

GETTYSBURG

LEADING PEOPLE AND DRIVING RESULTS

The 1863 Gettysburg Campaign offers the opportunity to examine leadership at every level and in every ECQ competency. In addition to the obvious choice of **Leading People**, Gettysburg offers fascinating insight into **Results Driven** and its sub-competencies of **accountability**, **customer service**, **decisiveness**, **entrepreneurship**, **problem solving**, and **technical credibility**.

We begin this session by looking at Robert E. Lee's **entrepreneurial** decision to invade the North in the summer of 1863. Knowing that the Confederacy's ability to carry on the war was weakening, Robert E. Lee "position[ed] the organization for future success by identifying new opportunities" and "[took] calculated risks to accomplish organizational goals." While ultimately unsuccessful, the Gettysburg Campaign *did* offer the Confederacy the greatest chance of success in the summer of 1863.

On the first day of the battle it was Union cavalryman John Buford who exhibited the **decisiveness** to seize the advantageous position south of Gettysburg for his army. Buford, however, was initially outnumbered more than 3:1. It was his professional **technical credibility** that allowed him to hold his position against such odds. On the second day of battle the Confederates attacked both flanks of the Union line. On the left flank was a former college professor named Joshua Chamberlain and his 20th Maine regiment. Ordered to hold his position "at all costs" but outnumbered and seeing that his line was on the verge of collapse, Chamberlain had to summon all of his **problem solving** skills to fashion a solution. Ultimately his ability to shift his line under fire, and then order and lead a bayonet charge against the enemy secured his organization's position. The battle's signature moment came on its third day when 15,000 Confederate soldiers crossed nearly one mile of open field to assault the Union Army in an ill-fated movement we know as Pickett's Charge. Lee's decision to order this charge was **decisive**, it was **entrepreneurial**, and it was focused on **customer service**, but in this case a greater consideration of **problem solving** and **technical capability** would have suggested that the charge would not yield the desired results.

In the aftermath of the battle Robert E. Lee exhibited his personal **accountability** by offering his resignation, though it was rejected. On the other side, President Abraham Lincoln was furious with Union commanding general George Meade for not aggressively pursuing Lee as he retreated from Gettysburg feeling he was not taking enough **accountability**. While Lincoln stopped short of firing Meade, he would spend the rest of the war unsure of the general's reliability. We conclude by visiting the Soldiers' National Cemetery, the site of Abraham Lincoln's delivery of the Gettysburg Address. Standing before a cemetery that would hold 3,500 Union dead, in the midst of a war that had already cost 300,000 lives and whose outcome was uncertain, Lincoln's understanding of **customer service** allowed him to "anticipate and meet the needs of both internal and external customers." He offered the relatives of the deceased assurance that the loss had not been in vain, and gave his countrymen a cause they could rally around: "a new birth of freedom.... Government of the people, by the people, for the people."

In our final debrief and application we ask participants to consider what lessons they can learn from the Battle of Gettysburg about being **Results Driven** that they can apply upon their return to work.

