a path to leadership and civic engagement for adolescent girls and young women around the world who traditionally do not have access to education and training. With the help of my good friend and business colleague, Deb deVries, and two recent graduates of Harvard’s Graduate School of Education, Cass Walker and Liz Texeira, we founded Girls Thinking Global (GTG). Our mission is to create a global network of organizations that are serving girls and women to leverage resources to ensure that every possible dollar and resource is used to improve the quality of life for adolescent girls worldwide. To support our mission and to ensure that I am doing everything I can to create pathways to leadership for young women, I will be donating a portion of the proceeds from this book to Girls Thinking Global.

In the end, in this book we strive to share the stories of each contributor in a personal, meaningful way—in a way that will inspire girls and women to not only pursue their dreams but also leverage the skills that they have to be leaders, influencers, and role models in their chosen professions. Priscilla and I personally know all the women in this book. They have diverse backgrounds and experiences and are excited to share their journeys to success. And, in the end, we hope the words of Sheryl Sandberg will ring true and that you will not view them as female leaders, but rather as leaders who model successful habits for everyone around them, male or female, to emulate.

1 Leadership Journey: Skill or Personal Mission?

Priscilla Shumway

“Leadership is simply having something left over, after taking care of yourself, to care for someone or something else.”

—John Ertha, Founder of Homestead

John Ertha died at the age of eighty-two after a life dedicated to education, theater, and leadership development for children and teens. He taught them to “work hard with others to achieve a common goal and to expect great things from themselves. Most importantly, they learned to value and respect the differences between people and understand that everyone has a contribution to make if allowed to participate” (*Portland Press Herald*, Oct. 18, 2009).

What wonderful lessons on leadership for children and teens—and what wonderful lessons for leadership in the world of work!

Leaders can be found in all walks of life, of all ages, races, creeds, and nations. Leadership demands much from us, despite our motivations to lead, the challenges we face, or the various opportunities

presented to us. As Carolyn Warner points out in her book, *Words of Extraordinary Women*:

“The Japanese word for teacher is sensei, which means far more than just someone who instructs. The literal meaning of the word is honored leader. A sensei is a guide, a mentor, giver and sharer not just of information, but of knowledge. And when I think of the greatest leaders that I know, or have studied, they combine all of these qualities.”

In *Real Women, Real Leaders*, our authors share stories about their mentors and guides, the various “sensei” in their lives, and how they have been impacted. In exploring those who have impacted them, they also share how they, themselves, have now taken on this role for others in their lives. The essays in this book show how these diverse authors view leadership and their personal journeys to becoming leaders. Their stories point out that leadership is not just a skill to be mastered, but also a mission, a value, a way to live.

For many of our authors, their earliest mentors or guides were their mothers, fathers, or grandmothers. Lessons learned in childhood supported them throughout life. In an article by Sorcher and Brant from the *Harvard Business Review* on the hardwiring of leadership, they concluded, “Our experience has led us to believe that much of leadership talent is hardwired in people before they reach their early or mid 20s. That means, as far as leadership is concerned, people are reasonably complete packages by the time they arrive at the corporate doorstep. Their ability to lead has already been shaped by a multitude of factors and experiences that took root early in their lives” (Are You Picking the Right Leaders? Melvin Sorcher and James Brandt, *Harvard Business Review*, February 2002).

Sorcher and Brant’s conclusion holds true for the stories found in *Real Women* as the authors share how early experiences in their lives built their leadership qualities and propelled them to success.

My own personal journey to leadership also began as a young child. Presented with an opportunity, I was always willing to step up to the plate at school, Girl Scouts, or even planning a neighborhood talent show to raise money for charity. I loved the sense of control that leadership can bring. But the downside of that was that I often took it too far and alienated my friends. When three of my best friends in fourth grade formed an “I hate Priscilla” club, I was shocked, angry, and sad. I had not included them in the planning of our Girl Scout bicycle trip. But in fourth grade those issues usually flame out quickly and, thankfully, they did and within a week we were best friends again. Lessons learned? The art of humility coupled with the ability to include, inspire, and motivate others in tasks goes a long way toward persuading others to follow you. These are lessons I continue to teach myself every day!

In fact, in a 2012 Girl Scout study of eight- to seventeen-year-olds, one-third of the girls said they did not want to be leaders because they feared being disliked by their peers. The study goes on to state:

“Leadership qualities girls would very much like to have as adults include:

- Standing up for their beliefs and values (84 percent)
- Trying to change the world for the better (68 percent)
- Bringing people together to get things done (64 percent)”¹

These qualities correspond to the leadership competencies from the Zenger Folkman study:

- Displays high integrity and honesty
- Champions change
- Collaboration and teamwork

¹ToGetHer There: Girls’ Insights on Leadership, Girl Scouts of the USA; January 2012

So Why This Book? Why Now?

When Kathy asked me to work with her on this book, I jumped at the chance. Kathy has been a leading mentor in my life. As a sister-in-law (full disclosure here! I am married to her only brother), we have worked together at various companies since 1991. She has supported me, pushed me, and exposed me to many professional opportunities. She has always believed in me and talked positively about me in front of others. Don't we all want praise, recognition, and encouragement? Do we do that enough for our co-workers, our children, our spouses? Kathy has definitely been instrumental in reminding me that giving credit where it's due is a strong, essential leadership quality.

While women have made great strides in leadership, and many of those stories have been documented, the truth is that today women represent only 5 percent of chief executives in Fortune 1000 companies (*Catalyst*, November 7, 2014, "Women CEOs of the Fortune 1000").

Knowing the tremendous stories of women that we encounter every day, Kathy and I felt it was time to gather these stories together, stories of other women, like us, who have been, and still are, on the journeys to leadership. And, as importantly, we wanted to include women who represent fields inside and outside of the corporate world—women who are impacting government, industry associations, non-profits, sports, and yes, the business world. So many books have been written about the topic of leadership, but *Real Women, Real Leaders* aims to tell a different story; in fact, twenty-four different stories, all bound together by the leadership competencies as described in the 2012 research by Zenger and Folkman. (The entire Zenger/Folkman research study, along with their sixteen identified leadership competencies, can be found in the Appendix of this book.) More than 7,300 leaders were studied, and it was discovered that, of the sixteen leadership competencies, women out-scored men on twelve, including:

- Taking initiative
- Inspiring and motivating others

- Driving for results
- Building relationships
- Collaboration and team work

Not surprisingly, when asked to list their top five competencies, our authors chose these as well.

As a corporate trainer who specializes in participant-centered instruction, training design, presentation skills, meeting facilitation, and adult learning theory, I often find myself observing and identifying leaders as I conduct group sessions. While I am fascinated by different leadership styles, it is equally fascinating to check off the list of competencies in action and to see first-hand how women differ from men in their leadership styles—most notably in communication, collaboration, and motivation. In my role as a consultant over the past twenty-four years, I have not been in a traditional leadership role: one where I manage other people or report to one organization. But in my role working with a wide variety of clients with diverse needs, my leadership role has been to communicate prolifically, exhibit expertise, motivate and inspire others, and model collaboration and teamwork. To make a lasting impact on people's lives, whether it be in a professional development workshop, in a community volunteer opportunity, at church or at work, leadership is a value and a mission that real leaders live on a daily basis.

In *Discovering Your Authentic Leadership*, a research report for the *Harvard Business Review* by George, Sims, McLean, and Mayer (2007), the researchers found that leadership emerged from life stories. After interviewing 125 leaders, they resolved: “The journey of authentic leadership begins with understanding the story of your life. Authentic leaders reframe life events to discover their passion to lead. Learning from life experiences is central to knowing who you are and your development and effectiveness as a leader.”

The stories in our book explain the authors' personal vision of leadership, the obstacles they overcame, and the mentors and teachers

they encountered along the way. Now is the time for their stories to be shared. As more and more women are taking on influential roles in our society, businesses, and the world, what are the lessons we can learn as we share our personal journeys? This book aims to encourage more mentors for young girls and young women as they enter and progress in the world of work. While it is especially important to have female role models, it is equally important that men support, mentor, and promote women at work.

With this book, we hope to help our readers to consider that leadership “is more than a science. It is an art—a condition of the heart rather than just a set of things to do. Leadership from the heart is what is required of the successful organization” (Max Dupree, *Leadership Is an Art*, 2004).

So please, open your hearts to these stories. Learn from the journeys of these women. Consider your leadership competencies. Reflect on how you can manifest them in your world of work, your family, your life. And consider making leadership your mission, rather than just a set of skills.

2 Inspires and Motivates Others

“When you are living the best version of yourself, you inspire others to live the best versions of themselves.”

—Steve Maraboli

The ability to Inspire and Motivate Others is the quintessential characteristic that many people associate with transformational leadership. How to define it, however, is exceedingly difficult when inspiration can come in so many forms. When asked to provide examples of an excellent leader, many people choose the individuals who have inspired them, who have made them feel like anything was possible and that they could accomplish things of which they were not previously capable. This chapter shows the ways that our Real Women have been able to capitalize on this characteristic and have inspired millions to be the best versions of themselves through their own examples.

Author Kendra Cherry offers these suggestions in order to be a transformational leader who inspires and motivates:

- “be genuinely passionate about ideas or goals
- help followers feel included in the process
- offer recognition, praise and rewards for people’s accomplishments”¹

¹www.about.com/psychology/od/leadership

These three distinct qualifications suggest that, in order to inspire and motivate others, leaders must not only inspire others with their own examples of excellence, but also must further convince others to expend additional effort, elevating themselves and their performance to a certain bar, idea, or notion. A number of applicable behavior traits epitomize this competency, including charisma, persuasion skills, and infectious enthusiasm.

Inspiring and motivating others, while a lofty order, can manifest itself in tangible, real-world ways. From inspiring others to be tidier at their desks through the visual example of a beautiful office space to motivating others to complete a work project in advance of a deadline through a rousing speech, this competency shows us that charismatic leadership can happen everywhere in every way.

Most notably this is a skill that is aspired to in the workplace; employees who are able to skillfully inspire and motivate others ensure that productivity—and morale—are high, and are able to maintain long-term engagement for the team.²

Our Real Women in this chapter were chosen in part because they present clear examples of inspiring leadership, and they have been able to rise to their current positions through their ability to inspire and motivate others in a particularly complex field, education. As this chapter details, the ability to inspire others was transformative to Kecia Ray as she entered into Tennessee's failing school system and became the assistant superintendent and remains critical as she executes on her role as the president of the board for the International Society for Technology in Education (ISTE).

It was essential to Lily Eckelston García as she learned what it would take to organize people, unionize, and fight for children with the National Education Association. An additional example of inspirational leadership, Deb Delisle, currently overseeing education at the

² www.about.com/psychology/od/leadership

national level in the role of assistant secretary of education, learned early in her career that motivating others was the way to achieve results, even at the national level. Eleanor Smalley had to inspire and motivate a team around the importance of STEM education before it was considered an essential component of a well-rounded education. And Julie Young knew the importance of inspiration as she insisted that her staff continue to learn and grow together and ensure that they were always putting their customers—students and families—first.

As you will read in this chapter, these five women were able to cultivate inspiration and motivate their networks. They participated in some of the key actions that made their employees happy, loyal, and more likely to stay in their jobs: achievement, recognition, understanding that the work itself is part of a larger purpose, responsibility, and advancement.

These women were able to take the tools of inspiration and motivation and apply them to the complex world of education in the United States of America, and in doing so, provide learning opportunities for all Real Women leaders, regardless of industry.

Kecia Ray

President of the Board, International Society for Technology in Education (ISTE)

“Cautious, careful people, always casting about to preserve their reputation and social standing, never can bring about reform.”

—SUSAN B. ANTHONY

Grit, Fire, and Wisdom

All my life I dreamed of becoming an educator. My grandfather was an educator, my parents were educators, and all my aunts and uncles

were educators. Teaching seemed to be a likely career path for me when I was young, but later I realized that it was more—education was my passion and my conviction. I dreamed of becoming a college professor or a school district administrator or of influencing the global education community.

But before I could pursue any of those dreams, I had to undergo mandatory career screening in high school so that my counselor could submit paperwork to the colleges I had selected. The outcome of the screening was bleak. It suggested I pursue a career in daycare centers. I have nothing against daycare centers, and I've worked in several in my lifetime, but my aspirations lay elsewhere. I was devastated but not defeated. I enrolled in my local university and took classes in early childhood, encouraged by two people who had never obtained a college degree, my grandmother, whom we called Nana, and my father.

Both of them continually told me that I could be whatever I dreamed of being. My father in particular did not want me to suffer in a man's world, so he armed me with the grit, fire, and wisdom to navigate complex male systems. He was my man spy! Nana reminded me that, in spite of my assertiveness and passion, I was a lady, and I needed to be committed to woman's rights, especially in education. In 1986, most administrators were male, and most teachers were female. Nana felt that the odds were overwhelming, and, although she supported my quest to become a leader in education, she worried about the challenges I would face along the way. She was right.

My Top Five Leadership Competencies

- Displays high integrity and honesty
- Takes initiative
- Builds relationships

- Inspires and motivates others
 - Champions change
-

But when I obtained my first job as a teacher—a wonderful experience in an urban school district—I was fortunate to have an amazing female principal as my first professional role model. Dr. West was a tall, beautiful, resilient African-American woman who loved education as much as I did and was committed to her faculty. She advised me how to dress as a professional educator, how to manage time between home and work, and most of all, how to support students as they transitioned into adulthood. She was tough. I never thought of challenging her, and I believe she may have had to relinquish some of her femininity in order to obtain her position and function in the south Atlanta school district at that time. After Dr. West, I did not encounter another female principal for twelve years. This was a world dominated by men.

I taught in two other school districts in Georgia and Tennessee, and in 1995 I encountered my second female principal, Veronica Bender, another outstanding leader. She would usually insist that we called her Veronica, unlike Dr. West, who never allowed us to address her as Sarah. She was a petite, opinionated, robust African-American lady who could rip you to shreds if you crossed her—another tough woman in a man's world. She taught me how to be a leader and encouraged me to pursue my doctorate. She always told me I had potential, and I believed her because she believed in me.

When I finished my doctoral work, I was offered the opportunity to apply for a principal's position in one of the large high schools in the district, as well as a university position. After consulting with Veronica, I accepted the university position and left the school district. The high school had never had a female principal, and we agreed that I did not want to take on that role, even in 1998.

Takes Initiative

Being a college professor was invigorating, but the path to becoming an administrator, my goal, was full of challenges. Vanderbilt needed a few good science minds who loved technology, but, feeling that I would never achieve my goal of becoming a leader, I reached out to a male colleague and told him I was never able to get past being a helper to leaders. What more did I need to do? I had acquired all the necessary degrees and worked in a variety of settings, so what was the education industry looking for? He told me that I would make a wonderful consultant and advised me to consider consulting as a career option. I did not follow his recommendation at the time, but I did not forget it, and later consulting became a very rewarding experience for me.

I gave up on trying to become a tenured faculty member when the art museum asked me to design the technology in the new art center. I completed that project, and then I embarked on another pathway. I took a position at another private university in Nashville. I had high hopes, since I had been an adjunct professor there for more than ten years. I was invited to apply for the position of full-time faculty member because the university was going through an accreditation process and needed someone with a doctoral degree and technology expertise. It appeared to be a slam-dunk. But the university elected instead to send a male faculty member to graduate school, an all-expenses-paid graduate degree. As a woman, I continued to struggle to meet my career goals.

Finally, in 2007 I got my chance to become a public school district administrator. The State of Tennessee appointed me as an assistant superintendent to help address the failing status of Metropolitan Nashville Public Schools. Not the most positive way to enter my dream job—but two wonderful former administrators were appointed to support me. Ms. Ashcraft and Dr. Musgrove were always there for me, providing encouragement and enlightenment and an experience that changed my life. Today, I remain in the same school district as the executive director of learning technology.

I believe that over the course of my career, I had to always become tougher and more assertive to cope with the many challenges I faced. I never had children because I was so focused on becoming an administrator. I worked hard at being a great stepmom, but perhaps I could have done a better job if I wasn't trying so hard to be the best school administrator. I made many sacrifices along the way. My male colleagues faced fewer obstacles and were able to reach their goals much sooner than I, but I met the challenge of school leadership, and now I lead a nationally recognized team.

Throughout my career, I took the initiative to focus on my own self-development. I built the relationships I needed to be successful, and I focused on results. I always maintained my integrity and was honest with colleagues. And I have realized that I am a strategist. If I see something I want, I develop a strategy to help me get there. I now work with an amazing team of people, whom I encourage to take the same strategic view. I help them develop goals they feel are attainable and develop themselves so that they can reach their goals. I motivate and inspire people never to be satisfied with the status quo—to focus on their dreams and make it happen.

Kecia Ray

She began her career as a middle school science teacher in Georgia and Tennessee before becoming assistant superintendent in the Metropolitan Nashville Public Schools. She served as an assistant professor at Middle Tennessee State University. She went on to design technology-rich learning spaces for the Frist Center for the Visual Arts, and in 2000 she became the director of technology research in the Office of Science Outreach at the Vanderbilt University School of Medicine. She has

(continued)

consulted with school systems, universities, and museums on designing learning networks and is the author of three books. She currently serves as president of the board of directors for the International Society for Technology in Education (ISTE).

Lily Eskelsen García

President, National Education Association

“Five promises anchor our efforts to help young people succeed in life: they need caring adults, safe places (homes or schools), a healthy start, effective education, and opportunities to help others.”

—ALMA POWELL

From School Lunch Lady to Union Leader

My father once told me, “When someone asks you to do something, do more than they asked. Do it better than they expected.” Over the years, I’ve added to his advice. “Do it in a way that’s not boring.” There are so many interesting things in the world, why would we waste one instant being bored?

When my father retired from the Army, we moved to Brigham City, Utah, and he opened a little gas station where we kids helped him pump gas for our allowance. Business was often slow, so I’d ask him to show me how to balance tires or change the oil. I got to be pretty good, but more importantly, I got to spend time with my dad. With a car up on the rack and grease in my hair, we talked politics and religion, and he told me stories about growing up as a sharecropper’s son. Dirt under the fingernails, yes—bored, no.

I’ve had many jobs—gas station attendant, lunch lady, kindergarten aide, secretary, teacher, union leader. I married right out of school and found my first full-time job as the salad girl in a Head

Start preschool kitchen at the whopping minimum wage of \$1.68 per hour. At home we needed a dining room table, but we had no money for such luxuries, so I made one in a shop class. Every morning I still sit at that table, covered by a big tablecloth to hide the mistakes I made, but still, I have never been bored.

My Top Five Leadership Competencies

- Takes initiative
 - Inspires and motivates
 - Solves problems and analyzes issues
 - Communicates powerfully
 - Develops strategic perspective
-
-

I started teaching in 1980 before standardized testing took a wrecking ball to teaching and learning. At Douglas T. Orchard Elementary, our reading textbooks bored me as much as they bored my fourth graders. But I sat around the lunch table with my wicked-smart colleagues, and we decided to put the boring books on the shelf and start a literature-based program. We wrote study guides and vocabulary lists for our favorite children's books—*Bridge to Terabithia*, *Old Yeller*, *Tuck Everlasting*, *Where the Red Fern Grows*. By the time I left Orchard ten years later, we had developed materials for more than 150 titles. Our students loved reading and complained when it was time to put the books down.

I wanted children to experience something real. Reading a paragraph and marking answers on a multiple-choice test is not real. Curling up on the couch and melting into the pages of a book is real. Learning about World War II from a senior pen pal is real. Organizing a blood drive is real. Talking about respecting gay friends and family when someone says, "That's so gay" is real. Asking the new Spanish-speaking student to be the Spanish teacher is real. Real is never boring.

Teaching is often still seen as supplementing the family income for women. Women teachers, especially young ones, who step out of that role to demand something different surprise some people. I volunteered to be on the bargaining team to negotiate the teachers' contract when I was thirty. I was elected president of the Utah Education Association when I was thirty-five. I was the Democratic nominee for U.S. Congress at age forty-two—I was the first Hispanic to run for Congress in Utah and earned 45 percent of the vote against the incumbent.

Communicates Powerfully

My friends always told me to wait, get more experience, and work my way up. It was good advice based on sound reasoning, and I never took it. If I wanted to do something, I thought about the pros and cons and made up my own mind. Once my mind was made up, there was no second-guessing. There was only forward, with an irrepressible—or annoying—positive attitude and a smile on my face.

This was not always easy for my family. My sons were school age and struggled for different reasons, and my husband suffered from depression, although we had little understanding of depression at the time. My children are now in their thirties, and both have survived drug issues. One is living the Utah lifestyle with his husband in the suburbs with an office job and a mortgage. His brother found work in the northern oil fields with a monster truck and a shared trailer in the man camps. My sweet husband, a victim of depression, took his own life a few years ago.

The purpose of my life as an educator was always clear. I was there to open children's minds to infinite possibilities. Students and parents appreciated my clear purpose, but politicians often did not. Teachers are still overwhelmingly women, and politicians are overwhelmingly men. No matter. I found the same teaching techniques I used with twelve-year-olds worked with legislators, and I mean no disrespect to

twelve-year-olds. People of any age or gender respond to confidence and positive energy and a compelling reason to move forward.

I felt odd at first when I was called a role model. I am Latina, and I have a special sense of family within my heritage, as do the members of most ethnic and racial groups. I am often given the stage so that students and families can hear the story of one of their own, the daughter of an immigrant who moved past where the demographics placed her. I was reluctant at first, but friends reminded me that I had benefitted from many role models, and today I feel honored and humbled to think that a bit of my story means something in the unfolding lives of young Latina girls and families. It makes me cry.

Inspires and Motivates

I cry easily. Accepting what I cannot change, I have become one with the quivering lip. As president of the National Education Association, I give a hundred speeches a year. I cry as I make the case for public schools, telling stories that have touched me—a child showing compassion to another child, a dreamer who wants to call the U.S. home, a teacher who nurtures the humanity of her students through community service. I've learned to make a little joke about the medication not kicking in this morning, but passion spilling over into a few tears is anything but a sign of weakness. There is nothing stronger.

I am asked to give speeches across the country about No Child Left Untested, politics, and the future of our public schools. No one asks me to give speeches on how to balance work and family, but maybe they should. I would tell them the hard truth. That it's difficult, complicated, and lonely, for men as well as women. I give women the same advice I give to men—life is short, so don't be less than you can be, and don't give less than you can give.

I also tell them that there are precious few “either-or” situations in life. You might not be able to have it all, but you can almost always

find the “and.” That doesn’t mean everything is easy. The purpose of life is not and should not be to find what’s easy. At times I’m asked to talk about the need to help students be “globally competitive” and to restrict myself to just the facts—just the percentages and the statistically significant samples. But how boring. Instead, I do more than I’m asked. I do it better than they expected. I look for the “and.”

I talk about the research, *and* I tell the stories. I show passion for the cause I believe in *and* the plan to achieve the goal. I organize inside the National Education Association so that educators stand strong for the whole child, *and* I support others outside the NEA to fight for the right of every child to receive an education that develops the creative mind, the healthy body, and the compassionate character. I speak, *and* I listen. I honor what brought me here, *and* I move forward. *And* I will never be bored.

Lily Eskelsen García

Lily Eskelsen García earned a B.A. in elementary education and a master’s degree in instructional technology from the University of Utah. She began her career as a school lunch lady and a kindergarten aide before working her way through college. She was named Utah Teacher of the Year for her work as an elementary teacher and has served as president of the Utah Education Association, the Utah State Retirement System, and the Children at Risk Foundation. She is one of the highest-ranking labor leaders in the country and was named by President Obama to serve as a commissioner on the White House Commission on Education Excellence for Hispanics. She currently serves as president of the over three-million-member National Education Association. (Blog: Lilysblackboard.org)

Deborah S. Delisle***Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education***

“If your success is not on your own terms, if it looks good to the world but does not feel good in your heart, it is not success at all.”

—ANNA QUINDLEN

Caring Enough to Try

When I was about five years old, my dad took me to a park near our home in Connecticut to teach me to catch a football. Granted it was a miniature version, but its significance was not lost on me even at that age—having an older sister meant that I was filling in for the son my dad did not have. As the day dragged on and I failed to catch the ball, I finally sat down in the dirt with tears streaming down my face.

Ever patient, dad waited a few minutes before he walked over, and the trajectory of my life changed at that moment, although I didn't realize it until many years later. Dad looked into my tear-filled eyes and said quietly, “You can do anything you want as long as you care enough. You just have to care enough to try. But don't do it for me. Do it for yourself. Do it because it feels right.” Little did I know that my father was giving me a star by which to steer my life, a reason to keep going when faced with obstacles and challenges that can seem overwhelming.

Many years later, when I became the superintendent of a large urban school district in Ohio, I found myself reflecting on that moment in the park. My dad's words had become a mantra of sorts to me, without his ever realizing it. He had planted the seeds of courageous leadership deep in my heart, and I consider his words to be the best advice I have ever been given.

My Top Five Leadership Competencies

- Takes initiative
 - Drives for results
 - Inspires and motivates others
 - Builds relationships
 - Champions change
-
-

As a baby boomer, I often feel that I was born a bit too early to benefit from all the increased opportunities for women we have seen in our society in recent years. In high school and college, I saw no possibilities beyond the then stereotypical female roles of nurse or teacher. Although my teachers and professors said I had great potential, they never explained what that meant, and to this day I worry about what guidance is given to bright girls, especially those from underserved populations.

As a first-generation college student, I had to rely on my instincts and my passion to excel. While others can point to important mentors early on, that gift was lacking in my life when I was young. I started out in a traditional female role as a teacher, in Connecticut, not realizing that this typical path would lead me to amazing opportunities. However, one of my greatest moments of self-discovery came when I took a position as a middle school teacher in a suburb of Cleveland. The principal, a strong female leader, took me under her wing and also partnered me with a male colleague—a double gift for my leadership development. Both relationships have served as significant catalysts in my development.

These two colleagues were my first mentors, and they played such an important role in my life that I often wonder whether I would have become the leader I am without them. They modeled for me the importance of inspiring and motivating others and demonstrated

that positive results come from collaboration and teamwork. They helped me to increase my confidence and fundamentally changed my self-image—from participant to leader. I learned that my ability to inspire others to attain better results is the energy that fuels me.

Inspires and Motivates Others

As I reflect on my career, I am struck by the number of times I've been in the minority as a female leader. I would like to believe that I did not act differently because I'm a woman, but the truth is that I've often found myself speaking louder, pushing harder, working longer hours, and producing more than my male counterparts. My decision to do so was not always a conscious one, but I usually felt the need to leave no one in doubt about my ability to handle leadership responsibilities. I came to understand that being a champion of change is essential, even when others believe that such actions may not yield greater results.

As a woman, I have often been in situations that made me cringe while the men in the room were perfectly comfortable, but sometimes the men spoke up. I remember once sitting around a conference table with a group of men planning a retirement celebration for a male colleague, when the leader suggested that we collect money for the party and insisted that I bake the cake. One of my male colleagues actually objected to the sexism of this remark—one of the first times a male colleague of mine spoke publicly about gender bias. Thereafter, I became much more vocal about comments and situations where I felt that gender bias was operating.

In my early years, I generally discounted the idea that leadership differences are based on gender; rather, I tended to view the differences in terms of personality. However, experiences have changed my view, and I now believe that males and females often do lead differently. One is not better than the other—just different. Rather, I know now that it is essential to be aware of how different perspectives

and priorities influence leadership styles, and I need to respond accordingly.

My experience has led me to recognize that women leaders prioritize relationships. We women intuitively understand the importance of relationships, work to develop them early, and maintain them throughout our careers and private lives. As a woman leader, it is important to me to develop relationships that harness people's talents and then support them to become productive team players with a strong vision and valuable strategic skills that enhance the organization's effectiveness.

Builds Relationships

I have been given so many opportunities to exercise leadership and learn about leadership; however, if someone had told me when I first stepped into the classroom as a second-grade teacher that one day I would oversee education at the national level, I would have laughed. I could never see that far in front of me. From very humble beginnings to meetings at the White House, I have been entrusted with great opportunities by caring and supportive colleagues, and I am deeply grateful.

I have always believed that I should take any job I would wonder about later if I had not taken it—nothing scientific in this premise, but it's worked for me! All my professional roles have brought me much fulfillment and yielded great successes. Most importantly, they have brought me a network of colleagues and friends who have enriched my life in countless ways and supported the fragile transition from accepting myself as a leader to being recognized as one.

The people in my network always remind me that our choices must be thoughtful and feel right, in the words of my dad, as I strive to advance the possibilities. While I'm sorry that my dad never had the chance to see me in my most senior leadership roles, my heart still carries his lessons about courageous leadership from all those years

ago. His wisdom lives on through my life and my work. Sometimes our best mentors and teachers are just a heartbeat away.

Deborah Delisle

Deborah Delisle earned an M.ED. from Kent State University in 1986. After beginning her career as an elementary teacher, she served in different roles at the school district level in Ohio and became the associate superintendent and then the superintendent of the Cleveland Heights-University Heights City School District and, from 2008 to 2011, the state superintendent of public instruction for the Ohio Department of Education. She has served on several education boards, including the Council of Chief State School Officers, and was a senior fellow with the International Center for Leadership in Education. In 2012 she became the assistant secretary for elementary and secondary education at the U.S. Department of Education, where she serves as the principal adviser to the Secretary of Education on all matters related to pre-k, elementary, and secondary education and directs programs that help state and local agencies improve the achievement of students.

Eleanor Smalley

COO and Executive Vice President, JASON Learning

“Some people see education in America as the little red schoolhouse, when the skies were not cloudy all day and nobody ever heard of smog. They are practicing selective amnesia. The truth of the matter is that education in America is what makes dreams come true for all students, able-bodied or not, rich or poor, whether their skin is white, yellow, or

black or brown or any shade of the rainbow. Education allows children to enter into the richness of the experience of the mind.”

—SHIRLEY HUFSTEDLER

Superwoman’s View

Superheroes have always held a great attraction for me. The idea that you can be more than you appear to be has empowered and motivated me. When I was young, I always wanted to be a leader with x-ray vision, able to see through obstacles on the journey toward reaching my goals. I felt that leaders like Superwoman could break down barriers in pursuit of a vision—as John F. Kennedy did, so that we landed a man on the moon, as Martin Luther King, Jr., did, so that all races in America enjoy equal civil rights, and as Clara Barton did, so that today we have the Red Cross. These superheroes provided the leadership lessons that have most influenced my life.

My Top Five Leadership Competencies

- Takes initiative
 - Displays high integrity
 - Drives for results
 - Inspires and motivates
 - Collaboration and teamwork
-
-

I began teaching high school English at the age of twenty-two in a suburb outside of Richmond, Virginia, where I learned an important lesson. One of my students, a junior, was visually impaired but had chosen not to be classified as disabled, because he believed that this classification would make others respect him less. He was a dedicated student, but another teacher refused to give him extra time on tests.

I tried to resolve the issue by meeting with the teacher, guidance counselor, and principal, only to be told that there was no way around the rule. Finally, his parents requested that he be classified as disabled, but I still remember how angry he was with me for treating him disrespectfully by labeling him. He said he would have preferred to fail. The lesson I learned was this—school leaders do not always recognize that student learning is more important than labels.

At that point, I decided to become a school leader, in order to pursue a more progressive school model. I earned my master's degree and principalship endorsement, and at the age of twenty-eight I became the assistant principal in Fluvanna County High School in Virginia. I was the first female secondary administrator at that school, fortunate to work with an amazing mentor, Mr. Ervin McQuaige, the principal of the school.

The school was very diverse at that time—around 50 percent African-American and 50 percent white students, with 60 percent free and reduced lunch. There were no programs for academically challenged students, so many had failed multiple grades. The school was often a hotbed of emotion and anger, and most students came from households in which neither parent had a college education. But many students were amazing athletes, and the school needed a cultural shift to show students that they could succeed by becoming scholar athletes.

Mr. McQuaige taught me many lessons about dignity—how to change the system and create a culture of success by focusing on the concept of respect. Together we taught students, families, and educators that they could succeed if they treated each other with respect, and we found role models who could inspire students to translate their amazing physical prowess into academic success.

We worked long days, often starting at 6:30 a.m. and ending at 11:00 p.m. because of the large number of extracurricular activities. Student success became my passion, and I learned about the concept

of flow—the idea that I could become completely involved in an activity for its own sake, so that time flew by, with every activity and thought flowing out of the previous one. The long days and hard work were highly positive because the flow constantly reinforced my passion for the vision and the mission.

After working in other positions and earning my doctorate, my sense of mission broadened, and I knew I could experience the same success at the district level. I became the assistant superintendent in Clarke County, Virginia, where I met Dennis Kellison, the superintendent, another mentor and colleague who shared my beliefs. We agreed that educators, like doctors, should take an oath to do no harm, that all children can learn, and that the job of schools is to adapt to the needs of students.

We began a journey of transforming the district into a community where all children could become successful learners because they were viewed as successful learners. Probably the two most important lessons I learned from Mr. Kellison were to engage all stakeholders in establishing the vision and to track the data, because metrics matter on the journey to fulfilling a vision.

Drives for Results

I became the superintendent in Clarke County at the age of thirty-nine and remained in that position for twelve years. We continually refined our vision statements and moved from a bell-curve thinking model to J-curve thinking. Our dropout rate fell to under 1 percent, we ranked in the top fifty for several consecutive years on the *Newsweek* Challenge Index, and we won multiple athletic titles that gave us three straight successes in the Wachovia Cup. When we connected extracurricular motivation to in-school learning, our students produced strong academic work and began to believe in their ability to learn.

The vision that all children can learn works—when students have access to a quality education, the time they need to complete their

work, and motivation that is both extrinsic and intrinsic. To achieve success, a group of like-minded individuals came together to focus on the vision of all children learning at high levels of achievement. We modified systems to provide access to all students, linked motivational activities to learning, and provided extra time based on individual needs. The group efforts of smart, dedicated people who were focused on student learning made the difference.

Collaboration and Teamwork

The leadership lessons were clear. When there is a strong vision, when creative, strategic, and committed people work together toward the mission, the results can be amazing. Not everyone will share the vision, and those who do not may work hard to change it. They may create obstacles and erect walls, which can impede your progress if you let them. But with Superwoman's view and x-ray vision, it is possible to see right through those walls and continue along the path toward your goals.

My success came from working hard and being connected to critical people in my organization and community. I continually evaluated what I was doing to make sure it was working, and I fixed whatever needed to be fixed. I was offered a number of learning opportunities and much support, but, most importantly, my faith in my vision propelled me forward past every obstacle.

Now I have the opportunity to translate my success as a superintendent into student success on a national scale with my work at JASON Learning. The lessons that I learned in public education apply here. Employees are passionate about this organization, so there is a culture of flexibility and innovation, and as the team grows, we continue to attract smart, dedicated, and innovative people who work together toward a shared vision. Because we are a small team, it is easy to evaluate progress by capturing metrics and adapting our organization in light of what works.

We know we need other leaders who share our mission to change school cultures. We work every day to create partnerships with

superintendents who share the belief that every student can learn and succeed. They spread the vision within their school districts, and we provide the access to high-quality online STEM (science, technology, engineering, and math) content that students use in school and at home. Our mission in this organization is to be leaders in transforming the driving force of education from literacy to scientific literacy, and we are pursuing our mission with x-ray vision.

Eleanor Smalley

Dr. Smalley holds a master's degree and doctorate in education leadership from the University of Virginia. She has served as an adjunct professor for the Curry School of Education for twelve years. She served for thirty years in public education, and her focus on early childhood programs was recognized as a model for the state of Virginia. She has co-authored *District Case Studies and Individual Lessons in Leadership* with Dr. Daniel Duke, consulted with Glenville State College in West Virginia on the twenty-one-district Hidden Promise Consortium, and designed a master's program in teaching science. She currently leads JASON Learning, a non-profit organization specializing in STEM (science, technology, engineering, and mathematics) programs used by over 2.7 million students across the globe (www.jason.org).

Julie Young

President, Julie Young Education, LLC; Founding President and Former CEO Florida Virtual School

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

—MARIAN WRIGHT EDELMAN

Living and Breathing the Vision

My parents were my first mentors, and my mom was my best teacher. She taught me grace, the meaning of family, and to challenge myself and never give up. My dad began his career in the mailroom of one of the largest banks in Lexington, Kentucky, and finished his career as the CEO of the bank. He passed on to me his gift for making people feel special, treating everyone with respect, and never putting himself above others.

The road to my current position began with a love of teaching and learning that goes back to my childhood. I went from playing school as a child to playing school as an adult. My work has always been my play, and I am fortunate to have a job that I love and one in which I am able to inspire others. Following my dream, I started my career as a sixth grade teacher in Palm Beach County, Florida. For the next thirteen years, I taught in elementary schools in Kentucky and Florida and held a variety of leadership roles. Teachers are the CEOs of their classrooms, and my humble beginnings in the classroom were the perfect training for the leadership position I hold today.

My Top Five Leadership Competencies

- Innovates
 - Displays high integrity and honesty
 - Champions change
 - Inspires and motivates others
 - Drives for results
-
-

In 1989, I became a curriculum technology specialist, where I was charged with developing technology-related strategies and training for schools. I worked closely with IBM, the provider for our school, and in 1991, I was hired by IBM as an education instructional specialist.

My passion became helping teachers to integrate technology into their classrooms and understand the impact of technology on student learning—well before the days of Internet access and cell phones. However, I always looked forward to the day when I could apply to education the business techniques and principles I was learning at IBM, and time would tell that those years were in fact very influential on my future career.

Innovates

When I moved to Orlando in 1996, I was thinking of staying in the corporate world, and I interviewed with a wonderful woman who was both an education relationship manager for a major telecom and a member of the Orange County School Board. After a three-hour lunch, my new friend looked at me and said, “You don’t belong here. You belong in the schools.” She was right! My résumé—with all the right technology words and a good word from my new friend—led to a call from the district office. The next thing I knew, Orange County Public Schools asked me to head up a \$200,000 Break the Mold grant from the Florida Department of Education to develop an online high school for the state. I remember being very grateful for the power of networking and the wonderful gift of women helping women.

Florida Virtual Schools® was created in 1997. It became the nation’s first Internet-based public high school—allowing students to learn any time, any place, any path, and any pace. Today, it is the nation’s largest, statewide, online public school district and the model for distance learning initiatives around the world. I lead a staff of more than 1,700 teachers, curriculum developers, web designers, and information technology personnel. By designing a school around student needs instead of adult schedules, we developed a disruptive innovation that transformed education as we knew it.

Champions Change

In my transition from elementary to secondary education, I encountered some gender struggles, although they were generally minor. I often found myself in meetings with groups of male high school principals who were not overly excited to meet “that online lady who’s trying to steal my students.” I was the new kid on the block who stuck out like a sore thumb—young and green and out of my comfort zone. When I faced challenges, I often thought that the dialogue might be different if I were six feet tall and male. But I took one day at a time and was determined to prove myself, knowing that these experiences would prepare me for more difficult challenges ahead.

I have had the opportunity to watch, listen, and learn from some of the best and brightest around the globe, many working in education or technology. I try to live the leadership principles of John Maxwell, and I am a student of Jim Collins, who believes that no matter what stage a person is in—professional or personal—every challenge should be viewed as an opportunity to go from good to great. One of the most rewarding things I do is identify and grow future leaders, developing individuals regardless of gender. I am proud to do that for others and always humbled by the opportunity to impact someone’s career.

I lead our organization by asking questions to leverage the thoughts of others who are smarter than I am and better positioned to problem solve. I listen to those who want to provide input and defer to those who are ready to bring concepts to life. I find that if I surround myself with people who have diverse perspectives and mutual trust, the debate is always healthy, and the ending is generally happy.

Every June, I send all staff members a letter requesting that they take time to reflect with their families about their work and the demands of their jobs. I ask them to intentionally commit

to return to our school, its culture, and the beliefs we hold dear about students and learning. I engage in the same reflection myself, since one day I may have other commitments that lead me in another direction. By fostering reflection, I have seen leaders grow all around me.

I also insist that my staff read together. We have to be different from the century-old school model. We have to engage students and families and make them want to come to us. We have to have stellar service and treat students and parents as valued customers. So we read everything we can about organizational culture, from *Who Moved My Cheese* to *Good to Great* to *Customer Satisfaction Is Worthless*. We look for what makes sense in the context of teaching students, and we take the risk to try other ideas that may not seem to make sense at first. It's a privilege to lead when others are willing to take risks in the best interests of children, and it makes every day an adventure.

I have always lived by the philosophy that we are leaders not because of titles but because people choose to follow us. I hold myself and my teams accountable, and accountability is an important part of our culture. I have always been willing to make the hard decisions and own them. I explain the “why behind the what” so that everyone understands the decisions, and I lead Florida Virtual Schools® as I would like to be led. We all spend more waking hours at work than we spend with our families, so I believe that work should be a happy place filled with laughter, love, and respect.

I continue to create a culture that is different from the culture of traditional schools. Our goal has always been student performance—our success is measured by a student's mastery of a concept, not by the amount of time in a seat—and my team keeps students at the center of every decision. Because I live and breathe our vision, it becomes a reality every day, and embracing the vision is a cultural requirement for every employee.

Julie Young

Julie Young earned a B.A. in elementary education from the University of Kentucky and a master's degree in administration and supervision from the University of South Florida. After teaching elementary school for several years, she served as a teacher trainer for a partnership between her district and IBM and later joined IBM. In 1997, she joined Florida Virtual Schools®. She serves on several boards, including the United States Distance Learning Association, the International Association for K-12 Online Learning, Florida Learning Alliance, Florida Sterling Council, K-12 Blackboard Advisory Council, and Microsoft K-12 Advisory Council. She was recognized by *Technology & Learning Magazine* as one of the Top 30 influencers in ed tech, along with Bill Gates and Steve Jobs (www.flvs.net).

3 Takes Initiative

“There are three types of people in this world: those who make things happen, those who watch things happen, and those who wonder what happened.”

—Mary Kay Ash

As one of the competencies with the largest differences between men and women, taking initiative seems to be at the core of many women’s encounters with leadership and success. This chapter explores how our Real Women have taken initiative in all areas of their lives, innovating and seeking opportunities that will facilitate success.

Taking initiative can be defined in a variety of ways:

- “taking prompt action to accomplish objectives,
- self-starting,
- taking action to achieve goals beyond what is required,
- being proactive,
- thinking on your own feet,
- taking advantage of opportunities,
- taking charge,
- getting things done on your own.”¹

¹http://campusservices.harvard.edu/system/files/documents/1865/harvard_competency_dictionary_complete.pdf

Taking initiative is demonstrated in actions as small as becoming captain of your high school cheerleading team, or as large as founding your own international non-profit. It can manifest through a philosophy of hard work, or knowing what you want and looking for opportunities to make that happen. In the everyday workplace, taking initiative is an act that takes place in a range of different styles and formats. The main actions involved in taking initiative are “responding quickly, taking independent action, and going above and beyond.”²

People who are adept at taking initiative are generally sought after within an organization, as they are the people who will go beyond their responsibilities and need less direction or direct management than others. By continually looking for ways to solve problems, and more importantly, acting on these ideas, leaders who take initiative quickly prove themselves. According to Connie Jackson, chief executive of St. Bartholomew’s & the Royal London Charitable Foundation: “As a leader, there are times you need to risk going in a direction that no one else has taken before. You just have to step out there and follow the path you think is right.” Perhaps you see an opportunity to improve a strategy at work and take steps toward that change. Or perhaps you see the need to speak up and take charge of a task that has fallen by the wayside. Regardless of the opportunity, acting upon it defines this competency.

Bruttel and Fischbacher (2013) show how taking initiative in life is associated with leadership and suggest that, for initiative to take place, creativity or innovation is required. To become a leader who takes initiative, there are concrete mindsets, attitudes, and behaviors that one can take. Suggestions include “displaying a ‘can do’ attitude, even in difficult situations, going the extra mile and subsequently being noticed for your work, using initiative to act

²http://campusservices.harvard.edu/system/files/documents/1865/harvard_competency_dictionary_complete.pdf

on opportunities, showing enthusiasm, and taking ownership of problems.”³

The essays in this chapter show real-life examples of all of these traits and illustrate how women can take initiative to become successful female leaders.

Searching the *Leadership Now* leading quotes wall on Initiative,⁴ you will find few that originate from a woman. However, virtually all of our Real Women demonstrate the essential competency of taking initiative, showing clearly how this has enabled them to climb to their success. The world of business is a hard world, and those not willing to take initiative and prove themselves often are left behind.

Our Real Women show how they were able to think on their feet and be proactive in the workplace to ensure success. This competency can manifest at an early age, as Shannon Peters, former vice president of operations at J.P. Morgan Chase, demonstrates through her story of how, as an eight-year-old, she began to take initiative by learning how the family business ran. Taking initiative as a competency can also clearly be learned and perfected, as seen through Judith LaBelle, who describes how, despite her lack of role models at a young age, she grasped at every opportunity she was given in order to succeed in her career, eventually becoming the founding president of Glynwood. Making proactive decisions in order to open up new opportunities is a clear theme in the story of Susan Hall, founder and president of the 95 Percent Group, who discusses how her decision to leave the Fortune 500 world behind because of the limits placed on her shaped her career path. Building on this theme, Eileen Lento, K-12 strategist at Intel Corporation, describes how, when her opportunities were limited because of her sex, she searched for different paths to take her to success. Finally, Marguerite Kondracke, former CEO of America’s Promise, discusses the difference between luck, risk taking, and initiative when seizing opportunities.

³www.kent.ac.uk/careers/sk/leadership.htm

⁴www.leadershipnow.com

Through these clear examples of initiative, you will learn how, even despite all odds, women are creating impact and leading change in the world. To help you practice this competency, a blog posting from *Forbes* magazine suggests five concrete steps on how to take more initiative and take on more responsibility at work:

1. Talk to your boss

- ♦ What skills or knowledge do you want to develop to achieve your career goals? Write down some ideas and talk to your supervisor about extra projects you can work on to help you develop them.

2. Look for busy, stressed out co-workers

- ♦ Find out who needs help, and offer your services. Just make sure you can take on extra tasks while completing your own.

3. Be proactive

- ♦ If you see a task that needs doing, be proactive and do it. People will be grateful and respect you for your initiative.

4. Start with the fun stuff

- ♦ Show your leadership skills through sports or extracurricular work activities. This will build community spirit and show people you are capable in a different environment.

5. Become an expert

- ♦ Set up a “Google Alert” for topics relevant to your area of desired expertise. If you find something worth sharing, send it to your team. Make sure you know about the article you are sending, because if people think you are an expert, they will ask you questions!⁵

Although sometimes hard, it is important to remember to have the confidence and drive to take initiative when you see an opportunity—and to encourage others to do the same.

⁵ www.forbes.com/sites/prettyyoungprofessional/2011/04/19/5-ways-to-take-on-more-responsibility-at-work/

Shannon Peters

Former Vice President of Operations, J.P. Morgan Chase

“Women in leadership roles can help restore balance and wholeness to our communities.”

—WILMA MANKILLER

Controlling the Checkbook

When I was eight years old, I used to pretend I was running the family business, a construction company in upstate New York, with the help of a fake checkbook. I was always trying to help out and run things, and my fake checkbook went everywhere with me—until one day I was crushed to learn that I needed to deposit some money into the bank first! After I picked myself up off the floor, I decided I was going to be a serious businesswoman and someday run the family business.

Both my parents were instrumental in my choice of career, and I never saw any role differences or power struggles between them. My mother ran the back office, and my stepfather never did anything without talking to her. I did end up working in the family business and then running it, and, between the ages of eleven and seventeen, I learned all the business fundamentals I thought I needed to know. But I couldn't have been more wrong. I didn't know that opting for a career in finance and operations would land me smack dab in the middle of a man's world. But I was right about one thing. In my career I have always managed a checkbook.

My Top Five Leadership Competencies

- Takes initiative
- Drives for results

(continued)

- Collaboration and teamwork
 - Solves problems and analyzes issues
 - Technical or professional expertise
-

I began my career as the business office manager for a partnership that owned and developed nursing homes and senior care facilities, where I worked with a wonderful woman who was the chief financial officer. We became good friends and, little by little, she began to mentor me. I was fascinated by what she knew and how she controlled everything in the company—because she controlled the checkbook. As we became closer, she gave me more financial and operational responsibilities and taught me the tricks of the trade. She exuded integrity and strength. She was everything I wanted to be and do.

Eventually, I ventured out on my own, first into the commercial real estate industry, working with one of the biggest companies in the world as the business operations manager for their New Jersey-based operations. *Star Wars* fans will understand that it was time for the young Padawan to put to use what she had learned from her master. After a few months, I was in charge of the operations and the sales team—all men—and loving it, although I was working long hours for what seemed like little pay. I soon realized that all the men around me were making millions of dollars in commissions, and almost all the women were business operations managers at my level. Hmm. At that point, I began to wonder whether we were just glorified secretaries acting as mothers to the guys. However, I was making decent money and being noticed as a smart business person by the corporate top dogs. I loved my job.

Then the unthinkable happened. I stumbled into a situation I doubt that many employees, let alone women, have to endure. I learned of an affair in the workplace that impacted me. My boss's boss was having an affair with my assistant, who was no longer supporting

our operational plan and actually intending to take over my job, which the big boss had promised her. When he found out that I knew, he threatened to fire me if I revealed anything. Does this happen to men? I don't know, but it happened to me.

I come from tough stock, and I had worked with a lot of tough guys in the construction industry, so when someone threatened my job it did not sit well with me. I was not the roll-over-and-take-it kind of gal. But most of the corporate personnel were male, so I knew this was going to be difficult. I decided the best strategy was to leave for a better job with more money and a bigger checkbook, but before I left I collected all the evidence. During my exit interview, with a man, I explained that lack of integrity was my main reason for leaving. Of course, they told me they would handle the situation, but my mind was made up, and I left on good terms.

Drives for Results

In my new job, I was the director of operations for one of the world's largest banks and brokerages in New York City. This led to a vice president position where I was responsible for managing a large team and millions of dollars of the U.S. Small Business Administration loan portfolio. That's a big checkbook. Now I was in the thick of the man's world of finance and banking—and loving it. I played all the corporate games, sometimes used my feminine wiles to get ahead, and worked long hours to prove my value. But I learned through a human resources department leak that the male vice presidents in similar roles were making over \$50,000 a year more than me. Ouch!

Just as I was beginning to wonder whether it was worth all the sacrifice, 9/11 happened, right across the street from my office. It took me some time to recover from the trauma, and in the process, I realized I was not happy with my career. I did not want to play any more games, and I wanted more out of life. I resigned, and we moved

to Seattle, where my husband's company had a satellite office. Five months later, I was pregnant and happily unemployed.

After our son was born, I got the business itch again. I wanted to put my experience to good use and earn the money I felt I was worth. I started a finance and operations consulting company, had lots of clients, and really liked being my own boss. One day, a client asked me to stay on as the full-time vice president of finance. I took a chance and said yes, and what I thought would be a short-lived experience turned out to be the best job I've ever had. Twelve years later, I am that same company's chief financial officer, working remotely and combining my knowledge of traditional banking and manufacturing processes with online business acumen.

Technical or Professional Expertise

I have become the Jedi Master of my craft. I've learned that the size of the checkbook is not as important as the quality of the work and the integrity of the people. I've also learned that, although I have reached the C level in business, the BS factor is always alive and well, and that it's up to every individual to stand up for her ideals and rights.

I'm not sure whether I have been treated differently from my male peers during my career—probably I have, in a few situations—but I am sure that I earned less than they did for the same if not more work. However, I don't look at myself as a minority or feel as though I have to respond differently to different genders. My emotions, ideals, and integrity are intact as I do the work dance every day, while maintaining a house and personal finances, raising a growing boy, and supporting an executive husband.

I was fortunate to have been taught by my parents to be myself, to be honest, to work hard and play hard, and that family always comes first. I have stuck to these rules, and I am doing just fine.

I thank God every day that I am a strong and healthy woman with the best family in the world. And I hope that my family-first attitude will help define society's view of a career-minded woman in the 21st century.

Shannon Peters

Shannon Peters attended Penn State University. She served for more than fifteen years in executive-level positions in organizations such as J.P. Morgan Chase, Grubb & Ellis, and Pall Trinity. Since 2005, she has worked remotely as the controller and chief financial officer of Bucky.com, a luxury pillow and travel accessories company, helping to define a new view of the successful female executive (www.bucky.com)

Judith LaBelle

Founding President, Glynwood

"We need leaders once again who can tap into that special blend of American confidence and optimism that has enabled generations before us to meet our toughest challenges. Leaders who can help us show ourselves and the world that with our ingenuity, creativity, and innovative spirit, there are no limits to what is possible in America."

—HILLARY RODHAM CLINTON

From a Small Farm to the Wider World

I recall as a young girl reading myself to sleep with *Kon-Tiki*, Thor Heyerdahl's book about his expedition to Easter Island, and dreaming about the mysteries of the world. Some nights I would look out across

the flat Wisconsin fields and wonder whether I might see the lights of one of the UFOs that were in the news at the time. Maybe one would even come and take me away, but to where?

Growing up on a small dairy farm right after the Second World War, my parents gave me a solid set of values that have served me well. But the environment I grew up in was also limiting. When I left for college, the only professional women I had met were the elementary school principal, teachers, and nurses. I had met one lawyer, one doctor, one dentist, and a few veterinarians—all men. So I had no role models to introduce me to the wider world I knew was out there somewhere.

My Top Five Leadership Competencies

- Takes initiative
 - Displays high integrity
 - Solves problems
 - Communicates powerfully
 - Connects the group
-
-

Meanwhile, I did my best with whatever opportunities I had. I became captain of the cheerleading team, president of the student body, and valedictorian, and all this caught the attention of a recruiter from a small liberal arts college about 100 miles away from home, which provided a scholarship. I have often been asked why I didn't attend one of the elite schools in the Northeast. The answer is simple. I did not know that they existed, and if I had, I would have thought they were beyond my reach.

I minored in education, since I always assumed I would need to make a living, but I took every opportunity to explore the world beyond campus. I majored in political science, spent a semester on a special

program in Washington, D.C., where I also interned with my congressman and volunteered for a literacy action program in a poor neighborhood in Atlanta. These experiences sparked my interest in public service.

Fortunately, my congressman's chief of staff took an interest in my career, recommending me to the graduate program in practical politics at Rutgers, from which I received my master's degree. My education credentials led to an interesting job with the Wisconsin legislature that, unfortunately, fell victim to budget cuts the week before I was scheduled to start. To make ends meet, I found a temporary job at a non-profit. Soon I began spending nights and weekends volunteering for New York City Mayor John Lindsay's 1972 presidential campaign. The day after he lost the Wisconsin primary and dropped out of the race, the McGovern campaign asked me to work in California, where I ran the Get Out the Vote operation in Orange County in both the primary and general elections.

In spite of the disappointment of the election, the experience was pivotal for me. I was given the opportunity to work with senior officials from all levels of the campaign, play an integral role in developing and executing strategy, and manage a diverse array of colleagues and volunteers. Afterward, a colleague urged me to seek a job in the Lindsay Administration in New York, and I leapt at the chance to experience the Big Apple. I accepted a position in the department of parks and recreation and cultural affairs, where my boss and many other senior officials were attorneys. I also moonlighted as the campaign manager for a New York State legislature candidate who was an attorney, as were many of his supporters. I soon recognized that legal credentials and skills would help me advance if I wanted to stay in public administration and would also open up a world of other opportunities.

Communicates Powerfully

Fortunately, I was selected as a Root-Tilden Scholar at the New York University School of Law. This unusual program, designed

to encourage public interest law, helped confirm my commitment to earn my living in a way aligned with my values. One law firm in particular intrigued me. It was a small New York City firm that combined a commercial practice with a deep commitment to public interest law and the environment. It was highly regarded, and its hiring was very competitive, but during the campaign two years earlier I had met several lawyers with the firm. I secured an interview and, ultimately, the coveted position of associate. Again, work outside of my day job had provided the contacts I needed to move forward.

I soon realized the obvious—lawyers need clients. I also realized that my colleagues had tremendous networks as a result of having gone to elite colleges and law schools in the Northeast, while my undergraduate education in Wisconsin had provided nothing in this regard. I was the first woman to become a member of this law firm and the first partner who had not attended Harvard as an undergraduate or law student. I felt that I was starting nearly from scratch, so I set about trying to expand my universe again. My partners encouraged me to build a practice that combined the commercial work that paid the bills with a pro bono practice that related to my interest in the environment and land use.

Solves Problems

As my reputation grew, I was invited to join the boards of non-profit organizations, where I was able to meet a wide range of other civic-minded people who shared my values around land conservation, parks and open space, environmental quality, and historic preservation. They helped me create the network I needed to develop my practice and career. Of course, we are all creatures of our time, and I had the interesting experience of being a lawyer at a time when the practice of law was evolving from a profession to a business, and environmental law was evolving into another branch of commercial practice. The values in my profession and my specialty were changing,

and I felt increasingly out of place. So I left the private practice of law and began a new journey.

I became the deputy director and counsel to a state commission on the Adirondacks, an effort to update the land use regulations covering approximately six million acres of upstate New York, then a Loeb Fellow at the Graduate School of Design at Harvard University, a mid-career program in advanced environmental studies, then the corporate counsel for the National Audubon Society, and finally the founding president of Glynwood, a non-profit located in the Hudson River Valley.

I served as president of Glynwood for nearly seventeen years. This position gave me a tremendous opportunity to be creative and proactive in the emerging field of sustainable food and farming. In late 2012, I became president emeritus and senior fellow. Freed from daily management responsibilities, I now have the luxury of time to think and write and continue to support Glynwood and the advancement of sustainable food and farming.

Given my life's journey away from a small farm, it may seem ironic that at Glynwood we encourage the next generation of farmers, the young people who will be the leaders in developing more resilient food systems. But living on a small farm today is not the isolated experience it was when I was growing up. Communications technology and new approaches to farming have changed everything, opening new vistas and opportunities for this generation and their children.

Although there was no clear design to my career path, several bright threads stand out for me now. First, I always sought to integrate my core values into my work. Second, I believed in the importance of activities outside of a standard job. Third, I made contacts that proved helpful as I navigated the many transitions in my career. And finally, I relied on family, friends, and my supportive husband as I tried to negotiate the life-work balance. I still haven't seen Easter Island or a UFO, but I have created a career that has allowed me to

do meaningful work and have an interesting life beyond what I could ever have imagined back on the farm.

Judith LaBelle

Judith LaBelle earned a B.A. in political science from Carroll College, a Master's in Practical Politics from Rutgers University, and a law degree from New York University School of Law. She was a member of the firm of Berle, Kass & Case in New York City and served as corporate counsel to the National Audubon Society and deputy director and counsel to the New York State Commission on the Adirondacks in the Twenty-First Century. In 1990, the Graduate School of Design at Harvard named her a Loeb Fellow in advanced environmental studies. She has devoted her career to issues that link the environment, agriculture, and community and is recognized as a leader in the movement for regional food systems and sustainable agriculture (www.glynwood.org).

Susan L. Hall, Ed.D.

Founder and President, 95 Percent Group

“You can achieve great things by being willing to learn new things, being able to assimilate new information quickly, and being able to get along with and work with other people.”

—SALLY RIDE

Life After the Fortune 500

I recently attended two events that confirmed my belief that women in my generation faced career obstacles just because of

their gender—obstacles our male colleagues did not face—and that gender discrimination of women in business still exists today. The first was my Harvard Business School thirty-five-year reunion, where I listened to my male and female classmates talk about their careers. The second was the Harvard Business School W50 Summit, attended by more than 850 women graduates returning to Boston from all over the world to commemorate the fifty-year anniversary of women being admitted and consider the history of women at the school. Some things have improved, but much is still amiss.

I wonder how much progress society has forfeited over the years because women could not assume key leadership roles in corporations. Is it possible to analyze the lost opportunities? They are probably significant. But did many women sidestep the traditional leadership path because they found the corporate world unwelcoming, and did they make different, yet significant, contributions? That is certainly my story. I changed my path, and perhaps my contribution to society has been more meaningful as a result.

My Top Five Leadership Competencies

- Displays high integrity and honesty
 - Communicates powerfully and prolifically
 - Drives for results
 - Builds relationships
 - Technical or professional expertise
-
-

Two major events shaped my path, and gender discrimination in corporate America was one of them. I left the Fortune 500 world behind five years into my career because I was aware that the glass ceiling limited my opportunities, and I did not want to wait forever for significant responsibility. I joined a small executive education business

that I grew from \$100K to \$3 million in two years while hiring and managing fifteen people.

Drives for Results

The other major event was the birth of my children. When my oldest child experienced reading difficulties, a whole new path opened up for me because I wanted to provide him and other children like him with the kind of help that was not available at the time. So my career is unusual because of its mixture of business and education experience. I spent the first third of my career in the traditional corporate world and the second two-thirds in the education world, where there is far less gender discrimination than in many other industries.

During the early part of my career, I wanted a finance leadership position. I attended Harvard Business School directly after completing my undergraduate liberal arts degree; this was in the thirteenth year women were admitted, when we made up only 11 percent of the students. Although I was the youngest woman in my section and felt completely unprepared, my discipline and determination got me through. After graduation I did not follow the well-worn path to a job in investment banking or consulting, but instead elected to pursue operating experience in a large corporation.

Two memories stand out from the years I spent in the corporate world. In my first job, I was transferred to an oilfield operating division in Houston after a year at headquarters. One day, as I was attending an important meeting in place of my boss, the general manager belted out a string of profanities. When he noticed me, he excused his language by telling the others that I was a “good ole girl.” I guess I was supposed to feel included and accepted, but I just felt different. A few years later, after moving back to Chicago to get away from the oilfield business, I took a position in the treasury department of another Fortune 500 company. I worked long hours together with my immediate boss, also a woman, to complete a major

financing. However we were both excluded from the closing celebration lunch because it was held at a private dining club where women were not allowed.

But probably the most important turning point in my life took place when my oldest child struggled in learning to read in first grade. I'll never forget the evening when he looked at us and asked why he was in the top math group but the bottom reading group. That turn of events brought me to a career that is far more satisfying than my original path. Our son is now twenty-six years old and is just finishing his master's degree in architecture—not bad for a kid who, according to the educational psychologist who tested him when he was six years old, would never attend college because of his severe dyslexia.

The anger I felt when that educational psychologist projected our son's lack of prospects propelled me into action. I began researching reading development and reading difficulties, and, in the process, I discovered my passionate feelings about children learning to read. I saw a huge need to bridge research and practice and to bring information and materials to teachers, not just for children who are dyslexic, but for all children who struggle with reading. Fast forward twenty years, and after completing a doctorate in education, volunteering to teach struggling readers, teaching thousands of teachers in workshops, I formed a company with my husband that is now in its ninth year.

Technical or Professional Expertise

Several of my business skills enabled me to bring something unique to the education field. My financial analysis skills helped me to look at student assessment data and see the patterns of errors. My presentation skills helped me figure out how to train teachers in complex concepts. Now my passion and profession are totally united, and I'm incredibly lucky to be able to spend every day doing something meaningful and where the difference we are making is evident.

When I was asked to identify my top five leadership competencies for this book, there was no doubt in my mind that high integrity and honesty was number one on the list. My Midwestern middle-class family background has served me well, and I believe that the authenticity of my passion for our mission is a defining differentiator. I believe in our tagline—that 95 percent or more of students reading at grade level is an achievable goal. I work alongside my husband, who joined me to manage the finance, technology, and legal departments so that I can focus on content and clients. I am very driven, willing to roll up my sleeves and do whatever is needed to get the job done and meet our goal—to provide better training for teachers and earlier intervention for struggling readers. I am a straight shooter who cares deeply about employees and family.

I love to write and have authored or co-authored seven books. Writing is a skill I learned after business school, and I have discovered that it is a specialty. I love to clarify technical information so that teachers can understand what the research means for their everyday practice so they can be more effective in the classroom. I feel fortunate that my business skills have helped me to run our organization successfully, but even more fortunate that I was able to leave the corporate world behind and embark on a life that I find more meaningful and fulfilling.

Susan L. Hall

Susan L. Hall earned her B.A. from Lawrence University, her M.B.A. from Harvard Business School, and her Ed.D. from National-Louis University. Her company, 95 Percent Group, works with hundreds of schools across the United States to improve reading achievement. She has developed

proprietary analytical tools to help teachers interpret student data. She is the co-author, with Louisa C. Moats, of three books, including *Straight Talk About Reading* and *Parenting a Struggling Reader*. Dr. Hall is author of four additional books, including *I've DIBEL'd, Now What?* and *Implementing Response to Intervention*. She was named by the U.S. Department of Education as a member of the Reading First Review Panel. She serves on several boards, including an appointment to the Dean's Leadership Council at the Harvard Graduate School of Education. She is a frequent speaker and lecturer (www.95percentgroup.com).

Eileen Lento

K-12 Strategist, Intel Corporation

"If particular care is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice, no representation."

ABIGAIL ADAMS

From the Military to High Tech

My career trajectory has taken me through three fields dominated by men—the military, academia, and the high-tech industry. I spent twenty years in the U.S. Air Force, and when I look back on that time, my emotions are mixed. The Air Force provided me, as an officer, with rich resources and opportunities and cultivated my management and leadership skills, instilling in me a deep sense of accountability, discipline, and meritocracy that has proven highly valuable throughout my career.

However, access to certain limited and coveted opportunities, such as a slot in flight training or advanced in-residence leadership training, was limited for me and for other women. Historically, the highest leadership roles in the Air Force were held by aviators who were combat-cleared, and since women were not permitted in combat career fields, this factor alone significantly inhibited our ability to move up the chain of command. Only a few flying slots were available to us, so the competition was intense, and the women who did earn a slot were extremely qualified.

In the late 1970s and early 1980s, restrictions were eased, first when women were allowed into flight school for non-combat roles and then much later for all aircraft, including fighters. Our access to opportunity increased slightly, but our completion and advancement rates remained significantly below those of men.

My Top Five Leadership Competencies

- Drives for results
 - Technical or professional expertise
 - Solves problems and analyzes issues
 - Communicates powerfully and prolifically
 - Collaboration and teamwork
-
-

Additional duties are an important factor in military career advancement, and during my time in the Air Force women were typically assigned duties such as esprit-de-corps or social officer, while men were assigned the meatier duties that prepared them for career advancement. Even more distressing is the pattern of sexual assaults that has plagued the military. I personally saw inappropriate behavior go unchecked or covered up by senior male officers, and I am relieved that Senator Gillibrand is proactively drawing attention to the dominance of male voices in military decision making and the resulting gaps in justice.

The Air Force certainly taught me many valuable lessons. I learned to understand formal as well as informal power structures, recognize that an understanding of the culture and the rules of engagement is empowering. I learned to seek out male and female mentors, and realized that people who get stuff done are always valued, and develop strategies to increase visibility, for example, look for additional duties that provided the right kind of networks for advancement.

Collaboration and Teamwork

Although the situation has improved for women in the military, and today we can point to some inspiring examples of women who rose to the top, I believe it will take a critical mass of support, both in the military and in society as a whole, to meaningfully influence the dominant culture so that the military will turn the proverbial corner and begin to embrace real women as real leaders.

After the Air Force, I went to work in academia for ten years and then for a small, privately held, education technology company, and I had children in between. Then I joined Intel, where the strong, well-articulated, institutional culture felt comfortable, a bit like coming home, reminiscent of my time in the Air Force. One expression of the solid culture established by Intel's founders is that the company gives each employee a badge that specifies Intel's six values, with explicit indicators for each value. Another is that the writings of Andy Grove have significantly influenced me, in how I manage my career as well as in how I lead and manage others. In particular, I have been inspired by Andy's belief that "the output of a manager is the combined output of [her] subordinates."

However, although Intel has mindfully approached the issue of increasing the number of women in senior positions, the conceptions of leadership, from where I sit, remain predominantly masculine. Success, in terms of moving up in the company, requires that employees fit into the prevailing norms, even though much progress has

been made and today the president, chief marketing officer, and chief information officer are all women.

The prevailing norms include business drivers, company values, and cultural expectations, and they drive the way Intel employees approach their work, interact with each other, and inform the culture. This culture in turn impacts work practices, how achievement and success are perceived and measured, and the expectation of how many hours employees must work and the experience they must accrue in order to progress in their careers and become leaders.

Drives for Results

Women working to advance their careers still face many cultural challenges at Intel. The results-oriented culture favors and rewards assertive, confident, and ambitious behavior, strategic relationship building with mentors, and political skills, rather than the collaboration and community building at which women excel. The culture officially acknowledges that collaboration is key to success, although in practice this effort is still a work in progress. There is a 24/7 work ethic, and hours worked are a de facto indicator of commitment. With each work day book-ended by early and late meetings, the implied expectation is that successful employees will put work before family.

During my first eight years at Intel, we had one CEO, but recently a new CEO has ascended from the ranks, and a woman has been appointed president. Change is in the air, and I am learning and adapting. Over the years, I have had the great good fortune to meet several wise and generous mentors who have come in and out of my career journey and influenced my path, and I still believe in Andy Grove's words on good management. Undoubtedly, hard work matters.

However, although many recent research studies show a strong positive correlation between a critical mass of women leaders and outstanding business performance, the message of those studies is

only just starting to get through. Clearly, the price of ignoring gender diversity is high—as measured by lost potential, lost opportunity, and lost credibility—but in my experience, cultural norms underpin and drive the persistent tendency to ignore the potential of women. As the old saying goes, “it all depends on where you’re sitting when you look.”

My thinking about the condition of women in a man’s world has become more mature and nuanced over time. And I am optimistic that with more women, not just at the top of organizations but at every level, organizational culture will shift to a broader view of leadership that will tangibly reward the important skills of women and lead to better business results. As companies increasingly recognize that women contribute to success, my hope is that that the tide will continue to turn.

Eileen Lento

Dr. Eileen Lento holds a B.S. from the University of Massachusetts, Amherst, along with an M.S. and Ph.D. from Northwestern University, Evanston, Illinois. She served twenty years as an officer in the U.S. Air Force and retired as a Major. She then taught and conducted research at Northwestern throughout the 1990s. Next, she served as the chief education officer at PASCO Scientific; then joined Intel in 2005. Eileen is currently the world wide director of marketing and advocacy for Intel Education. She designed Intel’s K-12 Computing Blueprint and has served on a number of boards, including the International Society for Technology in Education (ISTE), the Software and Information Industry Association (SIIA), iEarn, and the One-to-One Institute. She also served as host for the annual Intel Education Visionary Conference.

Marguerite Kondracke

Former President and CEO, America's Promise Alliance

“Hope begins in the dark, the stubborn hope that if you just show up and try to do the right thing, the dawn will come. You wait and watch and work; you don’t give up.”

—ANNE LAMOTT

Good and Bad Luck on the Road to Leadership

I was impatient with the status quo and the injustice in the world I grew up in, the segregated South. But dissatisfaction with the status quo is often a catalyst for leadership, and so it was with me. My life has been shaped by luck—good and bad—and the ability to see opportunity where others saw obstacles. Luck played an important part in my career, but so did my initiative, my willingness to take risks, and my efforts to make a difference.

I was a restless little girl, never quite fitting in. I begged to quit ballet lessons, and I would rather play office than house. Instead of playing in the backyard, I wanted to ride the bus home with our black housekeeper, fascinated by her neighborhood. My mother allowed this without telling my father, who would not have approved. My parents, both alcoholics, divorced when I was still in school—one of the first times I experienced bad luck. But I was lucky that they sent me away to a summer camp where I could escape the tension at home. I was homesick, but I developed a sense of self-reliance that would serve me well for the rest of my life. Later, when I learned that leadership can be lonely and anxiety-ridden, self-reliance and inner peace came in handy.

My Top Five Leadership Competencies

- Displays high integrity and honesty
- Drives for results

- Inspires and motivates others
 - Collaboration and teamwork
 - Communicates powerfully and prolifically
-

My grandmother did not share my concern about racial injustice, but she did make it possible for me to go to a terrific girls' school where all the leaders were girls—more good luck. I thrived in various leadership roles and found that inspiring others to rally for a common cause was exciting. I went to Duke, then still very much a Southern university, but I discovered that quite a few other Southern girls were ready for change. We devoured the writings of Betty Friedan and Gloria Steinem, and I became a charter subscriber to *Ms.* and *Mother Jones*. We protested the Viet Nam war, and we cared deeply about the burgeoning civil rights movement.

In 1968, I went to Memphis to join the striking sanitation workers who were gathering to hear Dr. Martin Luther King, Jr., speak. History changed that day, for our country and for me. After Dr. King was shot, we were rounded up by the police, who were joined by the National Guard, and held in a vacant lot behind a chain-link fence at gunpoint. I was scared to death, and I learned what it means to be a victim of prejudice and at the mercy of others. From that day on, I dedicated myself to working for the vulnerable and disenfranchised. I wanted big ideas, big change, and meaningful disruption—I knew we had to change the system if we expected change to last.

Champions Change

After college, I married, but I wanted a career. I had studied computer science in college, and I tried to get into the IBM management training program. But I was rejected because I was married, and the assumption was I would soon quit to have children—more bad luck. I ended up working for a small data processing service and experienced the excitement of entrepreneurship—good luck again.

While I was putting my husband through medical school, I volunteered at an inner city maternal and child health clinic and was dismayed to see how many children were born into desperate situations. Later, I co-founded a Planned Parenthood affiliate, believing that young women should be able to plan their families and that every child deserves to be born wanted and loved.

Then my husband left me for a nurse. But this bad luck became an opportunity instead of a defeat. As a single mom, I had to focus on my career, and the real adventures began. I went to work for the state government in Tennessee, managing the family planning program. At that time, there were great opportunities for talented women in government because most of the talented men were in the private sector.

In Appalachian health clinics, I saw abject poverty and children with little or no future, and soon I designed a four-year statewide Healthy Children Initiative, led by the First Lady, Honey Alexander. We set stretch goals—prenatal care for every mom, a medical home for every child, better childcare, and before- and after-school programs in every district. We were successful beyond anyone's dreams, and so began a lifelong friendship with Honey and Lamar Alexander. Later I was named to Governor Alexander's cabinet as the Commissioner of Human Services.

After he left office, I thought I would be reappointed by his successor, but I was not. That was bad luck—I needed a job, I was a single mom, and I was panicked. But good luck came back around when Governor Alexander suggested we start a company together based on providing quality childcare for working mothers. I knew that the best businesses are built around unmet needs, and I had already experienced the excitement of entrepreneurial enterprises. This opportunity changed my life.

I relied on the advice of my mentors, read business books, developed a strategic plan and budget, and set stretch goals that still boggle my mind. I have never worked harder nor felt a greater sense

of reward. The most important elements of our success were commitment to our vision, the support of key mentors, belief in the importance of our work, and attention to execution. We set out to invent a concept—employer-sponsored childcare—and to be the highest quality childcare provider in the country. And we did it.

After going public, we merged with our best competitor to build an even more successful company. I believe that being a woman helped me manage this courtship and successful merger of equals, because women have unique relationship skills and are more willing to set aside ego and focus on what's best for the enterprise. Today, the merger is listed on the NYSE with a market cap of almost \$3 billion. The bad luck of being a single mom inspired the good luck of starting a company to fill an unmet need for better childcare for working moms.

Then a group of private equity investors asked me to lead a “roll up,” acquiring small businesses to create a larger company. More good luck, but the bad luck was that we started this effort during a major national recession. Although I worked tirelessly, I learned that failure is sometimes inevitable. I told my investors that we needed to pull the plug and sell off the assets before we had gone too deep into their equity commitment. I can at least say that those investors remain friends and colleagues today.

Collaboration and Teamwork

I stepped away from that tough situation into another when I was recruited to run a “turnaround.” I ran head on into a group of bully investors, who I'm sure would have treated me very differently had I been a man. I believed in stretch goals and results, but this was mission impossible. After two rounds of bad luck, another great piece of good fortune came my way. Lamar Alexander was elected to the U.S. Senate and asked me to join his staff in Washington. I was now a widow and an empty nester, so I agreed.

Setting goals and driving for results are not always compatible with life in the U.S. Senate, and I was often frustrated and not as effective as I wanted to be. But I worked with Senator Alexander to strengthen the quality of Head Start programs, improve the prospects for foster children, highlight the needs of military children, save the AmeriCorps program, and champion the beginnings of education reform. I was impatient with the pace of change and thought I was unlucky to have landed in Washington, D.C., but good luck was just around the corner again.

I was asked to be a candidate for CEO of America's Promise, the youth advocacy organization founded by Colin and Alma Powell. Everything in my life had prepared me for this opportunity. America's Promise needed new crispness and focus, metrics, the discipline that comes with private sector experience, and the ability to motivate other groups to work together. Most exciting for me was the opportunity to become a champion of at-risk young people.

Colin and Alma Powell became mentors and friends and inspired me to make the organization a leading voice for vulnerable children. I persuaded the presidents of 400 national organizations to join our alliance, and we found common purpose by focusing on the just-being-discovered high school dropout crisis. We created a big tent for shared work by partner organizations such as the U.S. Chamber of Commerce, the United Way, the National League of Cities, the Boys and Girls Clubs, La Raza, National Governors' Association, AFTA, and NEA. I am proud to say that America's graduation rate is now rising, and almost two-thirds of the states are on track to achieve a 90 percent graduation rate within our ten-year target.

Now in my retirement years, I'm still working to improve the prospects of at-risk children as a board member and advisor in the private and non-profit sectors. When I mentor young women, I always remind them that bad luck is inevitable but can open up new paths and leadership opportunities. Working through and with others has created my greatest successes, a quiet source of pride.

To me, “servant leadership” best describes the management style of most women leaders, a style that can make all the difference.

Marguerite Kondracke

Marguerite Kondracke earned a B.A. degree in computer science from Duke University, where she also served for eight years as a trustee. During her forty-year career, she has been both an entrepreneur and a public servant. She co-founded and was CEO of Bright Horizons Family Solutions and served in the cabinet of Tennessee Governor Lamar Alexander as commissioner of human services and as staff director of the Senate Subcommittee for Children and Families. As the president and CEO of America’s Promise Alliance, she led a ten-year campaign, Grad Nation, to end the high-school dropout crisis. She was named by President Obama to the board of the Corporation for National and Community Service and today serves as an advisor and board member for several organizations seeking to make a difference for children and families.

4 Displays High Integrity and Honesty

“Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.”

—Oprah Winfrey

The Zenger and Folkman competency with the second-highest difference between women and men is *Displays High Integrity and Honesty*. This chapter discusses how our Real Women demonstrate this competency and how they have shown integrity, honesty, and trustworthiness in their decisions and lives, leading to their current successes. Our Real Women describe real-life examples of occasions in which it was hard to stay true to their values, but through integrity and persistence they overcame these challenges and developed into the leaders they are today.

We all know what it means to tell the truth. Integrity and honesty, however, can be somewhat more complex, especially in the workplace. The competency of displaying high integrity and honesty is defined as having strong moral principles, uprightness, and fairness. In leadership this manifests itself through consistency between words and actions.

Through integrity and honesty, leaders are able to create a culture of trust, which in turn leads to successful teams and organizations.

To display these characteristics, one must be willing to stay true to what he or she believes in and stand up for it, even if presented with opposition. How do we know whether someone is trustworthy and has integrity? Trustworthiness is thought to have four major qualities: integrity, honesty, promise-keeping, and loyalty. Integrity, involves personal convictions, stated values, operational values, and ethical principles.¹

Leading with integrity and honesty is often portrayed as one of the most desirable skills in a leader, and is seen as the top essential trait for women leaders.² It has long been demonstrated as one of the most important leadership characteristics—one that differs between those who lead and those who don't. While women tend to have an advantage in this sphere, with a natural inclination to be more value-driven, there is also a warning against self-righteousness, which can lead to loss of respect as a leader.³ Honesty and integrity seem like such obvious traits, so why is it sometimes so hard to achieve in the workplace? Staying true to your values when everyone else is opposed to your point of view is not easy, especially if you are new to your role or perhaps in the minority. However, as research shows, this is one of the most important competencies to master, and worth standing your ground for.

Demonstrating what can be achieved with the competencies of high integrity and honesty are the Real Women, who share that even in the most challenging of circumstances they have maintained fidelity to their beliefs, and this, in turn, has positively affected their careers. This can be seen clearly in the non-profit world, which often requires difficult and challenging decisions, and often means questioning judgment and values in the face of opportunities or

¹<http://josephsoninstitute.org/business/blog/2011/01/trustworthiness-and-integrity-what-it-takes-and-why-it%E2%80%99s-so-hard/>

²www.turknett.com/wp-content/uploads/2013/07/WorldWIT7_05TenEssentialTraits.pdf

³www.turknett.com/wp-content/uploads/2013/07/WorldWIT7_05TenEssentialTraits.pdf

resources. We hear from Susan Stroud, executive director of Innovations in Civic Participation, who begins her essay with the discussion of Nelson Mandela—a person of extraordinary integrity. Stroud also discusses how trustworthiness leads to integrity as she tells us of her journey as a young woman in a position of high power at Brown University, in charge of creating a national coalition of university presidents. Stroud talks about how others trusted in her and the importance of empowering the young people around her to develop their leadership skills and integrity.

High integrity often translates to high achievement, and while this can be true, Natasha Porter, vice president of Leadership Ambassador Programs at People to People, talks about how you do not need to have all of the answers to succeed. You should trust your gut; you will make mistakes, but the most important part is to keep your integrity and audacity. Jennifer Corriero, executive director of TakingITGlobal, continues to develop this theme by example. As a nineteen-year-old founder, integrity and honesty were crucial tools for her.

High integrity and honesty are vital skill sets for women leaders not only in the non-profit world. This is starkly shown through Darline Robles' journey of becoming the first woman, and first woman of color, superintendent of three educational agencies. When faced with the challenging position of superintendent in the Montebello Unified School District, Robles faced a choice and describes how staying true to her principles and speaking up, even when it was hard, allowed her to make the right decisions. A mentor once advised her, "*The only thing a superintendent has is his or her integrity,*" and this line has clearly guided Robles throughout her career.

How do we take the lessons learned by these Real Women and apply them in our own lives? Perhaps one of the more difficult and challenging competencies to display, it can be helpful to have some principles to guide our behavior as we strive to lead. Business Coaching Worldwide suggests five characteristics that demonstrate integrity, with some suggestions of how to improve and achieve these behaviors.

1. Behave honestly and practice ethical behavior in your interactions.
 - ♦ Be consistent and clear about your ethical standards.
 - ♦ Speak up, even when it is hard or risky to do so.
2. Ensure the highest standards for ethical behavior are practiced throughout your organization.
 - ♦ If you have concerns about ethical behavior at work, raise and review them with your staff and management.
 - ♦ Give open, honest feedback to your co-workers.
3. Avoid political and self-serving behavior.
 - ♦ Be a team player.
 - ♦ Share recognition, and don't accept undue credit.
4. Courageously stand up for what you believe in.
 - ♦ Work to gain support and cooperation from key people in your organization.
 - ♦ Encourage and support others to speak up and voice their opinions and viewpoints.
5. Be a role model for living your organization's values.
 - ♦ Walk the talk! Live the example of what you would like your employees to be.
 - ♦ Acknowledge the unique knowledge and talents of others.⁴

As you will see from the Real Women's essays, developing these competencies does not happen immediately. It takes time, practice, dedication, and motivation. Starting to incorporate small actions, such as those mentioned above, each day will improve your leadership, the leadership of others, and ultimately drive your organization to high integrity.⁵

⁴www.wabccoaches.com/bcw/2008_v4_i2/coaching-great-leaders.html

⁵www.icicp.org/

Susan E. Stroud

Executive Director, Innovations in Civic Participation

*“We never know how high we are
Till we are called on to rise:
And then, if we are true to plan,
Our statures touch the skies.”*

—EMILY DICKINSON

Making the World a Better Place

The recent passing of Nelson Mandela has provided people around the world with an opportunity to reflect on the characteristics of his extraordinary leadership. Mandela set himself apart through his courage, extraordinary integrity, discipline, determination, high expectations, and ability to inspire others to pursue social justice—along with his humor and his famous concern for the personal lives of others. Mandela provides a role model for men and women across the globe who aspire to make the world a better place.

Like many leaders, I had strong role models in my family, especially my mother. She married a career army officer and moved her four children every two years to a different part of the country or the world. As a child, I thought this was a normal life for women—setting up a new household every two years, enrolling four children in new schools, meeting new people, and volunteering wherever we lived. Later in life I realized that leadership requires the qualities demonstrated by my mother—adaptability, resilience, and stamina.

My Top Five Leadership Competencies

- Displays high integrity and honesty
- Drives for results

(continued)

- Develops others
 - Builds relationships
 - Innovates
-

I was also extremely fortunate to have good teachers, especially in high school, who had high expectations for intellectual performance and personal behavior. No one who had Ms. Keene for English could fail to enjoy lively discussions and wrestling with ideas. “No sloppy thinking in my class” was her continual refrain. Like others who have worked with young people, she knew that it’s all about high expectations and helping people to achieve beyond what they think they are capable of. So many great teachers are women to whom fall the job of creating high expectations for children and young people.

After graduate school and a five-year teaching job in a low-income community to pay off my student loans, I landed a job at Brown University, running a program that helped students at eight New England colleges take time off to gain work experience that would help guide their academic decisions. I met extraordinary leaders during my fifteen years at Brown who were extremely important to my professional development.

In the 1980s, higher education was led by a generation of public-spirited college presidents for whom John Gardner was a hero and role model. They were definitely of the Kennedy generation, drawn to public service, and believers that public service should be a key goal of higher education. Presidents like Howard Swearer, Frank Newman, Don Kennedy, and Tom Ehrlich fought back against the prevailing mantra from President Reagan that “doing well is doing good.”

All these leaders had worked in government and had led universities. They were public intellectuals and believed that tackling large local, national, and global issues was part of their job descriptions. Together with other university presidents, their goal was to bring about a sea change in higher education, emphasizing that the

ultimate purpose of education is to improve the public good, and not for private gain.

I worked closely with these four men, and I was also fortunate to work with many extraordinary women leaders in higher education like Adele Simmons, Johnnetta Cole, Margaret McKenna, and Judith Ramaley, all of whom transformed the universities they led and lent their voices to highlight the need for public service. These leaders, women and men, challenged the prevailing norms, always maintained an orientation to service, and understood the importance of building relationships and networks to accomplish goals.

At Brown I was tasked with creating the Center for Public Service and the Campus Compact, a national coalition of university presidents with a commitment to public service that has now expanded to include 1,100 universities across the United States. I was young and inexperienced, but President Swearer and others trusted me, and their expectations motivated me to accomplish what was needed. I have always tried to invest the same level of trust in the talented and hardworking young people I have been fortunate to work with.

Innovates

My work at Brown included advocating for a national service program that would engage young people in working in low-income communities in the United States while assisting them with the cost of higher education. In President Bill Clinton's 1992 presidential campaign, he became increasingly committed to establishing this kind of national service program. After he was elected, Eli Segal was appointed to head the Office of National Service in the White House, and I was asked to join a small team at the White House to design the program and push the legislation through Congress in record time. President Clinton took office in January 1993, and the AmeriCorps legislation was signed into law in September of the same year. Launched in

1994, AmeriCorps is a national service program in the tradition of the Civilian Conservation Corps, the Peace Corps, and VISTA.

Eli was a Pied Piper leader for whom all of us would have walked on nails. His total commitment to getting the job done was inspiring, and he made everyone on the team feel that he or she was making a critical contribution. Shirley Sagawa made it all happen. Mrs. Clinton's domestic policy advisor and Senator Ted Kennedy's point person on the first national service bill in the Bush Administration, Shirley was loaned to our office by the First Lady, herself a very strong advocate for national service. Shirley was one of the authors of the national service legislation and became the COO of the Corporation for National Service after the legislation was passed. Without her leadership, I really believe we would not have an AmeriCorps program.

The first 20,000 AmeriCorps members hit the streets in 1994. Today there are approximately 80,000 AmeriCorps members annually and waiting lists of many more thousands. From the beginning, some of the strongest programs were developed by women leaders. Dorothy Stoneman created YouthBuild, Wendy Kopp created Teach for America, Vanessa Kirsch created Public Allies, and many other women created non-profit organizations that have provided thousands of opportunities for young people from a wide range of backgrounds to grow personally and professionally through serving others. Women continue to provide leadership in the service field, both in the United States and overseas. Their leadership is characterized by creativity, risk taking, and teamwork in order to accomplish goals that are larger than their own interests.

The legislation that created AmeriCorps also created a new federal agency to administer AmeriCorps and two other programs—Senior Corps, which enlists 500,000 older people in service each year, and Learn and Serve America, which supported schools, universities, and youth-serving community organizations to develop high-quality service-learning programs. I was the first director of Learn and Serve America and also helped develop partnerships between AmeriCorps and other federal agencies.

I now direct a non-profit organization called Innovations in Civic Participation (ICP), which I founded in 2001 to work on national youth service programs and policies and youth civic engagement in educational and community settings around the world. ICP was made possible by multi-year funding from the Ford Foundation, where I worked for several years on youth civic engagement overseas after leaving the Clinton Administration. ICP also serves as the Secretariat for the International Association for National Youth Service (IANYS). Currently, we are working with universities in Pakistan, Japan, and the Arab world, examining the links between national youth service programs and employability in sub-Saharan Africa and scaling up a summer youth service program for low-income middle school students in the United States.

Builds Relationships

Although the projects are varied, the common thread is our commitment to giving young people the opportunity to make a positive difference in their communities. We are more convinced each year that young people all over the world are eager to tackle the social, political, and environmental issues they see in their communities, but often lack the opportunity to address.

In 2005, I co-founded the Talloires Network, an international version of the Campus Compact, which now includes more than 300 universities in more than seventy countries. Here I benefited from the examples of exceptional women leaders in higher education around the world, such as Brenda Gourley and Monica Jimenez de la Gara, who led universities in South Africa and Chile with nerves of steel during difficult and dangerous political times. Bravery and decisiveness are the qualities of leadership I admire most in these extraordinary women.

Vision, charisma, and the ability to motivate others are often mentioned as strong leadership characteristics of both men and women. I am not certain that the leadership styles of men and women

differ radically, but I believe that some characteristics are more commonly found in women. These include character, resilience, care for others, the ability to listen and observe body language, communication skills that build knowledge and trust, and a focus on developing the capacity and leadership abilities of others.

I am fortunate to have worked with exemplary leaders throughout my career, and I have tried to be conscious of nurturing the leadership potential of many young women, adhering to the motto, “Each One Teach One.” The world needs strong leadership if we have any hope of achieving social justice, and each of us must do his or her part.

Susan Stroud

Susan Stroud earned a B.A. degree in English from Duke University and an M.A. in Modern English and American Literature from Leicester University in the UK. She served at Brown University as assistant to the president and founding director of the Swearer Center for Public Service and Campus Compact, as the senior advisor to the director of the White House Office of National Service during the Clinton Administration, and as senior advisor to the CEO of the Corporation for National Service and director of Learn and Serve America and the Office of Federal Partnerships. She later joined the Ford Foundation to lead an initiative to support youth civic engagement overseas. She co-founded the Talloires Network, a global coalition of universities committed to education for civic engagement, and she is the founder and executive director of Innovations in Civic Participation, which supports the development of national youth service programs and civic engagement (www.icicp.org/).

Natasha Porter***Vice President of Leadership Ambassador Programs,
People to People Ambassador Programs***

“People are uncertain because they don’t have the self-confidence to make decisions.”

—JULIA CHILD

Leadership Journey

When I reflected on my personal leadership journey for this book, I realized that I don’t remember ever not being a leader. I grew up in Ukraine when it was still a part of the Soviet Union, and I was a leader in the Young Pioneers club—similar to the Girl Scouts, Boy Scouts, and student councils combined. But even before that, I was always trying to organize the kids in my class to do something.

One day I thought our school playground looked worn out, and I got the other first-graders to ask their parents to donate unused paint so that we could paint it. We showed up with an array of paint supplies—evidently a little too much initiative for my teacher, and I was disciplined for not asking permission. I learned an important leadership lesson that day—pre-sell your idea to your stakeholders and have your boss’s backing before commandeering resources that don’t belong to you. We weren’t allowed to paint the school playground, but we used the supplies to paint the playground near our apartment complex. Later the facilities manager said he couldn’t allow small children like us to paint the playground but then added with a wink, “It looks nice—good thing you didn’t ask.” Another important lesson—sometimes it’s better to ask for forgiveness than permission. I think that my willingness to take the initiative is the single most important trait that has defined my leadership experience.

Takes Initiative

Fortunately, most of the time when I stuck my neck out, I had great support from my teachers and mentors. I went to a different school for second grade, and my new teacher thought my desire to organize the kids was something to encourage. She asked me to help with the first-graders in the after-school program, and so I had my first job as a teaching assistant. I went on to become school president and president of the student council for the city's middle schools by the time I finished sixth grade.

My Top Five Leadership Competencies

- Takes initiative
 - Drive for results
 - Practice self-development
 - Build relationships
 - Develop others
-
-

In my first real job, as a faculty member at Kokshetau Teacher Training University in Kazakhstan, I was fortunate to have great mentors who all happened to be women. I was teaching students just a year or two younger than I was. In the beginning, I needed all the confidence I could muster to face my students, but with lots of encouragement from my mentors I quickly thrived. To this day, I think of it as one of the most rewarding jobs I've ever had. My student group consisted of ten young women, to whom I taught English, linguistics, and English literature. We spent hours together every day, and it was incredibly rewarding to see these young women, self-conscious at first, blossom into capable, confident, and eloquent young women—and to know that I played a small part in that.

Another mentor of mine was a professor in my MBA program, who was also the director of global operations at a U.S. telecommunications company looking to expand its operations in

Europe, who hired me to lead that effort. I found a contract manufacturer in Poland, and within three months we were manufacturing our products in Europe. We put together a plan to acquire this company, but my manager soon left to start his own business. After my initial panic at the idea of doing it alone, I partnered with our CFO to finish the acquisition, and I went on to manage the integration of the newly acquired company, which involved me leading a team of senior managers who worked on this project with me. I was only twenty-five and with no real business experience, let alone in the international arena. But I had confidence in spades, I was a fast learner, and I was so passionate about the project that people wanted to help. Since then, I have not been afraid of big challenges—I thrive on them. I think these early work experiences that tested and stretched me built the confidence that has helped me succeed in business as a woman.

Through this experience, I also learned that in business, as in life, you don't have to have all the answers. It's more important to have audacity, conviction in your vision, and a rough plan of how to get there. Certainly, solid analysis and preparation are important. Use data to guide you 80 percent of the way, but be prepared to trust the remaining 20 percent to your gut—and then act. Some managers analyze important decisions ad nauseam and don't act because they are afraid of making a mistake, or because they don't have complete control over the outcome—a real killer of morale and innovation. In contrast, effective leaders believe in themselves and their teams and allow their people to plot the course to the goal. Many successful women leaders I admire have an amazing ability to make sound decisions intuitively, and they choose action over politics.

Drives for Results

I also firmly believe that one of the strengths a leader can have is emotional intelligence (EQ)—the ability to understand and manage emotion in positive ways in order to communicate effectively through

stress, defuse conflict, and build relationships. This self-awareness and awareness of others are all critical workplace skills, important for everyone, and highly developed in women. They build high-performance teams and create an environment in which people like to work, and therefore perform at their best.

In contrast to EQ, a high level of emotionality—being readily affected by one’s emotions—can be detrimental to a woman’s chances of advancement. I’m not talking about crying at work, because everyone can have a bad day once in a while. But mood swings that affect others—or breakdowns at every setback or criticism—don’t work. An even temperament and the ability to keep cool under pressure send a clear message about who can be trusted to lead in tough situations. Women who have mastered it are good at managing through crises and are called upon when there are opportunities for advancement.

Another leadership quality that my colleagues have pointed out in me and I’ve seen in other women leaders is the ability to operate on both the strategic and the tactical level. Women are often able to see things more holistically than men and can quickly translate the vision into a tangible plan, provide clear direction to teams, and remove complexity. However, this skill can also have a downside. I sometimes find it difficult to distance myself from operations and remain at the strategic level where I can have the most impact, so I have to be mindful about balancing the two.

The other challenge for me, as for many women in business, is balancing work and personal life. I travel a lot, and I work long hours by most people’s standards. Although I often tell myself that I need to do a better job at the elusive work-life balance, in reality, I’m not wired that way. I take pride in what I do, and I enjoy a challenge. I like to be accessible for my team, and I have to have time to think and strategize, which I do best when the office quiets down, and that can mean long hours. Over the years, I’ve learned to carve out the time to think and to know when it’s time to recharge.

I am also blessed to have a husband who understands and supports me 100 percent. He has the same work ethics, and that’s partly

what brought us together. We both work hard but make time to enjoy life—whether enjoying the beautiful outdoors at home, traveling abroad, or spending time with our two granddaughters, whom we adore. I most certainly would not be where I am today without him. I'm not talking just about my career or financial rewards, but how fulfilled I feel in my life. In my book, that's the true measure of success.

Natasha Porter

Natasha Porter graduated from Kokshetau University in Kazakhstan in 1994 with a bachelor's degree in teaching English as a second language and a master's degree in international management from Whitworth University in Spokane, Washington, in 1998. In her eighteen-year career, Natasha has been responsible for the development of new business and partnerships in Europe and Asia, and most recently expanding People to People Ambassador Programs' global partner network in Asia and Latin America. As the vice president of leadership ambassador programs, she is responsible for product development, marketing, student recruitment, teacher relations, and delivery of educational travel programs designed to educate and prepare youth from across the United States and around the world to be global-ready leaders.

Jennifer Corriero

Executive Director, TakingITGlobal

"We don't accomplish anything in this world alone, and whatever happens is the result of the whole tapestry of one's life and all the weaving of individual threads from one to another that create something."

—SANDRA DAY O'CONNOR

Mentoring by Others and for Others

My first mentors were my parents. They modeled confidence, diplomacy, and a sense of fairness right from the start. When my kindergarten teacher complained to my mother that I was bossy because I organized games in the schoolyard, my mother praised me for my leadership. She confronted a double standard and created a teachable moment to affirm who I was. I am my mother's daughter—full of ideas and enthusiasm and ready to lead.

Similarly, my father has always modeled fairness toward everyone, regardless of gender. He believes women can have a professional life and a family along with personal health and wellness. My self-confidence and determination are rooted in the faith my parents have always had in me—a privilege I am increasingly grateful for—and in my experience as a mentor and role model for my sister and brother.

My Top Five Leadership Competencies

- Takes initiative
 - Practices self-development
 - Displays high integrity and honesty
 - Develops others
 - Inspires and motivates others
-
-

I co-founded TakingITGlobal in 1999, when I was nineteen years old. As TakingITGlobal has grown, I have had the opportunity to be mentored by many leaders, both men and women, from the corporate world and the world of NGOs and non-profits, and I have become a mentor myself and recently a mother. These experiences have led me to identify six different types of mentors who have played a role in my life over the years.

Practices Self-Development

Deep listeners are important mentors who have helped me think through the most daunting challenges and develop a more strategic view. Currently, Beverlee Rasmussen spends an hour with me each week as an executive business coach, helping me to “transform frustrations into systems,” as she puts it. As a deep listener, she can spot many things I might not have figured out on my own and generate new insights on future directions.

Enablers are another group of mentors who have played a huge role in my life, giving me access to resources as well as support and encouragement along the way. Kim Samuel enabled my participation in the World Economic Forum as a Young Global Leader and our work with the Youth Task Force. And Viviana Guzman, CFO of the American Management Centre, has given me and my team access to many professional development learning opportunities over the years.

Then there are the shining light mentors, who provide inspiration even though they may be in a very different line of work. Madame Jean, the former governor general of Canada, is a shining light for me. She included me in her state visit to Brazil to showcase the ways that our work contributes to strengthening civil society.

I have been fortunate to meet a number of mentors I call “mama CEOs,” many of them women leaders of non-profit organizations, who have taught me how to manage responsibilities at home and in the office. One example is Nancy Lublin at Do Something, who has given me tremendous insights and words of inspiration.

Collaborators from other organizations can also be wonderful mentors, offering many different opportunities to share and learn. Debra Kagan with the Pearson Foundation and Yvonne Thomas with Microsoft Corporate Citizenship and Public Affairs have both

provided me with thought leadership on the new social innovation programs that we have launched together.

Finally, there are the inner circle mentors. My conversations with close friends and family—as well as with my team of staff, interns, and alumni—focus on mutual support and helping each other become the best we can be. As we express our concerns and hopes, share major life experiences, and overcome challenges together, we weave a social fabric that brings beauty into my life every day.

Now I spend a lot of time mentoring our interns, many of them young women who are either still in school or recent graduates and looking to build their portfolio of experiences, and I am continually growing into each of the mentoring roles that have been so meaningful for me. I am always looking for ways to help young people contribute meaningfully, develop their skills, and recognize the power of their talents and goals.

Develops Others

I draw on my own experiences. One of the challenges I faced as a young woman and a new social entrepreneur was being taken seriously. For example, I once attended an important networking event where the first person who approached me thought I was a waitress. I was sometimes dismissed as “cute,” I had to learn to control my emotions when necessary, and I had to learn to ask for what I want.

Thanks to the example and input of my mentors, now I know how to communicate my message powerfully with conviction and delight. I confidently embrace my personal style while adapting to different environments. I know the difference between how I feel, what I think, why I have a point of view, and how I express it in a high pressure situation. I have learned that relationships are built on trust, that communication must be handled with care and kindness,

and that situations must be viewed from multiple perspectives. Today I'm not afraid to pitch my ideas, and I welcome the input and collaboration of others. These are all lessons I try to share with younger people.

I really turned to the mentors in my life when my son was born in 2012. The midwife and the mama CEOs, among others, taught me that I cannot expect to always have control over everything, that I need to make the best of things, and that I have to ask for what I need. The discussion in our society about balancing work and family often implies that these are two disconnected worlds, but I like to think of life as having multiple dimensions that provide strength through interconnection. I am a stronger mother because of the work I do in the world and because I am doing what I love, and I am stronger in the workplace because of my experiences with my family. Also, the contributions I make professionally will strengthen the future opportunities for my son and the other members of his generation.

I have been finding a path where parenting and work co-exist and complement each other, thanks in part to my first mentors, my parents, who let me know I did not have to choose between work and family. Today, I meet many other young parents who are doing the same. Because we support and learn from each other, we are collectively building a better workplace culture around gender, one that respects the richness of life within and beyond the workplace.

Jennifer Corriero

Jennifer Corriero earned a master's degree in environmental studies from York University in Toronto, where she now serves

(continued)

as an adjunct professor in the faculty of health. In 2005, she was named a Young Global Leader by the World Economic Forum and in 2007 one of Canada's Top 100 Most Powerful Women by the Women's Executive Network. She has developed youth engagement and technology-based education programs supported by many major foundations and presented at events in more than thirty countries, including the U.N. High Level Meeting on Youth, the World Urban Forum, and the International AIDS Conference. Jennifer is the co-founder and executive director of TakingITGlobal, a non-profit social network that empowers youth to act on the world's greatest challenges and create a more peaceful, inclusive, and sustainable world (www.tigweb.org/about/).

Darline P. Robles

***Professor of Clinical Education, Rossier School of Education,
University of Southern California***

"Don't compromise yourself. You're all you've got."

—JANIS JOPLIN

Initiative and Integrity as a Woman of Color

I was fortunate early on to be mentored by strong women—and men—in my family and among my friends and colleagues and to learn to persevere despite the barriers I encountered. In the process, I learned a lot about the lack of equity, although at a young age I did not know the word, but I did observe that people were treated differently based on income, color, family status, and gender. I grew up during a time of major social change—the civil rights movement and the women's rights movement—and my personal experiences during

this time gave me the strength to move forward. Two experiences in particular stand out.

My Top Five Leadership Competencies

- Displays high integrity and honesty
 - Drives for results
 - Builds relationships
 - Innovates
 - Solves problems and analyzes issues
-
-

I began my career as a middle school teacher in Montebello, California, not intending to become a leader but wanting to be the best teacher I could be. The principal at my school asked me to provide professional development to other teachers, and after word spread to the district office that I was an effective trainer, a district administrator, Dr. Mary Mend, asked me to join her team full time. When I was offered this leadership role, I faced unexpected barriers, but the barriers helped me learn the hard way that I needed to take the initiative to be in charge of my own career choices, especially when dealing with men in influential positions.

I was nervous, but I accepted Dr. Mend's offer. Because she needed to obtain a release from my principal to allow me to leave mid-year, we worked out a plan to find a good replacement for me and ensure a smooth transition with my help. A week later, the principal came to my classroom and told me he would not agree to release me, either that year or the following year. I was stunned. But this experience taught me that I would have to be in a leadership role in order to avoid being at the mercy of others in making my career choices. I have carried this lesson throughout my career and passed it on to many young women and men. Dr. Mend was eventually able to secure the transfer, and she became my mentor. I appreciated her

guidance as a woman leader in my field and learned many lessons from her—take the initiative and don't wait for someone to hand opportunities to you, and don't take no for an answer if you are looking for the best for yourself and your organization.

Subsequently, I faced many more obstacles in my career, but none like the one I encountered as the superintendent in the Montebello Unified School District. We were dealing with a severe financial crisis at the time, and we were on the verge of being taken over by the state. When the board of education gave me two specific goals—ensure the financial viability of the district and maintain the academic achievement of our students—I hired a new business manager and a new business team. With their support and the support of our management team, the unions, and the board of education, within eighteen months we were financially solid, but in the process we, unfortunately, had to cut over 30 percent of our staff and reduce many student programs.

Drives for Results

Three years later, we were starting to heal, and we began to reinstate positions and programs and rebuild positive relationships with our employee groups. I was busy hiring new principals and including different stakeholders in the selection process. The committees sent me lists of candidates, and I was setting appointments for the final interviews when I received a call from a board member who wanted to discuss the process. At the end of our conversation, I was shocked to hear that he and two other board members wanted me to offer a position to a certain candidate because they had made a promise to the candidate's father in exchange for his support during the election. I told the board member that this candidate had, in fact, placed last on each committee list.

I could not accept this directive. But before sharing the incident with my board of education, I called my mentor, Dr. Mend, since

I was a fairly new superintendent with only about three years of experience. Dr. Mend suggested I speak to another superintendent who had found himself in a similar situation, Dr. Ray Cortines, chancellor of New York City Schools. I will always be grateful to Ray for taking my call, and he was clearly indifferent to my gender in his desire to help me out. I did not know him personally, but his return call told me a lot about him. Ray always finds time to mentor and assist others. When I described the situation to him, he reassured me that the only thing a superintendent has is his or her integrity. I decided I could not continue to work for this board and began to look for another position. I eventually decided to leave a district that had been my professional home for more than twenty-five years and a community where I had grown up and raised my family.

Displays High Integrity and Honesty

But if I was going to make a change, I wanted a big change. I was fortunate that during this period I was approached by a search firm that had been hired by the Salt Lake City School District to recruit a new superintendent. I applied, met with the Salt Lake City Board of Education, and accepted the position. I was following my earlier lesson, not allowing others to dictate my professional choices and taking the initiative to move forward.

These two experiences have guided me throughout my career and to this day. It is important to have mentors for guidance through difficult situations, but everyone must take the initiative to take control of his or her professional growth, and integrity must always be at the forefront of decision making. For women and women of color, this may be particularly true, since historically men have tended to assume that their goals will always be more important than those of women. But when women and diversity are valued, we all benefit from the increased capacity and strength that accrues in our schools, our communities, and our country from the talents and contributions of

many. Very importantly, we inspire other women to become leaders. As John Quincy Adams said, “If your actions inspire others to dream more, learn more, do more, and become more; you are a leader.”

As an educational leader for more than thirty years, people often remind me that I was the first woman or the first woman of color to lead certain organizations. It always surprises me to learn that I can still be the first woman or the first woman of color to do anything, but that is the case. We women need to keep up the good work, so that women leaders and women leaders of color one day will no longer be an anomaly.

Darline P. Robles

Dr. Darline P. Robles holds a B.A. from California State University at Los Angeles, an M.A. from Claremont Graduate School, and a Ph.D. from the University of Southern California. She has served as district coordinator for bilingual education at the Montebello Unified School District and then as superintendent, as the first Latina superintendent of the Los Angeles County Office of Education, and as the superintendent of the Salt Lake City School District. In 2009 and 2011 she was named a Top 100 Influential Hispanic American, and she is a member of the President’s Commission on Educational Excellence for Hispanics. She is currently a professor of clinical education at the Rossier School of Education, University of Southern California, where she coordinates a new national hybrid master’s degree program in school leadership.

5 Builds Relationships

“You can take my factories, burn up my buildings, but give me my people and I’ll build the business right back again.”

—Henry Ford

Building relationships is a competency at which many of our Real Women, Real Leaders excel. An empathetic trait, the ability to build coalitions, strengthen ties, and foster mutual respect and understanding has served our leaders well. This chapter shows how the ability to connect with people across demarcation lines has been one of the most important aspects of authentic leadership for women in positions of power.

Building a strategic network within and outside of an organization is also referred to as “building social capital.” Women are strong in building supportive and strategic relationships. In a white paper on leadership by Shambaugh Leadership LLC, they state: “Think of a strategic network as a connected web of relationships versus a traditional organization chart. This web should be broad, deep, and diverse. This includes direct reports, peers, and executives in the organization, as well as people outside the organization who can give us the right advice and support our needs throughout our careers.”

These traits are often ascribed to female leaders, but their importance for all leaders is highlighted in research. Many individuals in positions of power tend to shy away from these critical behaviors, but building an emotional connection is the foundation upon which many of the other competencies rely, and they can be fostered through simple actions.

In a study by Caliper, a global consulting firm, women leaders had a more inclusive style of building relationships, problem solving, and decision making. Women leaders also were found to be more empathic and flexible, as well as stronger in interpersonal skills than their male counterparts. “These qualities combine to create a leadership style that is inclusive, open, consensus building, collaborative and collegial,” according to Herb Greenberg, president and chief executive officer of Caliper (*The Qualities That Distinguish Women Leaders*, 2005). Typical behaviors and skills that epitomize this characteristic include empathetic listening, friendliness, and mediation.

While these characteristics seem self-explanatory, they can be difficult to execute in real-world settings, with real-world personalities. Tina Mainar, a well-respected organizational blogger, outlines concrete, tangible steps that can be taken to not only build relationships, but create effective ones as well. Some of these tactics include:

- **Come with solutions.** Always try to share a few thoughtful, possible solutions when addressing problems with organizational staff.
- **Praise loudly.** Share credit for accomplishments and deadlines whenever possible, and continuously express gratitude for work done well.
- **But chastise softly.** Determine individuals involved in organizational problems and address them privately, with a goal of improvement; never blindsides individuals in public.
- **Be aware of your nonverbal communication.** Ensure that you are consistently addressing co-workers and staff with positivity, and try to avoid sarcasm.

- **Keep your commitments and help others find their greatness.**

Encourage a culture of respect and follow through with your example, and continuously empower your staff to be the best possible versions of themselves.¹

Through the examples in this chapter, we see how this erroneously labeled “feminine” characteristic has led to non-typical professional and personal success. Allison Ray, former coach of Canada’s Olympic Men’s Rowing Team, credits her entire career to building relationships with experts in her male-dominated industry who were able to help and guide her. Carol Waugh, an internationally renowned artist, saw firsthand how important relationships were when she had to quickly grow a professional network in order to succeed after being repeatedly ignored in her professional roles. Kimberley Brock-Brown, an executive chef, believes that she learned to become a true chef and manager when she made the active decision to accept mentors along her professional trajectory.

Building relationships was not seen as a feminine trait to these women, but building a coalition was viewed as a highly effective tool to develop skills, mindsets, and networks essential to professional success. Regardless of industry, these women have shown that building relationships is a critical characteristic of true leadership, perhaps even more important when considering a nontraditional path.

Allison Ray

Former Coach, Canadian Men’s Olympic Rowing Team

“Champions keep playing until they get it right.”

—BILLIE JEAN KING

¹<http://springboard.resourcefulhr.com/tips-for-creating-effective-relationships-in-the-workplace/>

Me and a Bunch of Men—Now What?!

Recently, to get a little exercise and meet people, I've started going to spin classes in my neighborhood. It's fun, and the person who leads the class is a dear friend of mine. She does everything so well—loud music, motivational sayings, a cool headset. And it occurred to me that this must be what people think I do. But the truth couldn't be more different.

In 2012, I coached the heavyweight men on the Canadian team at the Olympic Games in London. Instead of being on a platform with a headset and spandex, I was on a boat, in a parka, in the middle of a lake, for three practices a day, six days a week. I was working with two male coaches and up to twenty-five male athletes at every session. It wasn't really until after the Olympic Games that I realized I'm one of the few women to coach men at that level in rowing or any other sport. Even though it seems unremarkable to me, perhaps other women can learn some lessons from my experience.

My Top Five Leadership Competencies

- Takes initiative
 - Practices self-development
 - Inspires and motivates others
 - Builds relationships
 - Communicates powerfully and prolifically
-
-

The Canadian men's national team trains on Elk Lake in Victoria, B.C., where I coached for five years. I knew I wanted to coach the national team, but I had no idea the job would come with a boatload of testosterone, body hair, and egos. However, once I was in it, I loved it—the competition, the high performance environment, the leadership, the interpersonal dynamics, the massive personalities, the egos,

the politics, the traveling, the technology, and the endless personal development. So that's the first lesson I learned—to follow something you love.

When I started coaching in 1999 I was just looking to make a buck. I needed to make some extra money while I finished my degree. I had been a rower myself, and when I gave up rowing, coaching seemed like a natural progression and a fun thing to do. Rowing is beautiful in every way. It involves effortlessness, flow, rhythm, and unison and is the ultimate team sport. It's technical and physically demanding and requires unwavering commitment, focus, and countless hours of practice.

For the first couple of years, I taught a wide range of people how to row. I coached thirteen-year-olds and sixty-year-olds and everyone in between. I enjoyed the challenge of getting nine people into a boat and figuring out how to teach each person to make the boat move and to do it together. Most people have seen rowing in the Olympic Games or on a lake or river, but when they show up for their first session, they often have no idea why they are there or whether they will stay. I learned that I had a skill for reading people. Understanding quickly why they were there and what they wanted to gain from the experience helped me connect with people to build programs I have managed, teams I have led, and coaches I have worked with. Another lesson—I had skills I didn't know I had.

Builds Relationships

When I was starting out, I was willing to trust my sense of people and to let things unfold. But I was lucky to be hired by someone who would become my mentor and friend for the next eight years. Craig Pond had unwavering confidence in me from the start. Without an open mind, I wouldn't have met him, and I wouldn't have achieved anything. He was the first in a line of great coaches and people who helped me on my way. He gave me those first few experiences because

he believed I could be a good coach. Another lesson—always keep an open mind.

My first competitive coaching experience was with the Simon Fraser University Rowing Club in Burnaby, B.C., where I spent six years building a competitive program with six athletes who would go on to compete on the Canadian national team. The program enjoyed great results over time, and I had found a place to practice my skills and develop a vision of my own coaching and leadership style, training philosophy, and career goals.

When I was coaching women, I developed Operation Barbie. I wanted to help the women become independent, strong, and beautiful—capable of squats, dead lifts, sweating, grunting, and achieving their goals beautifully. It was all very tongue in cheek, but I wanted a training environment in which women supported each other, felt good about being women, and motivated each another to achieve their goals through healthy competition. Operation Barbie provided a humorous way to get at being powerful and beautiful women without the soapbox. The support of the athletes there gave me the confidence to commit to my goal of coaching on the national team. Another lesson—I learned to get my confidence and direction from everyone I met, including the people I was supposed to be leading.

Inspires and Motivates Others

I did not row for Canada. I worried that would prevent me from coaching the national team. I began setting goals that would let me experience coaching at every level of competition, and I attained a leadership role at each level—regional, provincial, national, and international. During that time I applied and was accepted to the National Coaching Institute, where I attained my Level 4 coaching certification. Along the way I met Terry Paul, a long-time men's national team coach and a gold medalist from the 1992 Olympics. Terry worked hard to develop coaches and athletes. Fortunately, he respected and

supported the goals I had set for myself and the performances of the crews I had coached. I attended talks he gave, took notes, and was inspired by how devoted he was to the athletes he coached. He viewed me as a developing coach who was motivated to learn.

With his support, I was nominated to attend national development camps as an assistant coach. I coached a team selected to compete at World University Rowing Championships, and in 2007 was the head coach for the Canadian National Team at the Pan American Games. I coached men's crews at all of these camps and competitions. Another lesson—I learned that the shortcomings might be in my own mind, and I needed to let others believe in me.

In 2007 in Munich, I stood on the bike path that ran alongside the rowing course at the World Championships and watched the Canadian men's eight win a gold medal. I was there with Terry and the head coach of the men's team, Mike Spracklen. Mike has coached crews that medaled in every one of the nine Olympics Games since 1976, as well as at twenty-six World Championship events. Mike is a big deal. I was there because I had been asked to continue coaching the men's pair that had won gold at the Pan American Games and coach them while they competed at the World Championships in Germany. I was scared and felt out of my depth. But Mike supported me without question. I had spent time riding in his launch that year when I traveled to Victoria from Vancouver to learn from him. Sitting for hours beside him in his launch was often very quiet, but never without meaning. Another lesson—even legends will take time for you, so make the most of it.

Of course, I have also experienced failure. At the World Championships in 2007, the men's pair I coached failed to qualify for the 2008 Olympics, and a men's quad also failed to qualify. But both of those experiences were filled with successes and failures along the way, and I had to think about a lot of things we might have done differently. A final lesson—it's okay to make mistakes, just don't make the same one twice.

Allison Ray

Allison Ray worked as assistant rowing coach at the Victoria Training Centre in Canada from May 2007 to September 2012, after working with Rowing Canada Aviron in summer contract positions since 2003. Allison graduated from Simon Fraser University with a bachelor of arts degree. Allison has coached crews that competed at CANAMMEX, multiple provincial championships, the Commonwealth Regatta, the World University Championships, the Pan American Games, five world championship teams, and the 2012 Olympics. At the 2010 World Championships, she coached Canada's single sculler, Malcolm Howard, a two-time Olympic medalist in the men's 8+. She has twice received the Petro-Canada Coaching Excellence Award for a bronze and gold medal in the coxed pair. In 2012, she was named *Women in Sport* Coach of the Year. Currently, Allison coaches at the California Rowing Club in Oakland, California (www.californiarowingclub.com/).

Carol Ann Waugh

Artist and Gallery Owner

"It's worth taking risks because failure isn't a bad thing as long as you learn from it and use it as a step toward eventual success."

—MARIA SHRIVER

Reinventing Myself

I just celebrated my sixty-fifth birthday, and I'm busier and happier than I've ever been in my life. I spend most of my day creating

art and teaching fiber art techniques to others. But at the beginning of my career I had no idea that this would be my final destination. Many twists and turns in the road have led me to this point, including theater, publishing, and marketing, with many lessons learned along the way in a world ruled largely by men.

My Top Five Leadership Competencies

- Champions change
 - Builds relationships
 - Inspires and motivates others
 - Communicates powerfully and prolifically
 - Technical/professional expertise
-
-

I was lucky to have parents who always told me I could do anything I wanted in life, and my grandmother was known for her oft-repeated phrase, “If you want it, get it!”

The first thing I decided I wanted was to be a famous musical comedy star on Broadway, so I earned a degree in educational theater, which unfortunately turned out to be useless since I could not get a job teaching theater at a K-12 school without a degree in English or speech. I did perform in one off-Broadway play, and then set about finding a real job.

In those days, women had three career choices—nurse, secretary, and teacher. I fainted at the sight of blood. I didn’t type. I didn’t have the credentials to teach. I knew that I did not want to spend my life transcribing the words of a male boss who was the vice president of something, so I took a job as a senior clerk in the marketing and fulfillment department of a trade association.

The first obstacle I encountered was from my female supervisor. I always finished my work ahead of time and wanted more interesting

projects, but she felt I was overstepping my boundaries. I made friends with people in other departments, away from her control, and started volunteering to do work for other people because I was bored. This was when I first learned that networking is a good thing.

Builds Relationships

When my boss became pregnant, which in those days meant that she had to quit, I went to the personnel department to apply for her job. That was an eye-opener about how things worked in corporate America! The head of personnel immediately called my boss, who told me in no uncertain terms that I would only get her job over her dead body. So I realized that my career path in this company was limited and the only way to progress was to leave. I had learned two lessons about the business world—don't let anyone convince you that you have any limits, and goal setting is essential to success. After some soul searching, I decided that what I wanted was to become the youngest woman vice president of a Fortune 500 company. I was twenty-four at the time.

So I went job hunting.

I had two criteria. I wanted a higher salary and a better job title. I thought that if I continued to follow my career-building strategy and changed jobs every two years, in ten years I would have climbed the ladder and be a highly paid vice president of marketing in a Fortune 500 company. This strategy turned out to be successful, and when I was thirty-two I became the vice president of the educational division of Butterick Publishing, a division of American Can, a Fortune 500 company.

When Butterick Publishing was sold, I was offered a new job as vice president of the database publisher that purchased some of its assets, and I found myself on an executive team where I was the only woman. The men excluded me from the monthly executive meetings, so I was completely out of the loop. I decided to leave again, but this

time I was smarter, and I stayed long enough to learn everything I needed to know about database publishing. Then I crafted a plan of divisional consolidation that would show them how to get rid of me. I was able to negotiate an entire year's salary as my buyout, and in 1982 I started my own database publishing company with a couple of friends. We published the first directory of the emerging microcomputer industry, an industry that I thought would change the world—a prediction that came true!

Champions Change

Because I was single, the world of self-employment was frightening. But I bought myself a little time to make it happen. The next lesson I learned was to never be afraid to take risks—to develop the courage to go my own way in life. I ran my publishing company for two years, but no bank would lend me the money I needed for expansion, and I knew that, without new products and expanded marketing, the company would not survive. I reviewed my alternatives and decided to sell the company. I received the best offer from R.R. Bowker, where, because of my knowledge of the microcomputer industry, I was offered the job of vice president of marketing. I took it and helped develop and market the first viable CD-ROM product sold to libraries, *Books in Print*.

Then R.R. Bowker was sold to a company with no women executives. They fired my boss and brought in someone who didn't know anything about reference publishing and asked me to train him. I refused, resigned, and again needed to re-think my future.

When a friend called to see whether I would help with a strategic marketing plan for her company, I agreed, and I became a self-employed marketing consultant. For the next twenty-five years, I earned a living by advising clients on how to develop and sell educational materials to the K-12 market. This experience taught me perhaps the most valuable lesson of all—I didn't have to work for a company in

order to make a living. Being able to generate my own income was a real eye-opener.

Technical and Professional Expertise

As the educational publishing industry consolidated, I knew my career as a consultant was coming to an end, and I had to find another career. I decided to go back to my creative roots and began creating fiber art. I started by developing a strong body of work (product development), rented a studio in an artist's building where I went to work every day (overhead), and began showing my work in art shows and galleries (marketing). It took me three years to make my first sale, but my investment in myself paid off handsomely. Now, I am an internationally known artist and making a good living selling my art, teaching, lecturing, and writing books.

When I started my career as an artist, I brought with me all the lessons I had learned in the business world. I learned many lessons about being successful in fields ruled by men, and those lessons have translated into the art world, which is also dominated by male artists, curators, critics, and gallerists.

Besides being a successful artist, my other passion in life is to help new and emerging artists connect with the art-buying community so that they can make a career out of making art, as I have. I opened a contemporary art gallery in Denver in 2013, where I showcase five or six artists a year. I have learned that life is not all about overcoming obstacles. It's also about mentoring others and passing on your knowledge from person to person and from generation to generation. This has given my life meaning and purpose, and I've changed my grandmother's mantra to, "If you want it, get it. Once you get it, share it!"

I believe that life keeps getting better as long as you are pushing yourself to do new things, learn new skills, and set new goals. I will never formally retire, and I hope to be still developing new ideas when I bite the dust.

Carol Waugh

Carol Waugh earned a B.S. from New York University and an M.A. in business administration from Pace University. After serving at the executive level for large database and educational multimedia publishers, she started and sold two publishing companies. Since 2007, her art has been included in more than fifty national and international exhibitions. She is the author of five books on quilt-making and fiber art, including *Stupendous Stitching*. Her art has been featured in books, magazines, and TV programs and has been purchased by major corporations and private collectors such as the City of Denver, Kaiser Permanente, Grand Hyatt Hotels, IMA, and Beaver Run Resort. Carol teaches online classes at Craftsy.com and is the owner of aBuzz Gallery in the RiNo art district of Denver (www.CarolAnnWaugh.com, www.aBuzzGallery.com).

Kimberly Brock-Brown

Executive Chef and Motivational Speaker

“Challenges make you discover things about yourself that you never really knew. They’re what make the instrument stretch—what makes you go beyond the norm.”

—CICELY TYSON

Overcoming Obstacles and Giving Back

In my career, I often felt that there were three strikes against me—being female, African-American, and a pastry chef, three minority categories. However, growing up in Chicago, I was used to seeing strong,

independent women in leadership positions. My mom and her two sisters were heads of households with children and careers, and at our church all the ministers were women.

Sports also taught me about leadership after mom transferred me to a private school for seventh and eighth grades, where I had a choice of basketball, softball, volleyball, and track and field. I believe that individual and team sports helped me build the determination to get it done, both for myself and for the team.

My Top Five Leadership Competencies

- Practices self-development
 - Collaboration and teamwork
 - Develops others
 - Builds relationships
 - Inspires and motivates others
-
-

As a chef's apprentice with the American Culinary Federation (ACF), I was given menial tasks and had to earn my way up to the coveted positions and duties, but of course I was able to develop my skills in the process. I can only imagine where my knife skills would be today if I had not had to finely julienne so many buckets of dill pickles for the Stroganoff garnish. Or how my time management would have improved without the garde manger chef screaming at me to chop nine cases of romaine and head lettuce in forty-five minutes. Or how I would have learned to get water from the banquet coffee urns because tap water isn't hot enough when you have to scoop 300 glasses of ice cream in a below-zero-degree freezer.

But I rarely considered the chefs I worked with to be mentors. This term was foreign to me for a long time. Only a few chefs allowed me to work alongside them or invited me to come in early or stay late to see the finished results. However, when I was occasionally

asked to do something outside of my job description, I jumped at the opportunity. This was a win-win for me. Not only would I earn overtime, but I was able to see something new and different and maybe even get my hands on it.

I was taken aback when one chef asked me what my intentions were after I graduated. He clearly did not want to waste his time teaching me if all I was going to do was get married and have babies. I was twenty-one years old, and having babies was still far off in the future for me. I have often wondered whether he asked the male apprentices the same question. When I did get married and became a mother, in my thirties, I gradually learned to develop my entrepreneurial side so that I could spend more time at home with my family, although I still missed many family events because of my work schedule. I knew from the start that my career would be determined not only by my skills but also by my ability to work long hours, weekends, and holidays.

Practices Self-Development

The chefs I worked with did not try to help me succeed because I was a woman, but they did, for the most part, help me obtain the training and skills I needed to improve. Along the way, I had learned to survive in some demanding situations. The bake shop was the last stop on my three-year culinary apprenticeship. The pastry chef who was there before I arrived had great culinary skills but no people skills, and temper tantrums were part of his daily routine. He cursed, spit, and threw pots, spoons, and food if you dared to do something he did not like. I am glad he left the company before I came into the shop!

But pastry chefs Whitney, Brian, and David were instrumental in my pastry skill development, and Momma Fay taught me how to run a pastry shop for optimum production. I stayed in the pastry shop because of these four people. They showed me the kind of manager I wanted to be, and they took the time to teach me the ins and outs of

the bake shop. From them, I learned to collaborate with colleagues and be receptive to the ideas of co-workers, to be open to trying something new, and to always innovate, all while working fifteen hours a day.

Many people still believe that a woman's place is in the kitchen, and most men still don't cook at home. There is a strange double standard operating here. In high school, boys are teased about taking a culinary class, despite the large number of male celebrity chefs on TV. There are a great many women in culinary schools and restaurant kitchens nationwide, but men are generally elevated to the top spots, and women are left behind in subordinate positions that pay less. Even in a field that is widely considered to belong to women, men are often still considered superior.

But I hope that my example and that of other successful women chefs is helping to turn this situation around. I used to be the one asking the questions whenever I attended a conference or went to a culinary competition or food show, but somewhere along the way, students have started asking me. I have become a "senior" experienced chef in their eyes, and I am happy to help.

I am active in the ACF, where I have gained a network of friends and supporters. My three culinary certifications and the fact that I am the only African-American female fellow inducted into the honor society have opened many doors for me. And when I heard about a women chefs' initiative starting in WACS (World Association of Chefs Society), I set my sights on becoming part of it.

Develops Others

I was contacted by the president of Women in WACS, Joanna Och-
niak of Poland, and featured on their website and in their magazine. I started to spread the word to other female chefs about this great group that supports women and provides networking help. Eventually, I was asked to become the North American Continental Director

to help keep the momentum going and grow the organization. We are dedicated to seeking out women chefs, featuring them on a global platform, connecting them with others for support and mentoring, and facilitating the exchange of ideas, recipes, and photos. Now, helping women chefs succeed and seeing the gains they make is the best part of my work day.

Kimberly Brock-Brown

Kimberly Brock-Brown graduated as a chef's apprentice from El Centro Junior College in 1984. She has cooked in the kitchens of many large hotels in the South and at the James Beard House in New York City. She is currently the only African-American female chef ever inducted into the American Academy of Chefs and the only African-American female certified pastry chef in South Carolina. She has also served as a culinary arts adjunct teacher at Johnson and Wales University and the Culinary Institute of Charleston at Trident Technical College, and she is a participating chef in First Lady Michelle Obama's Chefs Move to Schools program. She regularly speaks to groups of young women interested in careers in the culinary arts (www.kimberlybrockbrown.net/).

6 Collaboration and Teamwork

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

—Margaret Mead

To most, it seems obvious that collaboration and teamwork are essential in the workplace. Working together seems so straightforward; however, in reality, with gender, race, culture, and many other elements coming into play, it is far from easy. This chapter explores how these Real Women have successfully used this vital competency to further their careers and increase their personal and professional successes.

Collaboration and teamwork are defined as “developing and using collaborative relationships to facilitate the accomplishment of work goals.”¹ As Jesse Lyn Stoner from the Seapoint Center for Collaborative Leadership explains; “Collaboration is working together to create something new in support of a shared vision. The key points are that it is not through individual effort, something new is created, and that the glue is the shared vision.”

¹http://campusservices.harvard.edu/system/files/documents/1865/harvard_competency_dictionary_complete.pdf

How can you recognize good team players? Generally, they know how to do the following things:

- Seek out opportunities,
- Clarify the current situation,
- Develop others' and their own ideas,
- Facilitate agreement, and
- Use effective interpersonal skills.²

To lead while demonstrating teamwork and collaboration is a challenge for both men and women. In order to do this, four main functions and roles must be fulfilled within a team: vision, organization, relationship/team process, and connecting to the larger system. When a team has a sense of vision and purpose, is organized in how they will achieve their goals, is able to respect and manage relationships within teams, and can provide external perspectives, it will be more likely to achieve successful outcomes.³

If a leader is able to negotiate these roles and recognize when he or she should fulfill each need, that adaptability is likely to lend itself to successful teamwork and collaboration.

So where do women fall on the skill set of collaboration and teamwork? Presented as one of the top five most undervalued leadership traits in women, "*being purposeful and taking meaningful actions*" results in a collaborative leadership style, which is definitely undervalued in women.⁴

Women are traditionally thought of as team players, more so than men, and it has been thought and proven that women are more empathetic and have greater interpersonal skills. These skills are widely thought

²http://campusservices.harvard.edu/system/files/documents/1865/harvard_competency_dictionary_complete.pdf

³www.womenleadingtheway.com/womens-leadership-resources-teams.html

⁴www.forbes.com/sites/glennllopis/2014/02/03/the-most-undervalued-leadership-traits-of-women/

to be needed for collaboration and teamwork, meaning that, logically, women should outperform men in this regard. Research has also shown that women generally value personal relationships and perceptions of their behavior more, and often strive to improve in these areas.⁵

True to this, Real Women were indeed shown to outperform men on Zenger and Folkman's Collaboration and Teamwork competency, proving that women definitely possess the skills to become great leaders.

The following essays show how collaboration and teamwork were essential qualities that enabled these Real Women to make their journeys to success. When working in government and politics, collaboration and teamwork are vital skills to create change. Beverly Perdue discussed her role as the Governor of North Carolina and the journey of leadership that led her to this position. Stating Collaboration and Teamwork as one of her top five competencies, her skills in this area are clearly demonstrated in a variety of ways, from building coalitions of military personnel in order to defend North Carolina's military bases, to her clear belief in listening to stakeholders when making education legislation.

This belief in stakeholder involvement and collaboration is shared by Barbara Nielson, former state superintendent of schools in South Carolina, who discusses how this philosophy was put to the test when she received pressure from district superintendents to accept their word as rule. Describing successful leaders as having "*high expectations, communicating clear goals, and creating an environment of shared values while respecting and trusting themselves and others,*" Nielson is the epitome of how far collaboration and teamwork can take you in your career. Similarly, Linda McCulloch, Montana's Secretary of State, discusses how empathy and flexibility, two key qualities necessary for successful collaboration and teamwork, have enabled her to win against her male opponents.

⁵www.ccl.org/leadership/programs/WLPOverview.aspx

So how do we as women improve our collaboration and teamwork competencies? Learning by example is certainly a powerful tool, and as you read the following essays it will be clear that the Real Women, Real Leaders have many lessons to share. To share some concrete action items, Lynda Gratton and Tamara Erickson in the *Harvard Business Review* suggest Eight Ways to Build a Collaborative Team.⁶

1. *Investing in signature relationship practices*, e.g., investing in physical areas that will encourage collaboration, such as open plan offices or spaces for teamwork.
2. *Modeling collaborative behavior*. Practice what you preach!
3. *Creating a “gift culture.”* This can be done through mentoring and coaching, enabling necessary networks to be built.
4. *Ensuring the requisite skills*. Professional development that focuses on building relationships, communicating well, and resolving conflicts will help people in the workplace develop the skills they need for collaboration and teamwork.
5. *Supporting a strong sense of community*. Building community builds collaborative practice.
6. *Assigning team leaders who are both task- and relationship-oriented*. Both are key to being a successful team leader!
7. *Building on heritage relationships*. People feel more comfortable when they know each other, so build on this and put at least some people who know each other on the same team.
8. *Understanding role clarity and task ambiguity*. Understanding roles and responsibilities is key, and essential for functional cooperation.

Using the lessons from our Real Women and the resources provided in this book, women can build on the competency of collaboration and teamwork in the workplace, becoming stronger leaders for both ourselves and the generations that follow us.

⁶<https://hbr.org/2007/11/eight-ways-to-build-collaborative-teams/>

Beverly Perdue

Governor of North Carolina, 2009–2013

“Men fear women’s strength.”

—ANNAIS NIN

Working Harder Than Anyone Else

When I take the time to step back and reflect on my career, it seems to fall somewhere between *Coal Miner’s Daughter* and *The Little Engine That Could*. I’m not sure whether leaders are born, but I was born into a family where a strong work ethic defined who you were and where you were going. My mother and my father, a former coal miner in Grundy, Virginia, who became a coal company executive, are responsible for my hard-working genes.

In the small Southern town where I was raised, the equation for success was straightforward—hard work + a good education = anything you want to be. However, that equation is not always as simple as it seems. Tough times, roadblocks, and life-changing challenges intervene, and how we overcome the challenges defines us as people and leaders. For me, it always came down to working harder than anyone else—a trait I relied on to survive in politics in the American South, to get past or break down barriers, and to achieve my goals.

My Top Five Leadership Competencies

- Takes initiative
 - Drives for results
 - Inspires and motivates others
 - Collaboration and teamwork
 - Champions change
-
-

When I moved to a conservative small town in North Carolina, I had three degrees and no job. I wanted to work, and I wanted to be involved in the community, so I found a job with a government council and then with the local hospital, developing long-term care programs for older citizens, a topic close to my Ph.D. dissertation. I soon learned about a committee of 100—all men—that helped direct business and civic decisions in the town and county. I knew a member of the committee and worked hard to convince him that I could contribute, and when I decided to run for the North Carolina House of Representatives in 1986, I relied on the support of many of the committee members. I won, the first woman to be elected for that district. Hard work!

That election began a series of firsts for women politicians in North Carolina. In 1990 I was the first woman from my district elected to the State Senate, in 1995 I was appointed the first woman chair of the powerful appropriations committee, in 2000 I was elected the first woman lieutenant governor, and in 2009 I became the first woman governor. I was only the third woman governor in the conservative South who did not follow her husband into office.

My political career has mirrored the changes that have affected American women over the last forty to fifty years. The modern women's movement grew out of the civil rights revolution of the 1960s and has gathered force ever since. For example, although there have been thirty-six women governors in U.S. history, thirty-one were elected since 1975, according to the Center for American Women and Politics at Rutgers University. Ironically, my own success as a woman in politics started not long after the North Carolina legislature voted in 1971 to ratify the 19th Amendment that allowed women to vote, which had been the law of the land since 1920.

How does a woman succeed in such a workplace? My success was made possible by the many mentors I sought and attracted—both men and women—who taught me how to negotiate, compromise, and hold firm on core principles. I listened to women

friends—political realists who told me not to blink when an aging Southern committee chairman called me “sweetie.” I studied legislation, talked to the people who knew the details, and prepared for committee meetings. So when leaders were asked about an issue such as education, they would say, “Go talk to Perdue.” Hard work!

Women have supported me all along. Women’s groups such as Lillian’s List and Emily’s List were among the first to support my campaign. Even women who were not always inspired by my politics joined in to elect a first woman governor. Women taught me—sometimes with blunt words—how to be a CEO in politics. In the 2008 election, the Women for Perdue network brought out crowds at my public appearances across the state. It may sound simple, but this kind of political activity requires intense collaboration, scheduling, communication, and, from the candidate and chairman, commitment to the supporters. And hard work.

Collaboration and Teamwork

I loved campaigning, and it came easy to me, but accomplishing something meaningful in office was often another story. When I was lieutenant governor, I quickly realized that this was the appendix office of politics, so I looked for opportunities to advance my own agenda while improving the life of our citizens. One such opportunity was preventing children from smoking—a goal that was not without political risks in the largest tobacco-producing state in the nation, where the tobacco industry had long held sway in the legislature.

But I knew the public was ahead of the politicians on smoking issues, and I persuaded Governor Mike Easley, a fellow Democrat who had fought the tobacco companies as attorney general, to appoint me chair of the Health and Wellness Trust Fund. I took the initiative to ask the fund to finance a successful anti-smoking campaign aimed at young people, and by 2012 teen smoking had declined by 55 percent

in middle schools and by 43 percent in high schools, according to the North Carolina Department of Health and Human Services.

Takes Initiative

Another opportunity I took up was preventing the closure or downsizing of the state's military bases by the federal government. In 2005, I worked to build community coalitions of support and collaborated with many generals and other high-ranking military personnel to make the case for our state. As a result, the military presence in North Carolina was expanded, not reduced, with the addition of the U.S. Army Forces Command and the headquarters for the U.S. Army Reserve Command. North Carolina's military economy grew from \$17.5 billion in 2004 to more than \$23 billion in 2012 and approximately \$27 billion in 2013.

Similarly, I listened to educators who believed in the value of expanding early childhood education. When I became governor at the start of the great recession in 2009, I asked the legislature to approve a one-cent sales tax increase to protect our schools, universities, and pre-K programs. It was unpopular, and I paid for it in the polls. Subsequently, the Republican legislature slashed education budgets, including the pre-K funding, cutting off thousands of poor children from a better start in life. So I determined that the cuts were unlawful and found other money to fund and expand the program.

One of my final acts as governor was to pardon the Wilmington 10 civil rights activists. Their sentences had been commuted by Governor Jim Hunt, but new facts had surfaced in 2012 about their trial. I read all the documents, changed my mind, pardoned them on my last day in office at the end of 2012, and issued a statement saying, "These convictions were tainted by naked racism and represent an ugly stain on North Carolina's criminal justice system that cannot be allowed to stand any longer."

For young women and men reading my story for lessons on leadership, my advice is to start with work that you like. Then set goals

and be ambitious. Listen to others, but be willing to lead when action is required. Communicate continually with other people, whether they're on your executive team or sitting on the sidelines. And work hard every step of the way.

Beverly Perdue

Beverly Perdue earned a B.A. degree in history in 1969 from the University of Kentucky, as well as a M.Ed. degree in community college administration in 1974 and a Ph.D. degree in education administration in 1976 from the University of Florida. She worked as a public school teacher and as the director of geriatric services at a community hospital. Starting in the 1980s, she served in the North Carolina House of Representatives and State Senate before she was elected as the 32nd lieutenant governor in 2000 and the 73rd governor in 2008. In 2013, she became a resident fellow at the Harvard Institute of Politics and a distinguished visiting fellow at Duke University's Sanford School of Public Policy. She founded and currently chairs DigiLEARN, a non-profit organization that focuses on accelerating digital education for all learners.

Barbara Stock Nielsen

Former State Superintendent of Schools, South Carolina

“Because of their age-long training in human relations—for that is what feminine intuition really is—women have a special contribution to make to any group enterprise.”

—MARGARET MEAD

The Courage to Make a Difference

Recently, I was asked to deliver the keynote speech for a twenty-year celebration of STEM (science, technology, engineering, and math) education in South Carolina. The group was honoring me for my leadership in making STEM an important part of my administration's efforts when I was the state superintendent. They asked me to reflect on what we were thinking as we worked our way through many systemic reforms and how leadership was a key ingredient in this journey.

It was an interesting process. I have always believed that leadership functions on many levels, that all stakeholders must be included, and that it takes everyone working together to bring about the desired results. My personal philosophy is that leadership is all about stepping forward and having the courage, passion, and commitment to make a difference. In retrospect, I cannot remember a time in my life when this was not the case.

My Top Five Leadership Competencies

- Drives for results
 - Inspires and motivates others
 - Builds relationships
 - Collaboration and teamwork
 - Champions change
-
-

As the oldest of seven children, I was used to taking charge and helping out. My mother taught me to be independent, respect others, work hard, be true to a set of core principles, have a strong faith, and help others, and I have tried to follow her advice. I was the first in my family to go to college, encouraged by my mother, grandmother, and great-aunt. They wanted opportunities for me that were not available

to them. But none of us dreamed that I would serve as the first woman state superintendent of schools in South Carolina and only the second woman to serve as a Constitutional officer.

In my early career as an educator, I did not really encounter obstacles, or perhaps I did not think that being a woman could hold me back. I have never looked at myself as a minority, even though the literature said I was. For me, it was all about a commitment to do my best, build strong relationships, and learn from others around me. I was fortunate to be involved in jobs and projects that I believed in; I had the opportunity to practice leadership at many levels; and I do believe that we practice these skills and grow throughout our careers.

My major professor, Dr. Fran Thieman, helped me realize that change was the way of the future and taught me that every piece of the education system needs to be considered and aligned when making decisions or implementing new things, because one change always impacts the whole. He was a genius at finance, which was of great benefit to me, since this was traditionally an area where women leaders did not have a lot of experience. In my doctoral work, he opened up my world by arranging a very non-traditional program with one-third of my work in curriculum/administration, one-third in the school of business, and one-third in community development.

I was also fortunate to do an internship with the Prichard Committee, the education reform group in Kentucky that was looking forward, developing change, and bringing in full accountability for the state. A lesson I have always carried with me from that time was the mantra I heard over and over: “Don’t say that something can’t be done, because we’re only going to talk about solutions.”

I discovered early on that I had to be in a leadership position to get things done. Perhaps that was why I agreed to run for state superintendent of schools for South Carolina. Business leaders I knew and

worked with approached me to run, challenging me to prove what I was saying about a better way to run education in the state. Never having run for public office, I had no idea what a challenge it would be. I was in a statewide race, running against a twenty-two-year incumbent backed by a strong core of good old boys who did not feel that women should be in leadership positions. Welcome to the real world!

Several days after I assumed office, a delegation of district superintendents came to visit me with the clear message that they were the ones running education in the state. They offered me the “queen on the throne” position if I agreed to do as they said. I smiled, thanked them, told them I valued their input, but explained that my leadership style was to be inclusive of all stakeholders. After a period of culture shock, we gradually came to understand each other—a good lesson in patience and resilience, for most of us. I served two terms and lived to write about the experience.

Builds Relationships

Change will always be with us in education. Leaders must recognize that they cannot be so vested in the system that they forget to look ahead and use common sense, especially in this information age. As we transition from a world of schooling to a world of learning, we need a shared vision and a strong commitment to ensuring quality learning for all children. Strong leaders do not fear change. They have a healthy respect for it, always look forward, set goals, focus on results, and review, refine, and reinvent.

Champions Change

When I look back, I feel that to be a successful leader is to be a successful person—for both men and women. We can learn from both sexes. And successful leaders must be committed to bringing others

along. Today I am sometimes disappointed to see that some women leaders do not help other women advance and move into leadership positions.

Successful leaders have high expectations, communicate clear goals, and create an environment of shared values while respecting and trusting themselves and others. They recognize the need to surround themselves with strong people. Weak leaders hire weak people, and strong leaders hire strong people. I was fortunate to have a wonderful team of strong leaders who have gone on to top positions of leadership in education and the corporate world.

My generation often felt we had to do it all—to be a wife, mother, leader, and community volunteer. For me, it was a delicate balance, helped along by my supportive husband. I tell women today that they can be all those things but never to lose sight of who they are. Today, the culture has changed to provide many opportunities for women to be themselves, to work and have a family.

My husband, who is also an educator, researcher, and evaluator, greatly influenced my thinking on testing, evaluation, and data analysis. I am a believer that data should be used for both accountability and instructional feedback. In my decision-making style, I have always tried to be inclusive by listening, bringing in divergent thinking, weighing all options, and reflecting on how they impact the whole. No one ever does it alone. But I recognized that being popular does not always make for good leadership. Sometimes you just have to do the right thing. It takes courage to lead.

Every night when I look in the mirror, I feel proud of the effort and commitment I made. Above all, I can say I did make a difference for the children of South Carolina. I've always loved the message of *The Little Engine That Could*, because I do believe that if we think we can, we will. And in the story, the engine that finally stopped to help was a she.

Barbara Nielsen

Barbara Nielsen earned a bachelor's degree in education from the University of Dayton, an M.Ed. in curriculum and instruction and an Ed.D. in educational administration from the University of Louisville. She served for forty-nine years as a teacher, administrator, and consultant. Dr Nielsen spent seventeen years in the Jefferson County Schools, Louisville, Kentucky, and she worked in the Beaufort County School System, South Carolina, as a curriculum specialist and school business partnership coordinator. She was elected South Carolina State Superintendent from 1990 to 1998 and has served as a member of the steering committee of the Education Commission of the States, a board member of the Council of Chief State School Officers, and on numerous other boards, including the South Carolina Public Charter School State-wide District Board. She also served as a senior scholar for the Strom Thurmond Institute at Clemson University. She was honored by the Network of Effective Schools as Eminent Educator of 1993, and in 1996 she received the State Elected Official Award from the White House Counsel on Library and Information Services.

Linda McCulloch

Montana Secretary of State

“Leadership is a communal responsibility with a concern for the welfare of the people or tribe and then sharing the work that needs to be done based on skills and abilities. Leadership is shared responsibility and promoting people’s well-being.”

—LADONNA HARRIS

The Power of Self-Belief

My interest in politics began in the seventh grade when I volunteered on my first campaign. My older sister worked for a man who was running for county commissioner, and he asked us to silkscreen his yard signs. I knew the project would take a lot of time, so I made an appointment to interview him—one of the first times I took the initiative to do something that I thought was right and that would help me do a good job! If I was going to give up my weekends for this man, I had to believe in him. I grilled him for an hour and a half on the issues—he later said it was the most rigorous interview he had ever had!

I knew that getting an education would drive my future success. I grew up in a lower class union family and dedicated myself to becoming the first on my father's side to graduate high school and the first on my mom's side to start and finish college. Talk about a journey! It took me almost ten years to earn my degree in four colleges and universities across three states, but I worked my way through and couldn't wait to begin my career as an elementary school teacher. Most public school teachers are women, and in twenty years of teaching I never experienced gender bias. It wasn't until I mustered up the courage to run my first political campaign that I faced the issue of being a woman in a male-dominated profession.

My Top Five Leadership Competencies

- Takes initiative
 - Displays high integrity and honesty
 - Inspires and motivates others
 - Collaboration and teamwork
 - Solves problems and analyzes issues
-
-

Have you ever secretly wanted something but were afraid if you said it out loud, it would sound foolish? That's how I felt about becoming an elected official. I had volunteered on a number of campaigns, and I knew what it took to be successful, but I was afraid to become a candidate. "I'm not smart enough," I replied when I was asked to run for the Montana State Legislature. Despite my ambition, I thought everyone in the legislature was an attorney who could quote the law from memory.

But I wanted to see for myself. I decided to take two days off work to observe the Montana Legislature in action. I sat through committee hearings, visited floor sessions, and talked to lawmakers about my ideas for improving education in the state. By the time I left the State Capitol, I knew I was smart enough to run. I even convinced myself that I was going to win. The fact that I was a woman did not influence my decision. Montana women were voting and serving in elected positions years before the 19th Amendment was passed. Montana was the first state to send a woman to Congress, when Jeannette Rankin was elected to the House of Representatives in 1914, and we had two women serving in the state legislature by 1917. By the time I ran for office, about thirty women were serving in the state House and Senate, and I soon learned that, in fact, fewer than ten of the 150 legislators were attorneys!

I was running as a Democrat against an incumbent in a district that had long been Republican. I had no name recognition, no experience as a candidate, and no money in the bank. But I hit the ground running. I knocked on doors seven days a week, exhausted my phone line with fundraising calls, and used my gender to my advantage, since women answered most of the doors and phone calls. Women told me they were surprised to find a woman running for office in their district, and that they would vote for me. Some even put up my sign on the other side of the lawn from my opponent's sign, set up by their husbands. I won by forty-six votes, and I'm sure that being a woman helped get me elected!

Collaboration and Teamwork

People often ask me what it's like being a woman in a man's world, but I don't see it that way. I've always been outspoken, and my honest opinions, problem-solving skills, and willingness to tackle the issues have regularly overshadowed my gender. As a first-time legislator, I quickly earned the respect of my colleagues for my collaboration and communication skills, and I solidified my leadership potential in three sessions by passing all but one of my bills with bipartisan support. As a woman, I was able to inspire others to come together to address important issues.

Inspires and Motivates Others

I believe that being a woman in politics is a strength, not a weakness. My ability to be more flexible and empathetic than my male counterparts has led to seven consecutive wins in twenty years. Sometimes people have tried to use my gender against me, but I have always been able to overcome the negativity by keeping my emotions at bay and focusing on the task at hand, because when it comes to emotions, being a woman in politics can be tricky. If a woman cries while giving a speech about women's rights, she can be labeled feeble or sensitive, whereas a man who cries might be seen as brave for letting his emotions show. On the other hand, a woman who never shows any emotion is considered cold, while an uncompromising man is considered efficient. However, I learned early in my career that leaders can't worry too much about labels. Getting work done is the priority!

I firmly believe in the need to increase participation in all levels of government. The earlier someone votes or becomes involved in government, the more likely he or she is to become an engaged and active citizen for life. I will never forget the first time I voted. The 26th amendment had recently passed, which meant I could vote at age eighteen! My parents and friends all had their opinions and choices, which seemed fine until I walked into the voting booth. I

looked down at the ballot and felt like someone had punched me in the stomach! I realized I had the power to change the world with my vote. And after I won my first race by only forty-six votes, I became convinced that every vote mattered.

Women are a major force at the ballot box. Nationally, the number of female voters has exceeded the number of male voters in every presidential election since 1964. Yet, women account for less than 24 percent of elected federal and statewide officeholders. Men dominate the political landscape, and as a result, women are missing critical opportunities to advance their perspective. Raising the value of women begins with raising our participation in politics. Women are an unstoppable force on election day, but we can't vote for a woman unless she's a candidate!

Keeping silent about my youthful aspirations to run for office was foolish. I'm embarrassed now to admit that I ever believed I wasn't smart enough. I hope that by sharing some of my story, more women will be convinced to run for office and know that they can win. My life changed for the better the moment I stopped trying to convince others to believe in me and started believing in myself.

Linda McCulloch

Linda McCulloch holds B.A. and M.A. degrees in elementary education from the University of Montana, with an emphasis on supervision of library media programs. She taught in Montana for twenty years before she served three terms in the Montana House of Representatives, from 1995 to 2001. In 1999, she served as the minority caucus leader and vice-chair of the House Education Committee, and from 1995 to 2000, she was a faculty affiliate at the University of Montana. She served

two terms as the Montana superintendent of public instruction and was elected Montana's first woman secretary of state in November 2008. Linda looks forward to retiring from politics after her second four-year term as Montana secretary of state and empowering women and girls by sharing her experiences as an elected official over twenty-two years.

7 Drive for Results

“We are what we repeatedly do. Excellence then, is not an act, but a habit.”

—Aristotle

One of the primary ways that many of our Real Women have been able to distinguish themselves as exemplary in a man’s world is through their ability to drive for results. This chapter shows the myriad ways in which our women have been able to push forward, elevating themselves, their careers, their families, and their lives through their outstanding work ethic and ability to get the job done, whatever it may be.

A tangible way to showcase impact, driving for results is the ability to accomplish tasks with excellence, regardless of obstacles present. A concrete competency, leaders who drive for results have the ability to “consistently focus themselves and others on achieving specific outcomes. They understand how and are able to align the appropriate level of human, physical and technical resources to achieve organizational goals and customer expectations” (Excelis Inc. Talent Competencies Drive for Results).

We can see through this classification that truly exemplary leaders not only meet existing goals, but they utilize all resources necessary to complete essential tasks and, even more, go above and beyond, ensuring that the task has been completed with excellence. Some of the classic behavior traits associated with this competency include timeliness, professionalism, perseverance, and follow-through.

Driving for results can manifest itself in concrete tasks, such as creating a home schedule that balances the needs of every family member and executing it daily, or in larger tasks such as the ideation and execution of a large-scale, multi-stakeholder project. Complexity of task is not an essential component to this competency; a leader's ability to execute every task with dedication, regardless of difficulty, is the hallmark of this proficiency.

The ability to drive for results in a world that responds to measurable progress and impact, but is rife with myriad distractions, is especially important for our Real Women. This quality results in leaders who are able to set appropriate benchmarks, surpass them, and inspire others to do the same. The level of dedication required to be single-minded in purpose, consistently and expertly ensuring that goals are met, is a quality that has served our Real Women across industry and experience.

Diane Durkin from *Baseline* magazine outlines six tangible strategies to help positively drive results in the workplace; unsurprisingly these strategies rely on the ability to manage a team:

- Engage employees in discussion, many minds are better than one.
- Create focus and shared vision; help people feel a part of the movement.
- Communicate constantly; if everyone is on the same page, results happen faster.
- Ask, listen, and empower employees; developing real loyalty is a sure way to advance your business.
- Recognize and praise staff, and work to promote a culture of respect.¹

Harriet Sanford, president and CEO of the NEA Foundation, was taught to drive for results at an early age by her parents, an

¹www.baselinemag.com/c/a/Project-Management/Leadership-Practices-That-Drive-Results-872165/

interracial couple who decided to marry despite the fact that it was widely illegal in the United States at that time. Although an extreme example, the message of completing a task despite popular opinion or an overwhelming obstacle was one that has served Harriet well as she has risen through the ranks to be a leader who drives for results by giving her staff an opportunity to excel.

Vicki Phillips, the current director of education for The Bill and Melinda Gates Foundation, has a similar personal story that exemplifies the essence of driving for results. As a teenager, Vicki made the difficult decision to pursue a college education in the face of her family's dissent; she not only went on to earn her doctorate, but also now works to ensure that all children have access to an education that was almost denied to her.

Karen Avery, the senior director of institutional giving at the PBS Foundation, drives for results in the manner in which she engages with the world. She understands that, in order to be a successful leader, one must also feel that he or she can “choreograph” the activities of life effectively.

With these specific examples of driving for results, we can see that Real Women leaders have found a way to focus on what needs to be done in their personal lives, their professional lives, and in all of the ways that they have chosen to lead. These women are showcasing their talents in the workplace and, further, amplifying impact across all sectors and truly driving for results.

Harriet Sanford

President and CEO, NEA Foundation

“Kids learn more from example than from anything you say. I’m convinced they learn very early not to hear anything you say, but to watch what you do.”

—JANE PAULEY

The Lesson of My Father

As a child, I used to wait in the garden on warm August afternoons for my dad, for the precious moments he spent at home between his two jobs. With only a few minutes for dinner before heading to his evening job, I knew he'd go straight to the garden to check on his vegetables. Surrounded by tomatoes, greens, beets, and an assortment of other crops, I would help him weed and select items for supper.

My dad was hugely influential on my development as a leader. My parents' decision to marry when interracial marriage was still illegal in most states—and often provoked violent reaction—taught us kids to stand strong regardless of public opinion. Dad had successfully navigated many daunting challenges, including the Indiana Ku Klux Klan of his youth, racial bias in the military, and sometimes illegal treatment at the hands of others. It was clear to me that if he had succeeded and created a thriving family despite such challenges, whatever problems I faced would be small in comparison.

When dad was growing up, his family grew produce for themselves and for others, one of the early practices that formed his life-long habit of self-sufficiency and community service. He believed that each of us is in control of our own destiny, and so we kids learned to share that belief. My parents' expectations for us reflected their idea of equal opportunity, with equal standards regardless of gender or age. They taught us to use our talents in service to ourselves and to the community, even if the community was not always entirely welcoming.

My Top Five Leadership Competencies

- Practices self-development
- Develops others
- Collaboration and teamwork

- Inspires and motivate others
 - Solves problems and analyzes issues
-

Dad stressed to us the concept of the Golden Rule—to do unto others as we would have them do unto us. He taught us empathy. We donated our allowances to those with less than we had and organized food and clothing drives. Helping others had a powerful effect on how we saw ourselves and ultimately molded my leadership style. We matured in a household built around the novel concept of service to others, and Dad taught us to put ourselves in the place of others to better understand their needs and perspectives.

Leadership for me is grounded in this ability to understand what motivates other people. I may be naïvely optimistic, but I believe that everyone wants to make the most of his or her gifts. The leadership challenge is about eliminating fear, tapping into positive energy, and sparking a sense of self-determination and confidence in others to help them excel in any chosen field.

Inspires and Motivates Others

My early notions of leadership were not limited by my color, gender, or intellectual boundaries. I was certain that all I had to do was give my best effort and the rest would take care of itself. Although I was technically a child of the sixties, women's lib existed in another solar system for me. I could not grasp why it was important, nor did I feel part of the discussion. My world was smaller and concerned with immediate issues, such as getting into college on a shoestring and living up to the understated but clear expectations of my father. Above average grades were never celebrated, they were expected, so I just worked harder. But I later learned to understand that the challenges of women were not unlike those faced by my father.

Another major role model for me was Atlanta Mayor Maynard Jackson. His work ethic was impeccable, with the same determined

diligence as my dad. He required that any proposal describe at least three possible scenarios—one idea was never enough. Memos with even a single typographical error were returned for correction. I was grateful to my dad for preparing me with his equally high expectations, and I learned that leaders do not make or accept excuses.

I was also influenced by Fulton County Commissioner Michael Lomax, who was a shrewd negotiator. He did his best work away from the cameras, and the region benefited from his civic and cultural contributions. His habit of working without calling undue attention to himself helped to shape the kind of work environment I like to create, and I learned to prefer a low light, rather than a neon approach.

All these influences have led me to create a work environment in my organization that is based on trust, participation, and celebrating success. I believe that leaders need to create a safe place for others to learn from mistakes, where everyone understands that they play a critical role—from interns to chief financial officers—and where accomplishments are recognized to build morale and confidence.

Develops Others

Early in my career, I was not able to balance work and family demands very successfully, and as a result I have become an ardent advocate for work-family balance. I believe in policies that recognize the demands of family life, and I'm a passionate advocate for people who need time more than almost any other benefit. When my daughter asked me to volunteer at her middle school, although her classmates were telling their parents to stay away, it was clear that my involvement would reassure her she was as important as my job, and as a leader I try to make these opportunities available to others.

Finally, I believe that leaders must constantly mentor young women and men to work toward a better future. One of my former

employees, Ayanna Hudson, still consults with me on big ideas. I have been proud to watch her move up from the local level to the national level at a national arts organization. I enjoy helping young people find their strength by learning to manage complex tasks, since I believe that problem solving is an art that must be nurtured. As I watch my colleagues and employees navigate the professional waters, I take pride in creating a safe environment for conversation and contributing to their success.

Dad's lessons on leadership, passed on largely by example rather than discourse, have guided my development as an executive and as a parent. I find that as a leader I am largely motivated to create the right conditions for people to grow—much as the gardens of my father created the right conditions for his beloved vegetables.

Harriet Sanford

Harriet Sanford holds an honorary doctor of humane letters degree and a B.A. in education from New England College, as well as an M.P.A. from the University of Connecticut. She began her career as a public school classroom teacher, which led to a senior executive career spanning more than twenty-eight years, with twenty-two years as the president and chief executive officer of non-profit organizations, including the Arts and Science Council in Charlotte, North Carolina, and the Fulton County Arts Council in Georgia. She has led the initiatives of the NEA Foundation since 2005, building on the foundation's commitment to supporting the collaborative efforts of public school educators, their unions, school districts, and communities to focus on learning conditions that improve student performance.

Vicki Phillips

Director of Education, College Ready, The Bill and Melinda Gates Foundation

“Each of us has the right and the responsibility to assess the roads which lie ahead and, if the future road looms ominous or unpromising, then we need to gather our resolve and step off, into another direction.”

—MAYA ANGELOU

A Poor Kid Who Caught a Lucky Break

My path to leadership started on a dirt road in rural Kentucky in Falls of Rough, a town that sounds right out of an American version of a Charles Dickens novel. It was a place where we raised most of what we ate, often hunted for our supper, and had outhouses in the backyard. But it was also a place where you always knew you could count on your neighbor—if someone was sick, if your tire was flat, or if the shed fell down and you needed to build a new one. People knew me and looked out for me everywhere in the community, and I would not have traded that sense of community for anything.

But Falls of Rough was low on expectations, and not much was expected of me. I worked hard around the house and the farm, and I worked relatively hard in school, graduating near the top of my class. But no one expected me to do much more than graduate high school and settle down in the community. It wasn't until a friend from the affluent end of the county encouraged me to apply to college that I started to think about a different future and question whether where we grow up should determine where we end up.

My Top Five Leadership Competencies

- Practices self-development
- Drives for results

- Inspires and motivates others
 - Collaboration and teamwork
 - Champions change
-

When I was accepted into Western Kentucky University and finally told my parents about my plans, it was a blow to them, and in a curious way, a betrayal. College was only ninety miles from home, but for my family and me, it might as well have been 9,000 miles away. None of us had a frame of reference for college. My stepfather, who raised me and whom I thought of as my dad, was dead-set against it. He even told me not to come back if I decided to go off to college. When I left home, he was not speaking to me, and my mom was in tears. Happily, he later reached out and brought me back into the fold.

Practices Self-Development

But when I look back, these experiences shaped and strengthened me in two powerful ways. First, I was forced to weigh my aspirations against the genuine fears and concerns of others and make a life-altering choice. I had to follow the voice inside me that said, “You’re not too poor to succeed. People shouldn’t expect less of you or the kids down the road. It’s okay to want a different future than what others envision for you.” In many ways, I think this is an important first step for all women—we have to embrace our drive and vision for ourselves. Sometimes this requires a great deal of courage, especially if it involves redefining the status quo. Although it was not easy, my decision to go to college was pivotal. It set me on a professional and personal course and prepared me for the decisions I would later face as a leader.

Second, I learned the power of high expectations early on, starting when I went off to college and continuing to this day. At Western

Kentucky University, my professors challenged me to relearn how to learn after largely memorizing my way through high school. From then on, much has been expected of me, and I've experienced firsthand the difference between high expectations and low expectations. One prepares people and creates opportunities, and the other accepts limitations on what is possible. Through my own personal experience and as an educator, I've seen firsthand what happens when we expect more from kids. And, as an organization and community leader, I've seen time and again that when the bar is set high for adults, they reach for it and catch it.

As I've moved through my career, I've come to realize the value of a leader's commitment to learning, and there are many writers on leadership whose research sheds important light on this work. The work of Lee Bolman and Terry Deal stands out. In the early 1990s, I came across *Reframing Organizations: Artistry, Choice, and Leadership*, which breaks down the work of leaders into four categories—structural, human resources, political, and symbolic. The authors argue that effective leaders are able to set a vision, address the challenges, and work successfully within all four categories. Their framework helped me identify the categories where I was strong, those that came naturally, and those where I needed to invest time and work. Twenty years later, I am still using this framework to self-reflect and sharpen my skills.

Equally important for me is to intentionally connect leadership research to what I learn day in and day out from whatever position I'm in. Since my first teaching job, I've been privileged to work with a number of people, both men and women, who have exemplified effective leadership. I've learned a great deal by listening and by watching how they set a vision, engage staff and constituents, institute changes, and address challenges.

Champions Change

Early in my career, I worked for the Kentucky Commissioner of Education, Tom Boysen, on the Kentucky Education Reform Act at

a time when the state had the lowest student achievement rate in the country. Redefining an education system at the state and district level was challenging, messy, and daunting work, filled with obstacles over which we often had no control. Through his skilled leadership, Mr. Boysen taught me how to navigate obstacles and find a viable solution if it was the right thing to do. He taught me that taking the opposing argument and seeing all sides of a challenge has merit, and that bureaucracy doesn't always have to win. He built a leadership team in which people did not share the same perspective, and I've emulated his approach in my own hiring and management practices.

Another role model for me in the Kentucky Department of Education was the director of instruction, Betty Steffy. Betty artfully managed Bolman and Deal's human resources and symbolic areas of leadership. During the most trying parts of the education reform efforts, she sent daily emails to the more than 300 members of her department to recap the events of the day, so that everyone heard the same information and benefited from the same insights. She ended her emails with a personal comment—whether it was letting people know she was going home to work in her garden or walk her dog or reminding them to take time to enjoy their children. These daily emails resonate with me to this day. They kept staff “in the know,” reduced rumors, mitigated tensions, and allowed people to share the personal side of their work. They were small but authentic acts that made a large difference in the change process.

I was lucky. Many leaders stepped up to actively mentor me and open doors for me. They took a chance on me when I was young. They let me make mistakes and gave me strategies for addressing those mistakes. And it all helped shape me into the person I am today. I've never forgotten those gifts, nor where I came from. One of the beliefs I hold most dear is a commitment to pay it forward—to create support systems for other women as they prepare for and enter leadership roles and to emulate the mentors who have had such a profound influence in my life. I am truly excited to watch the next generation of women leaders emerge.

Develops Others

I've been a district superintendent, a state schools chief, a non-profit leader, and a teacher. But before I was any of these things, I was a poor girl from Kentucky who had the opportunity to bridge the gap between what I was expected to do and what I was capable of doing. I was a poor kid who caught a lucky break. My life changed because of a chance friendship with someone who was unwilling to accept the inequities between us. Today I work in education with a passion born from that experience—in a job where I get to give back and do my part to make sure that every child in America gets the opportunity I almost didn't have.

Vicki Phillips

Vicki Phillips earned a B.A. in elementary and special education and an M.A. in school psychology from Western Kentucky University, as well as a doctorate in educational leadership and management from the University of Lincoln in England. She began her career as a teacher and went on to serve at the state level in Kentucky. She has worked with the U.S. Department of Education, as Pennsylvania's Secretary of Education and Chief State School Officer, and as the superintendent of schools in Lancaster, Pennsylvania, and Portland, Oregon. She has trained school leaders in the U.K. and Australia, served on the governing council for England's National College for School Leadership, and co-founded the Global Education Leaders Program. In her work with The Bill and Melinda Gates Foundation, her goal is to ensure that high school students graduate ready for success in college and the workplace (www.gatesfoundation.org).

Karen Avery

Senior Director of Institutional Giving, PBS Foundation

“A mother is not a person to lean on, but a person to make leaning unnecessary.”

—DOROTHY CANFIELD FISHER

My Secret Leadership Sauce

Despite a long career in leadership roles, I found it somewhat daunting to reflect on my own leadership skills for this book. I asked myself whether it’s really possible for me to see myself as a leader and wondered whether recognizing my own leadership skills might not be akin to hearing the proverbial tree fall in the forest. I rarely see myself as a leader, since I tend to view myself first and foremost as a mother—and one who is loud, laughing, and tired—rather than in standard leadership terms such as strong, forthright, bold, and energized. Yet, as I started to over-think it, I realized that the way I identify myself—in personal terms—precisely matches my perception and experience of strong leadership. My personal attributes are the ingredients in my secret leadership sauce!

My Top Five Leadership Competencies

- Takes initiative
 - Inspires and motivates others
 - Builds relationships
 - Collaboration and teamwork
 - Develops strategic perspective
-
-

In my early leadership roles, I was not a mother, yet today I cannot write about my leadership style without referring to motherhood.

I am the mother of two wonderful human beings, my daughter, who is fourteen at the time of this writing, and my son, who just turned twelve. Being a mother changed my life in many ways—glorious, painful, fulfilling, and deeply meaningful. Today it is my children who move me to stand strong and work hard to try to make a difference. Before they arrived, I used to believe that inner motivation was driving me to become involved and take a leadership role. But was that really the whole story? Did my capacity to lead come from me alone? I think not. Even though my maternal self would not surface for another twenty-six years, something external was driving me, and that was my own mother.

My mother moved me to be a leader very early on. She loved me beyond belief, routinely boosted me up, instilled in me a firm sense of self-confidence, and always burst with pride at my accomplishments. She was my biggest fan and toughest critic. In fact, far fewer copies of this book will move off the shelves now that she is no longer living. I believe that my mother planted the seeds of leadership within me and nurtured and protected those seeds to help me grow into the leader I am today. Her spirit lives on in me—sometimes when I catch myself acting just like her and saying the same things to my kids that she said to me, but most of all when I feel her guiding me to lead.

I am loud. People frequently tell me they hear me coming from a long way off. That's a good thing, right? My voice—loud and, I like to think, melodious—must cheer up so many people as I approach. Perhaps not. But one thing I've discovered about being loud is that it definitely gets you noticed. I tend not to wait at a crowded bar too long before I get the bartender's attention, and in college, when I was president of the house council, I never needed a microphone to make an announcement in the dining hall.

I'm sure you're familiar with that uncomfortable silence when the speaker asks the audience for questions at the end of a presentation. I'm one of those people who won't let the silence last too long. I always speak up. Being loud usually means being heard, and it can be

very authoritative. But I've also learned to make sure that loud doesn't become obnoxious and to recognize whether I'm being listened to. Being loud and clear captures people's attention, but getting them to listen is what spurs them to action and leads to success.

I laugh a lot. Mainly because I think life—despite all its craziness, routine, and challenges—is really very funny. I smile a lot, and I feel fortunate to consider myself a very happy person. I believe that a sense of humor and the ability to laugh at oneself are essential for anyone in a leadership position in order to have an impact on others. But when we think of leaders in our lives or in history, we generally don't think about laughter and humor at all. Why is this? Is leadership always a serious business? Can't one lead and be funny? I believe one can.

Laughter makes people feel good. In times of crisis and pain, it can help to lift their spirits and move the healing process along. Leaders who take themselves too seriously run the risk of alienating those they are trying to move forward. Instead of jumping on the bandwagon, people may become resentful, bitter, or obstructive. Employees and volunteers may start talking behind the back of the leader they work for, and they'll be doing the laughing. We all know it's better to be laughed with rather than at, so leaders should recognize how to apply humor and promote laughter in order to achieve meaningful outcomes.

Inspires and Motivates Others

Je suis tres fatiguel! Many years ago I convinced myself that sleep was overrated and that I could get by just fine on a handful of hours a night. I essentially run on fumes during the day. I maintain a fast-paced, jam-packed schedule, and I often don't give myself time to slow down and relax. I'm afraid I may have completely forgotten how! But come to think of it, I've never met a well-rested leader. Being tired, exhausted, and stressed out are all badges of successful leadership.

In recent years, one factor that has added to my perpetual fatigue is balancing the demands of career and family, or “choreographing” my life, as I like to call it. Some of my dances are designed for the big stage, but many are performed in the privacy of my own home. Juggling work and family remains a major challenge for women leaders because many workplace structures and environments fail to accommodate family commitments. However, I have been very fortunate to work with organizations that have been supportive of tired women trying to balance their professional and personal lives. But sadly, this is still the exception and not the rule.

In looking at the bigger picture beyond my own story, I believe we need to focus on certain priorities in order to reap the benefits of the leadership skills of women. From the courtroom to the boardroom, women are leading the way in government, business, non-profit, and legal circles more than ever before, but they often feel the need to do more than men, prove themselves more than men, and create some sort of magic. In order to truly bring equality into leadership opportunities and leadership expectations, we must commit to developing more women leaders to allow women leaders to become the norm.

Builds Relationships

We must continuously reinforce their abilities, acknowledge their skills, and boost their self-confidence, so that they can achieve their full potential, starting with girls at a very young age. Women often learn how to deal with the setbacks of life through personal interaction, mentoring, and networking—skills that they possess in abundance. We can support the development of girls and women by helping them develop these skills along with additional strategies to help them compete on an equal footing in a complex world.

My mother used to say to me: “You can help make them better than they thought they could be.” That kind of support helped me

to be a leader. I'm now proud to be able to pass on that advice to my own daughter, to help her and the next generation of women leaders get real and lead on, while tirelessly laughing out loud.

Karen Avery

Karen Avery received her A.B. from Harvard University in psychology and social relations and her M.Ed. from the Harvard Graduate School of Education with a concentration in administration, planning, and social policy. She has served as a senior admissions officer for Harvard and Radcliffe Colleges, assistant dean of Harvard College, and the director of the Ann Radcliffe Trust, a women's initiative for Harvard undergraduates. She also spent seven years as director of foundation relations at the Smithsonian Institution. Karen joined PBS as senior director of institutional giving of the PBS Foundation in January 2011. She currently serves on the Wolf Trap Foundation associates board of directors and is especially proud to be closely connected with America's only national park for the performing arts (www.pbs.org).

8 Develops Strategic Perspective

“However beautiful the strategy, you should occasionally look at the results.”

—Sir Winston Churchill

The stories from our Real Women show real-life examples of how leadership competencies manifest in the world of work. From business to education, from politics to the non-profit world, there are myriad lessons we can derive from the Real Women. However, while these women have taken paths to success, finding these paths can be difficult. In order to succeed in our quest to be transformational leaders, we must also talk about the competencies at which, according to the research, women do not naturally excel.

While women outperform men in almost all of the Zenger and Folkman competencies, it is also important to note the competencies in which we do not excel. Develops Strategic Perspective is the one competency on which males rated significantly higher than women (*A Study in Leadership: Women Do It Better Than Men*, by Zenger Folkman). In an attempt to address not only our strengths, but also our weaknesses, we discuss below what the competency entails and how you can improve your strategic perspective.

Strategic Perspective can be described and interpreted in a variety of ways. For this purpose, the competency is defined by Andrea Moore, senior consulting manager at FlashPoint as:

- Understand the current context
 - ◆ Assess current strategy/approach and results you are getting
- Develop high performance strategy
 - ◆ What's keeping you from realizing your vision and what it is that you want?
- Develop a plan to execute on the strategy
 - ◆ Develop roles and responsibilities, set goals, and develop action plans¹

Marina Go, general manager of Hearst-Buaer, suggests that because women are typically great problem solvers, they overlook the bigger picture and vision in order to provide solutions to problems at hand.²

The question remains, however, how do we use our skills, but also develop the key leadership competencies necessary to succeed?

As you read through *Real Women, Real Leaders*, you found a variety of resources and action points, which we hope will help you find your inner leader and assist you in the development of your leadership qualities. As women, we must use the existing data to our advantage; understanding that, as a gender, we struggle to display strategic perspective, which allows us to actively plan for development of the competency.

In 1987, Mintzberg developed the 5Ps of Strategy. Almost thirty years later, these 5Ps continue to provide a useful tool to think about

¹www.womensagenda.com.au/talking-about/the-daily-juggle/what-it-means-to-develop-a-strategic-perspective/201310062998#.VHTvSVfF9m0

²www.womensagenda.com.au/talking-about/the-daily-juggle/what-it-means-to-develop-a-strategic-perspective/201310062998#.VHTvSVfF9m0

how we approach strategic perspective and how to develop this as a competency in a concrete, tangible way, divided here into logical steps.

1. Plan

- a. Think about your mission, vision, and long-term goals.
- b. Use tools such as PEST (Political, Economic, Social, and Technological) analysis, SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, or brainstorming to help you in the planning process.

2. Ploy

- a. Think about competitors, the market, allies, and where your organization fits into this picture.
- b. Use tools such as Impact Analysis or Scenario Analysis to help you think about this. Also consider reading up on Game Theory for some extra tools for competitive analysis.

3. Pattern

- a. Think about organizational behavior and how this affects overall strategy. Notice the behavior patterns you see in your team and organization, and analyze how these patterns affect your strategic perspective.
- b. Use tools such as core competency analysis to assess the resources you are working with.

4. Position

- a. Think about where you position yourself as an organization in the relevant environment. You need to understand where your organization fits into the bigger picture.

5. Perspective

- a. Think about your organization's culture. Does it encourage risk taking and innovation? Or does it rely purely on data? Understanding this will help you further develop your strategic perspective.

Finally, remember to focus on the “WHAT” and the “WHY” rather than the “HOW.”³

From all of the women behind this book, we hope that our life lessons serve to inspire, teach, and coach future women leaders. As you have seen, the competencies discussed can manifest themselves in a range of different professions and styles, and focusing on developing the competencies you believe will lead you to success in your career is essential. We hope that the action points and tools we have provided in this book, along with the resources at the end of the book, will serve as a launching pad for each and every one of you to become a Real Woman, and Real Leader of your own.

³www.women-unlimited.com/blog/tag/female-business-leaders/

Leadership Self-Assessment

Self-reflection is an important component of developing leadership qualities. This self assessment is designed to help leaders determine which leadership skills they may need to develop. It focuses on eight components dealing with (1) *providing direction*, (2) *leading courageously*, (3) *fostering teamwork*, (4) *championing change*, (5) *coaching people*, (6) *motivating others*, (7) *building relationships*, and (8) *acting with integrity*. A set of five statements reflect various attributes of and skills for each component.

Instructions

Please read each statement carefully. Then rate yourself in terms of how well you think you possess the attribute or perform the leadership skill by circling the statement that best reflects your view. This is not a test; there are no right or wrong answers.

The rating scale provides three choices:

- 1 = I do not possess this attribute or do this skill well at all.
- 2 = I seldom possess this attribute or do this skill somewhat well.
- 3 = I possess this attribute or do this skill very well.

Circle your chosen response for each statement

Please respond to every statement. In selecting your response, be realistic about your assessment. Do not answer in terms of how you would *like* to see yourself, in terms of what you *should* be doing, or in terms of how you think *others view you*. Again, the purpose of this assessment is to help you focus on growth objectives that will stretch you in meaningful ways. Once the averages for each component are calculated, use the questions on pages 160 through 163 to enhance your assessment.

As I reflect on my leadership over the past twelve months, I can make the following assessment of my own leadership behavior:

	Do not do well	Do somewhat well	Do well
Providing Direction			
1. I articulate my organization's vision and mission to others.	1	2	3
2. I foster the fulfillment of a common vision.	1	2	3
3. I clarify roles and responsibilities.	1	2	3
4. I define priorities for our organization.	1	2	3
5. I make planning strategically a high priority.	1	2	3

Total Score of items circled, divided by 5. The resulting number is your average score for this area.

	Do not do well	Do somewhat well	Do well
Leading Courageously			
1. I take a stand for my values.	1	2	3
2. I understand the ethical responsibility that comes with leadership and act accordingly.	1	2	3
3. I deal with issues and concerns promptly.	1	2	3
4. I challenge others to make right choices.	1	2	3
5. I make tough decisions regardless of people's approval or rejection.	1	2	3

Total Score of items circled divided by 5. The resulting number is your average score for this area.

Fostering Teamwork			
1. I prefer to work on tasks with a team versus individually.	1	2	3
2. I regularly build team spirit and morale and get results.	1	2	3
3. I encourage interaction and collaboration among team members.	1	2	3
4. I lead the celebration of team accomplishments.	1	2	3
5. To garner diverse perspectives, I solicit input from my team members.	1	2	3

Total Score of items circled divided by 5. The resulting number is your average score for this area.

	Do not do well	Do somewhat well	Do well
Championing Change			
1. I recognize the value of leading change.	1	2	3
2. I actively involve others in the change process.	1	2	3
3. I motivate others to embrace change.	1	2	3
4. I assess readiness and resistance to change.	1	2	3
5. I provide the energy that propels people along the change process, no matter how great the difficulties.	1	2	3

Total Score of items circled divided by 5. The resulting number is your average score for this area.

Coaching and Developing People

1. I identify and seek to tap people's potential.	1	2	3
2. I consider and offer developmental challenges.	1	2	3
3. I develop leaders at all levels of our organization.	1	2	3
4. I find ways to support and encourage others.	1	2	3
5. I invest in people development in my organization.	1	2	3

Total Score of items circled divided by 5. The resulting number is your average score for this area.

Motivating Others

1. I inspire and provoke others to excel.	1	2	3
2. I trust in people's competence.	1	2	3
3. I establish high performance standards.	1	2	3
4. I lead by setting a positive example that inspires others.	1	2	3
5. I reward performance and provide constructive feedback.	1	2	3

Total Score of items circled divided by 5. The resulting number is your average score for this area.

Building Relationships

1. I initiate relationships with others	1	2	3
2. I work effectively with others who are different from me.	1	2	3
3. I prioritize successful resolution of conflict with others.	1	2	3
4. I leverage networks of people to resource and strengthen my tasks.	1	2	3
5. I keep others informed about what I'm doing if it affects them.	1	2	3

Total Score of items circled divided by 5. The resulting number is your average score for this area.

Acting with Integrity

1. I understand that leading begins with leading from the heart (with compassion, sensitivity, and integrity).	1	2	3
2. I value the heart, character, and integrity of myself and others.	1	2	3
3. I follow through on the promises and commitments that I make.	1	2	3
4. I am open to making significant changes in my behavior when necessary.	1	2	3
5. I am able to exert self-discipline when needed.	1	2	3

Total Score of items circled divided by 5. The resulting number is your average score for this area.

Scoring the Leadership Self-Assessment

Add the circled responses within each section and divide the total by 5. The result is your average score for each leadership component.

Using the Leadership Self Assessment

The results of your assessment are to help you think about how to address the varied skills and attributes of effective leadership. This assessment is also intended to help you think about how important these attributes and skills are to you and whether or not you wish to grow and develop them more.

The following questions are intended to assist you in analyzing your responses.

PROVIDING DIRECTION

Which **Providing Direction** skills/attributes do you do well?

1. ____ 2. ____

3. ____ 4. ____

Which **Providing Direction** skills/attributes do you not do well?

1. ____ 2. ____

3. ____ 4. ____

Which **Providing Direction** skills/attributes do you have the most interest in developing?

1. ____ 2. ____

LEADING COURAGEOUSLY

Which **Leading Courageously** skills/attributes do you do well?

1. ____ 2. ____

3. ____ 4. ____

Which **Leading Courageously** skills/attributes do you not do well?

- 1. ____ 2. ____
- 3. ____ 4. ____

Which **Leading Courageously** skills/attributes do you have the most interest in developing?

- 1. ____ 2. ____

FOSTERING TEAMWORK

Which **Fostering Teamwork** skills/attributes do you do well?

- 1. ____ 2. ____
- 3. ____ 4. ____

Which **Fostering Teamwork** skills/attributes do you not do well?

- 1. ____ 2. ____
- 3. ____ 4. ____

Which **Fostering Teamwork** skills/attributes do you have the most interest in developing?

- 1. ____ 2. ____

CHAMPIONING CHANGE

Which **Championing Change** skills/attributes do you do well?

- 1. ____ 2. ____
- 3. ____ 4. ____

Which **Championing Change** skills/attributes do you not do well?

- 1. ____ 2. ____
- 3. ____ 4. ____

Which **Championing Change** skills/attributes do you have the most interest in developing?

1. ____ 2. ____

COACHING AND DEVELOPING PEOPLE

Which **Coaching and Developing People** skills/attributes do you do well?

1. ____ 2. ____

3. ____ 4. ____

Which **Coaching and Developing People** skills/attributes do you not do well?

1. ____ 2. ____

3. ____ 4. ____

Which **Coaching and Developing People** skills/attributes do you have the most interest in developing?

1. ____ 2. ____

MOTIVATING OTHERS

Which **Motivating Others** skills/attributes do you do well?

1. ____ 2. ____

3. ____ 4. ____

Which **Motivating Others** skills/attributes do you not do well?

1. ____ 2. ____

3. ____ 4. ____

Which **Motivating Others** skills/attributes do you have the most interest in developing?

1. ____ 2. ____

BUILDING RELATIONSHIPS

Which **Building Relationships** skills/attributes do you do well?

1. ____ 2. ____
3. ____ 4. ____

Which **Building Relationships** skills/attributes do you not do well?

1. ____ 2. ____
3. ____ 4. ____

Which **Building Relationships** skills/attributes do you have the most interest in developing?

1. ____ 2. ____

ACTING WITH INTEGRITY

Which **Acting with Integrity** skills/attributes do you do well?

1. ____ 2. ____
3. ____ 4. ____

Which **Acting with Integrity** skills/attributes do you not do well?

1. ____ 2. ____
3. ____ 4. ____

Which **Acting with Integrity** skills/attributes do you have the most interest in developing?

1. ____ 2. ____

Note: This is only a preliminary self-assessment intended to promote personal reflection and further evaluation. It is not a statistically validated assessment.

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A Study in Leadership: Women Do It Better Than Men

Zenger Folkman

Which gender supplies better leaders for organizations? Based on research conducted by Zenger Folkman, the authority in strengths-based leadership development, the answer is rather clear and quite shocking. As far as the sixteen researched differentiating leadership competencies are concerned, women excelled in a majority of areas.

Below is the research of a sample of 7,280 leaders who had their leadership effectiveness evaluated in 2011. Sixty-four percent of our data set was male (4,651) and 36 percent was female (2,629). The data represents managers and executives who completed our Extraordinary Leader 360 assessment in 2011. Our clients tend to be progressive, successful companies that have a strong belief in leadership development. This is not a global random sample of leaders, but rather a sampling of male and female leaders from high performing companies. Perhaps the differences are more pronounced in this data because the organizations supported the development of their leaders. It is also interesting because 64 percent of the data comes from managers and

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executives in the United States, and the remainder from countries scattered all over the world. Many of the countries in the data showed the same trends between men and women.

Males tended to have a higher percent of leaders in top management and reports to top management positions.

Position	Male	Female
Top Management, Executive, Senior Team Members	78%	22%
Reports to Top Management, Supervises Middle Managers	67%	32%
Middle Manager	60%	39%
Supervisor, Front Line Manager, Foreman	61%	39%
Individual Contributor	45%	55%
Other	47%	53%

Overall Leadership Effectiveness by Gender by Position (*Percentile Scores)

Position	Male	Female
Top Management, Executive, Senior Team Members	52	61
Reports to Top Management, Supervises Middle Managers	47	53
Middle Manager	47	53
Supervisor, Front Line Manager, Foreman	52	51
Individual Contributor	51	52
Other	50	51

* Percentile scores were calculated by comparing the results of the 7,280 males and females to each other.

Overall Leadership Effectiveness by Gender by Function (Percentile Scores)

Of the fifteen functions listed, females were rated more positively in twelve. Some of the largest gaps were in functions that tended to be

male dominated, such as sales, product development, legal, engineering, IT, and research and development. The percentage of women leaders represented in these functions ranged from 13 percent to 33 percent.

Function	Male	Female
Sales	55.9	62.6
Marketing	45.7	52.4
Customer Service	52.4	50.6
Operations	50.4	53.8
HR, Training	48.7	50.6
General Management	49.6	55.0
Finance and Accounting	46.2	50.6
Product Development	42.0	49.0
Legal	54.7	59.4
Engineering	41.1	44.5
Information Technology	42.0	52.1
Research and Development	47.4	52.2
Facilities Management, Maintenance	49.8	37.8
Quality Management	48.5	49.5
Administrative, Clerical	48.8	43.2

Differences in Overall Leadership Effectiveness

On an overall leadership effectiveness index, females were rated more positively than males. The overall leadership effectiveness index is a forty-nine-item index. The forty-nine items were found to be the most differentiating items separating the best versus the worst leaders. The items are associated with sixteen differentiating competencies. The overall index is the average rating from an aggregate of manager, peer, direct report, and other ratings.

	Male	Female	T Value	Sig. (2-tailed)
Overall Leadership Effectiveness (Average of Forty-Nine Leadership Items)	49	53	-6.17	0.00

Differences in Competencies

On twelve of sixteen competencies, females were rated more positively by the total of all respondents—manager, peers, direct reports, and others. On average, 12.7 raters evaluated males, 13.1 raters evaluated females.

The bias of most people is that females would be better at nurturing competencies, such as developing others and relationship building. While this is true, the competencies with the largest differences between males and females were taking initiative, practicing self-development, integrity/honesty, and driving for results.

	Male	Female	t	Sig. (2-tailed)
Takes Initiative	48	56	-11.58	0.00
Practices Self-Development	48	55	-9.45	0.00
Displays High Integrity and Honesty	48	55	-9.28	0.00
Drives for Results	48	54	-8.84	0.00
Develops Others	48	54	-7.94	0.00
Inspires and Motivates Others	49	54	-7.53	0.00
Builds Relationships	49	54	-7.15	0.00
Collaboration and Teamwork	49	53	-6.14	0.00
Establishes Stretch Goals	49	53	-5.41	0.00
Champions Change	49	53	-4.48	0.00
Solves Problems and Analyzes Issues	50	52	-2.53	0.01
Communicates Powerfully and Prolifically	50	52	-2.47	0.01
Connects the Group to the Outside World	50	51	-0.78	0.43
Innovates	50	51	-0.76	0.45
Technical or Professional Expertise	50	51	-0.11	0.91
Develops Strategic Perspective	51	49	2.79	0.01

Males were rated more significantly positively on one competency (Develops Strategic Perspective).

Survey Items

For thirty-six of forty-nine items, females scored significantly more positive. Men scored significantly positive in only two survey items. The rest of the survey items were neutral.

Below is a small sample of some of the items:

	Male	Female	t	Sig. (2-tailed)
22. Follow through on commitments.	47	56	-12.00	0.00
3. Honor commitments and keep promises.	48	56	-11.79	0.00
23. Willingly goes above and beyond.	48	56	-11.66	0.00
13. Improves based on feedback from others.	48	55	-10.89	0.00
41. Has a clear perspective between the over-all picture and the details.	51	49	2.29	0.02
42. Has a perspective beyond the day-to-day.	52	48	5.43	0.00

What does this mean for women in the workplace? Well, the implications of this research are quite profound. Jack Zenger, CEO and co-founder of Zenger Folkman, stated: "It is a well-known fact that women are underrepresented at senior levels of management. Yet the data suggests that by adding more women the overall effectiveness of the leadership team would go up." Organizations go outside to recruit effective leaders when in many cases they may well have internal people who could rise to fill the position that is vacant.

Joe Folkman, president of Zenger Folkman, noted that "while men excel in the technical and strategic arenas, women clearly have the advantage in the extremely important areas of people relationships and communication. They also surpass their male counterparts in driving for results. This we know is counterintuitive to many men."

Resources

Printed Books

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Newsletters, Blogs, and Papers

Coaching Tip: The Leadership Blog

www.coachingtip.com/women/

Coach John G. Agno is your own cultural attaché; keeping you abreast of what's effective in leadership. People learn better and are positively motivated when supported by regular coaching.

Center for Creative Leadership

www.ccl.org/Leadership/enewsletter/current.aspx

CCL's *Leading Effectively* e-newsletter delivers practical articles on leadership and management to help you tackle the daily challenges of leading.

Eblin Group

<http://eblingroup.com/blog>

The Eblin Group is a leadership development and strategy firm that helps executives, senior managers, and emerging leaders develop the presence they need to deliver game-changing results.

Executive Leadership

www.execleadership.com/newsletter.html

Executive Leadership is a monthly subscription newsletter published by Business Management Daily, a division of Capitol Information Group, Inc.

Huffington Post Women's Leadership

www.huffingtonpost.com/news/womens-leadership/

Articles on women's leadership.

Jon Gordon

www.jongordon.com/blog/

Writes about developing positive leaders, organizations, and teams.

Leader Values

www.leader-values.com/

LeaderValues provides students, researchers, and practitioners of leadership with one of the best meeting places on leadership, innovation, organization design, change, coaching, and value systems. Wide collection of free resources on leadership.

Leadership Now

www.leadershipnow.com

Providing articles, features, books, multi-media, and other resources on leadership.

Mark Sanborn

www.marksanborn.com/blog/

Writes on leadership development, customer service, team building, and personal development.

Michael Hyatt

<http://michaelhyatt.com/>

It is focused on intentional leadership. My mission is to help leaders leverage their influence. As a result, I write on personal development, leadership, productivity, platform, and publishing.

The Center for Association Leadership

www.asaecenter.org/Advocacy/contentASAEOnly.cfm?ItemNumber=46583

ASAE represents more than 21,000 association executives and industry partners representing more than 9,300 organizations. They offer Sustainable Leadership newsletters.

The Global Citizen Daily

<http://globalcitizendaily.com/>

Part of People to People Ambassador Programs. Provides an engaging and diverse forum for discussion and ideas to support People to People Ambassador Program's mission of global understanding through student travel.

The Lead Change Group

<http://leadchangegroup.com/blog/>

Non-profit dedicated to instigating a leadership revolution.

The Skimm

www.theskimm.com/

Started by two former NBC producers, the Skimm is the daily e-mail newsletter that gives you everything you need to start your day. We do the reading for you—across subject lines and party lines—and break it down with fresh editorial content.

ToGetHerThere: Girls' Insights on Leadership

http://marketing.gfkamerica.com/Roper_Report_Girls_Scouts_ToGetHerThere.pdf

Report for Girls Scouts on young girls' thoughts on leadership.

Organizations

AASA: The School Superintendents Association

<http://aasa.org/LeadershipDevelopment.aspx>

Leadership Development department was established to address the leadership needs of school leaders.

American Business Women's Association

www.abwa.org

The mission of the American Business Women's Association is to bring together business women of diverse occupations and to provide opportunities for them to help themselves and others grow personally and professionally through leadership, education, networking support, and national recognition.

Athena International

www.athenainternational.org

Founded in 1982 by Martha Mayhood Mertz, ATHENA International is a non-profit organization that seeks to support, develop, and honor women leaders through programs that we administer in partnership with "host organizations" from local communities. These programs inspire women to reach their full potential and strive to create balance in leadership worldwide.

Catalyst

www.catalyst.org

Catalyst is the leading nonprofit organization with a mission to expand opportunities for women and business.

DOLS

<http://thedols.net/>

An informal professional organization for women who work in the business of education. Founded in the early 1990s, it serves as a networking and support group for women who share both a career in and a passion for improving education.

Center for Creative Leadership

www.ccl.org/Leadership/index.aspx

CCL® is a top-ranked, global provider of leadership development. By leveraging the power of leadership to drive results that matter most to clients, CCL transforms individual leaders, teams, organizations, and society.

Elevate (formerly 85 Broads)

www.ellevatenetwork.com/

We believe the research is clear that companies and the economy perform better when they fully engage women. We believe women are still an under-tapped resource in the business world and in society at large—and that it's time to change that. We believe that networking and lifelong learning are keys to business success. And we believe that by providing these capabilities, by working with companies and investors to help them see the opportunity, and by truly investing in women, we can be an active and positive part of that change. Elevate is a global professional women's network dedicated to these beliefs and to the economic engagement of women worldwide.

Girls Innovate!

<http://girlsinnovate.org/>

Girls Innovate! brings women and girls together to gain leadership in creating learning opportunities for the community. These learning opportunities revolve around bridging the disconnect between what is possible and required for extraordinary leadership in the modern world and the tools given at a young age to nurture that potential.

Girls Thinking Global

www.girlsthinkingglobal.org

Girls Thinking Global is creating a global network of organizations committed to educating and empowering girls and women by creating a collaborative space for best practices, sharing resources, recognizing and highlighting success stories, and leading the global movement for girls' empowerment and education.

Hill Consulting Group

www.hillconsultinggroup

Hill Consulting Group provides leadership consulting to non-profits and emerging leaders.

Institute for Women's Leadership

<http://womensleadership.com>

The Institute for Women's Leadership innovates in the area of women's leadership by focusing on gender partnership in addition to growing and developing women.

International Leadership Association

www.ila-net.org

The International Leadership Association (ILA) is the global network for all those who practice, study, and teach leadership. The ILA promotes a deeper understanding of leadership knowledge and practices for the greater good of individuals and communities worldwide.

ISTE Making IT Happen

www.iste.org/lead/awards/making-it-happen-award

The Making IT Happen award honors outstanding educators and leaders who demonstrate extraordinary commitment, leadership, courage, and persistence in improving digital learning opportunities for students. Since its inception in 1995, more than 500 educators from around the world have received the award.

Live Your Dream.org

www.liveyourdream.org/

A community that connects people online to do volunteer work offline that helps women and girls to live their dreams. When you join the Live Your Dream community, you join a group of like-minded individuals who dream of making the world a better place for women and girls.

National Association of Professional Women

www.napw.com/

NAPW's mission is to provide an exclusive, highly advanced networking forum to successful women executives, professionals, and entrepreneurs, where they can aspire, connect, and achieve. Through innovative resources, unique tools, and progressive benefits, professional women interact, exchange ideas, advance their knowledge, and empower each other.

National Girls Collaborative Project

www.ngcproject.org/

The vision of the NGCP is to bring together organizations throughout the United States that are committed to informing and encouraging girls to pursue careers in science, technology, engineering, and mathematics (STEM).

Network of Executive Women

www.newonline.org/

The Network of Executive Women inspires leaders, transforms organizations, and builds business through learning, best practices, research, leadership development, and more than 100 events each year.

Strong Women Strong Girls

<http://swsg.org/>

SWSG fosters leadership skills, a sense of female community, and a commitment to service among three generations: elementary school girls, undergraduate women, and professional women. The program spans the East Coast, serving women and girls in Boston, Massachusetts, and Pittsburgh, Pennsylvania.

The Bridgespan Group

www.bridgespan.org/

Collaborates with social sector leaders to help scale impact, build leadership, advance philanthropic effectiveness, and accelerate learning.

WIT (Women in Technology)

www.womenintechnology.org/

The premier professional association for women in the technology industry.

Women's Leadership Coaching

<http://womensleadershipcoaching.com/>

Women's Leadership Coaching, Inc., is dedicated to helping emerging women leaders advance into management and leadership positions.

WOMEN Unlimited Inc.

www.women-unlimited.com/home/

WOMEN Unlimited, Inc., is a world-renowned organization focusing on developing women leaders in major corporations.

Zenger/Folkman

www.zengerfolkman.com

The foremost authority in strengths-based leadership development, Zenger/Folkman helps organizations develop extraordinary leaders who achieve positive business results.

Education

Babson College—Center for Women’s Entrepreneurial Leadership

www.babson.edu/Academics/centers/cwel/Pages/home.aspx

The Center for Women’s Entrepreneurial Leadership (CWEL) at Babson College educates, inspires, and empowers women entrepreneurial leaders to reach their full potential to create economic and social value for themselves, their organizations, and society.

Barnard College Young Women’s Leadership Institute

<http://barnard.edu/precollege/summer-in-the-city/programs/ywli>

The Young Women’s Leadership Institute takes the complex relationship between gender and leadership as its focus. Students will develop action-oriented leadership plans during the session.

Bryn Mawr Nonprofit Executive Leadership Institute

www.brynmawr.edu/neli/

The Nonprofit Executive Leadership Institute offers nonprofit executives and ascending leaders the tools and time they need to examine and refine their leadership and management skills, while learning new theories and core competencies about nonprofit management.

Dale Carnegie Training

www.dalecarnegie.com/events/leadership-management-training-programs/

Leadership training for managers.

Dave Ramsey Entre Leadership

www.daveramsey.com/entreleadership/events/?ectid=gaw.entre-eve-nts1&gclid=CL6jkozkmcICFbBm7AodohAAmQ

Practical wisdom on winning in business.

Degree Directory

<http://degreedirectory.org/>

World’s largest education and career help desk.

Eisenhower Fellowships Women's Leadership Program

<https://efworld.org/our-programs/2015-women-leadership-program>

The Women's Leadership Program (WLP) will promote women in leadership roles across all industries and sectors by providing strong networking and professional development opportunities. WLP participants will make a commitment to mentor and empower women in their countries and regions to advance the next generation of emerging women leaders.

Harvard Advanced Leadership Initiative

<http://advancedleadership.harvard.edu/>

The Advanced Leadership Initiative is designed to enhance and leverage the skills of highly accomplished, experienced leaders who want to apply their talents to solve significant social problems, including those affecting health and welfare, children and the environment, and focus on community and public service in the next phase of their careers.

Harvard Kennedy School Center for Public Leadership

www.centerforpublicleadership.org/

The Center for Public Leadership (CPL) at Harvard Kennedy School is dedicated to excellence in leadership education and research. It is equally committed to bridging the gap between leadership theory and practice.

Harvard Business School Women's Leadership Forum

www.exed.hbs.edu/programs/wlf/Pages/default.aspx

This intensive program is designed to advance your management and leadership skills.

Mount Holyoke Weissman Center for Leadership

<https://www.mtholyoke.edu/wcl>

The Weissman Center for Leadership supports students who aspire to become inspiring and effective agents of change in their chosen professions and communities.

Mount St. Mary's College

www.msmtc.la.edu/student-life/leadership/office-of-womens-leadership.asp

Developing confident and conscientious leaders dedicated to making a difference. A leadership experience for women.

Network of Executive Women Leadership Summits

www.newonline.org/

The Network of Executive Women is a learning and leadership community with more than 8,000 members, and one of the largest event producers in the retail and consumer goods industry. We host two national conferences, webinars, and more than 100 regional learning events and mixers each year. These learning and networking events attract more than 20,000 emerging, mid-level, and senior leaders annually from Toronto to Tampa, Boston to L.A.

Omega

www.eomega.org/donate/major-projects/programs-and-conferences-at-omega

Each year Omega welcomes more than 23,000 people to workshops, conferences, and retreats at its Rhinebeck, New York, campus, as well as urban centers and exceptional locations around the world. Our more than 350 programs, taught by more than 500 leading teachers, are grouped into six learning paths: Body, Mind & Spirit; Health & Healing; Creative Expression; Relationships & Family; Leadership & Work; and Sustainable Living.

SHAMBAUGH Women's Leadership

www.shambaughleadership.com/our_programs/womens_leadership/

Developed to further the advancement of women leaders, SHAMBAUGH offers the following services and programs: customized in-house programs and solutions; Women in Leadership and Learning (WILL) Program; Women in Professional Services Leadership Program; Sponsorship Programs; Engaging Men; and Learning Circles.

Simmons Leadership Conferences

www.simmons.edu/leadership/

Considered to be the premier women's leadership conference in the world, the Simmons Leadership Conference attracts more than 3,000 middle- and senior-level women from companies and organizations across the country and around the globe.

Smith College Phoebe Reese Lewis Leadership Program

www.smith.edu/leadership/

The Phoebe Reese Lewis Leadership Program is a highly acclaimed, innovative program that provides undergraduate women with hands-on learning experiences and training in practical leadership skills.

Wellesley College Leadership Development Program

www.wellesley.edu/hr/empdev/leadership

Over the past two years, the College has successfully offered a Leadership Development Program for emerging leaders. While there remains a strong desire to continue this program in the future, for the 2014–2015 academic year, the leadership development program will focus on supporting the department heads at Wellesley College.

Wharton University of Pennsylvania Women's Executive Leadership: Business Strategies for Success

http://executiveeducation.wharton.upenn.edu/for-individuals/all-programs/womens-executive-leadership-business-strategies-for-success?utm_campaign=wexl15&utm_medium=cpc&utm_

source=google&utm_content=General&utm_term=leadership%20programs%20for%20women&mkwid=sDWIq68CD_dc&pclid=61857655153&pmte=e&pkw=leadership%20programs%20for%20women

The week-long Women's Executive Leadership: Business Strategies for Success program is designed specifically for today's female executives and those who aspire to leadership roles. It covers new ground, as revealed by the latest Wharton faculty research in work motivation and engagement, career development, internal coaching, emotional intelligence, and women in leadership roles.

Women's College Coalition

<http://womenscolleges.org>

The Women's College Coalition (WCC) is the association and voice for women's colleges in the United States and Canada.

Women's Empowerment Network (WEN) Conference

The Women's Empowerment Network is a three-day leadership conference that features daily keynote speakers, general session trainings, panel discussions, and break-out sessions. WEN's progressive group of panelists consists of a diverse group of nationally recognized leaders with proven track records in finance, business, and personal development.

ABOUT THE EDITORS

Kathleen Hurley formerly served as executive vice president, Education Alliances, for the Pearson Foundation, a position she held since 2009. She is a forty-year veteran of the education industry, based in Washington, D.C., where she works closely with education associations and serves on several industry and education advisory boards, including the Partnership for 21st Century Skills, the National Coalition for Technology in Education and Training, the Software and Information Industry Association, the Association of Educational Publishers, and the Consortium for School Networking. Kathy is the recipient of many awards, including the prestigious SIIA Ed Tech Impact Award, the first ever Outstanding Private Sector Achievement Award from the Consortium for School Networking, a citation from State of Massachusetts Representative Cory Atkins for her mentoring of leaders in education, and special recognition of her twenty-five years of service to the Software and Information Industry Association. In 2003, she was inducted into the Association of Educational Publishers Hall of Fame for her service to the educational publishing industry. Kathy is a fellow from the Harvard Advance Leadership Initiative, which is designed to prepare experienced leaders to take on new challenges in the social sector, where they potentially can make an even greater societal impact than they did in their careers. In 2014, Kathy co-founded an international non-profit called Girls Thinking Global to empower girls and young women by creating a collaborative space for best practices, the sharing of resources, and the recognition of success stories. A portion of the proceeds from

this book will be donated to Girls Thinking Global. Kathy is a contributing author to *The Experts' Guide to the K-12 School Market* (SIIA, 2008).

Priscilla Shumway is president and principal of New Learning Presentation Systems, a consulting company specializing in learning and development. As a senior national trainer for The Bob Pike Group since 1996, she has trained thousands of people nationally and internationally. An award-winning presenter, Priscilla has worked in a number of industries and has had many opportunities to observe the challenges and opportunities facing women in business. Priscilla is a contributing author to *The Experts' Guide to the K-12 School Market* (SIIA, 2008), *S.C.O.R.E III*, *SCORE for Technical Trainers*, and *SCORE for One on One Training*, 2013 and 2014.

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