

ACADEMIC

REFRAMING AND LEADER DEVELOPMENT

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Lindsay: Would you mind sharing a little bit about your journey and how you got to where you are today?

Banks: Delighted to do that. Let's go back to childhood. I am an Army brat and my father was a career military officer. He was drafted during Vietnam. When he entered the service, since he had already gone to college, they selected him for Officer Candidate School (OCS). Following that, he received his commission in Field Artillery but was immediately sent to flight school. At that time, aviation wasn't a single track career field in the Army. So, you had a primary branch and you had aviation. It was like this thing that you did back and forth. As a result, he exposed me to aviation at a young age. I just thought he had the coolest job. I decided at a young age that I wanted to be a pilot like my dad and I wanted to go to West Point. My dad didn't go to West Point, but I knew of West Point because of the parents of my friends and what I had read. I thought it was an amazing place.

Fast forward, I get to the Academy and at the Academy, I was very highly ranked physically and militarily, and the bottom 1/3 of my class academically. I hovered right around 700th in the class. I never made either Dean's List, the good or bad one. As you are well aware, we have an Order of Merit. When it came time to compete for career fields, where you stand on the Order of Merit determines what you can get access to. I was very clear that there was

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only one career field that I wanted...aviation. We went in that night, where they announced what we would end up getting, and my friends kept telling me, "Don't worry. It will work out." I knew it was going to be close, but things always seemed to work out for me. When we opened our envelopes, I didn't get it. My whole world imploded. Fast forward a few weeks, and they posted the statistics for the career fields of the first person to select it, the total number of people who selected it, and the last person to select each career field. I found out that I literally missed a flight school slot by one person. I was the next person who would have gotten it. I was so distraught and mad that I went into a genuine depression for a couple of weeks. I was in a malaise and I couldn't believe that happened. My life's dream was flushed down the toilet. I missed it by one person.

Once I really started to reconcile how did this happen, I came to the realization that it was all about me. I just didn't work hard enough. It was not that I didn't know what it took or that it was beyond my capabilities. I just did not work hard enough. In that moment, I decided that apathy would never decide anything in my life ever again, nor would I let it determine the outcome of anybody that I cared about. Everything that the Academy had been trying to teach me came into focus in that moment. The Academy promoted the importance of standards always. The importance of accountability. The importance of doing your best. I heard all that, but I was viewing it selectively. When it was something that I enjoyed, I'd buy into that philosophy. When it was something that I convinced myself wasn't my signature gift, not so much. There is a great quote that comes from Will Durant, but for years it was misattributed to Aristotle. It says, "We are what we repeatedly do. Excellence, then, is not a single act but a habit." I had been treating excellence as if it was a light switch that I could turn on or off. But, I went to flip the switch one day and found out that I didn't pay the electric bill. The light didn't go on. I said, "That's got to change." So, the single most

important leadership lesson I ever learned, I learned at the Academy in that moment. That excellence is what we repeatedly do.

I said to myself, what is it going to take to overcome this? It took four years out in the force before I was able to get a transfer to flight school, but I did it. In flight school I was number one and I continued that in pretty much every course I went to after that because I could think back to that moment at the Academy. Because, up to that point in my life, that was the worst moment of my life. I still, to this day, draw inspiration from that experience. Using the language of Warren Bennis out of the Marshall School of Business at USC, in his book *Becoming a Leader*, that was a crucible moment for me. It transformed the way I thought about application and accountability.

I started in the Army jumping out of airplanes and serving in the Airborne. I loved it. We go to Desert Storm and they were paying my class to get out of the Army. I thought I was going to get out of the Army because everyone around me was getting out. But, I did some inventory and thought, I really enjoy this so I decided to stay in when a lot of my friends got out. I rose through the ranks leading aviation organizations. I was a Major who had just finished my development time and I said, "I want to go to grad school." The Army said no, that is not when we send people to grad school and we have other plans for you. I said, "Yeah, but I want to go to grad school." I had found a program that typically was used for individuals that were officers who were just a few credits shy of obtaining their Bachelor's Degree. Usually, it was for people who were enlisted, went through OCS, but still hadn't finished their Bachelors Degree. The program said you can use it for a Master's or Doctorate, you just have to have already started and you have to complete all your studies in 18 months. So, I circled that and said I wanted to go to graduate school using that program. They were like, no, no, no all day long. I had seven General Officers call Human Resources Command telling that that I had

a great file, done all the right jobs, had already been a General's Aide, was a commander twice, below the zone selection to Major, so let him go do what he is asking for. They kept saying no. Finally, one day I said, "Are you going to let me go or not?" They told me not to have any more Generals call. I told them, "I have number nine standing by in the wings. So, are you going to let me go or not?" They finally said yes and off I go to Harvard. When I was there, I was 39 and I started dating someone, who is now my wife, who had two very young children. I thought coming out of graduate school I need an assignment where, if we get married, I can have some time to start a family. I was selected to do a Congressional Fellowship but I thought, I don't think that is the right place. So, I started calling West Point. I told them that I was up at Harvard and was looking to see if they had any openings in the Department of Behavioral Sciences & Leadership? I called twice and each time it was no. The third time I called they said, "Well, you know what? Somebody dropped out of the pipeline and we have like 80 files of direct hires. But, if you come down here and interview, we will see what can happen. I drove down from Boston the very next day and interviewed. They said that they should really look at the other applications, but I was there, had a smoking hot file, was going to Harvard, so if I wanted the job it was mine. That is how I ended up in the Department the first time. It was because I tracked them down and didn't take no for an answer the first time they said no.

I taught there for two years and was selected for O-5 command, so off I went to do that. But, when I left, they said that I had a successful tour and that they would love for me to come back for a second tour as a doctoral rotator. That is where they send you for a PhD., you come back for three years, and then you go back to the force. I said, that it was a bit too soon as I'm about to go back to the force, but I will let you know in a year. When we left for Korea, I had three small children. After a year in command, I had four small children and one on the way. I thought command is going well, but if we keep

on this path, we will be moving every one to two years. The family was supportive of whatever I wanted to do, but I wanted a place where I could balance my familial responsibilities and my professional passions. So, I said yes to the West Point offer.

I came out of command, went to Columbia to start my doctorate, and then came back to West Point in 2009. I was selected for permanent faculty and rose through several positions to the Department Head. If somebody had asked me when I started my journey if it was my intent to go back to West Point to be a Permanent

...leadership is not just an academic exercise. It is a way of examining how you can live your life in a more purposeful way, to be more intentional about driving certain outcomes, about transforming people's lives, and about creating better outcomes.

Professor, I would have said, "Absolutely not." It was not something that I was intent on. I loved West Point and I thought it would be neat to come back as a faculty member at some point, but I didn't see myself there permanently. I was a dyed-in-the-wool operator. But, I loved studying leadership, applying it and teaching others how to apply it. To me, leadership is not just an academic exercise. It is a way of examining how you can live your life in a more purposeful way, to be more intentional about driving certain outcomes, about transforming people's lives, and about creating better outcomes. That is a little bit about how I ended up doing the work that I am today.

Lindsay: How did the transition from Permanent Professor to where you are now happen? Was it a desire to want to continue on in that domain?

Banks: Once again, the answer is no. When I was doing my doctorate, I decided I was going to max that time out. I was selected to go to War College in residence.

I said no, I'm not going to move the family twice in a year. I will do it by distance. So, I did my War College while I was doing my PhD. Then I said, I want an MBA. Let's do that as well. So, I was in three degree programs simultaneously while I was doing my doctorate. My MBA was at Northwestern so I had to get on a plane every other weekend to do that. As a result, I had an affinity for the school.

I was on a hunting trip in 2014 in South Dakota with a bunch of friends. One of the guys on the hunting trip was the Chief Marketing Officer for Kellogg. He said, "What are you thinking about doing after the military?" I said, "There are only two things I won't do. I won't work for the U.S. Government and I will not go in the Defense Industry. I will consider anything else." He asked if I would talk to them. I thought, well, you are not the Government and you are not in the Defense Industry, so yes. Fast forward a few months and the Dean of the school is in New York on a development trip and asked if I would have lunch with her. So, I came down from West Point to have lunch with her in the city. She laid out the strategic plan of the institution and asked me my thoughts about a few things. We could clearly see that we were aligned. At that point, she started her campaign. This is March of 2015. She said, "I am going to create a job for you." So, the job that I occupy now did not exist. She created the role and said that she wanted me to fill the role. I said, "I haven't even applied to get out of the military yet and I am going to Afghanistan this summer for three months." I can't say yes because I haven't even really looked to see what was available but this is an amazing offer. She said, "I'll tell you what. I will hold the job for you until the end of the year."

I went into hyper drive. I started to seriously look at what else was out there. I had the great fortune of being offered some amazing roles like leader development at Goldman Sachs, same kind of deal at J.P. Morgan, run an ops team for a large health care company, and some other stuff. Most of the roles I was looking at were private sector in operations

or in talent development and some roles in higher education like Northwestern, USC Marshall School, and a few other schools. But when I did my decision matrix and looked at the things that were most important to me, Northwestern kept rising to the top because of things like cultural alignment, an internal champion, the leverage opportunities that could be created, and the opportunity to live in a great city. So, true to my word, I called her on December 31st at 11:58 p.m. I said, "I told you I would give you an answer by the end of the year and I'm in." That is how I ended up at Kellogg and I have thoroughly enjoyed it. I love the work that I do. I was not necessarily committed to doing this work in academe as I saw myself being able to do this work in the private sector either in a talent function or running teams and leveraging my insights as part of those teams. The short answer is that relationships are what led me to Kellogg.

Lindsay: I'd like to hear more about your work at Kellogg, but I want to go back to point you mentioned earlier. When you were sitting there and realized that you were only one spot off, what was it that caused you to all of a sudden to reframe that into a developmental approach to own your role in what happened versus going down a bitter or cynical approach, as many do?

Banks: Two things. Upbringing and a competitive mindset. My parents and my grandparents had always emphasized the importance of hard work and to strive to fulfill your potential. It's not so much about getting knocked down, it's what are you going to do when you get knocked down? Life will present you a series of obstacles. It's not that you run into one, but do you have the wherewithal to overcome the obstacle? I had that through my upbringing.

Then, I had this thing where I was a competitive athlete my whole life. You go up against tough adversaries and when you don't win, you ask what will it take to win in the future? I realized that I was not going to just take this loss and just say that's it. That is not the way I am geared. I can take losing if I know I left everything on

the field, I prepared properly, and I gave it everything. So, my upbringing and my competitive instincts said, “If this is truly your dream, then how hard are you willing to fight for it?” That is how I did the reframe.

Lindsay: At some point in all of our lives, we come to the point where we have to do that. In that moment, what am I going to do? Am I who I say I am or am I not? Is this really what my identity is?

Banks: Absolutely. A quote that I am fond of, that comes from Socrates, says that “The greatest way to live with honor in this world is to be what we pretend to be.” It’s one thing to talk a mean game, but it another thing to have a mean game. I talk a mean game, but what I just found out was that my rhetoric was not matching my deeds. I need my say/do ratio to be 1/1. I need to step up my deeds. This is not beyond me. I do love that statement. We pretend to be a lot of things but do you have the conviction to be the things that you pretend to be. If so, you will accord yourself with honor. In that moment I realized that what I was pretending to be and what I was, there was a gap. I could either explain the gap away, or I could close the gap. I chose to close the gap.

Lindsay: And it’s not that you weren’t successful in other domains like athletics and military.

Banks: Yes. If people looked at me, they would have said that I was a good cadet. I didn’t get a bunch of demerits, I was in the top 20% in terms of leadership, my military development grades were A’s, my physical development grades were A’s, and I was a rule follower who didn’t get into trouble. I wasn’t a person who didn’t care. It’s just that I was a C+ student. I would get A’s and B’s in the humanity-related courses and get straight C’s in the engineering courses, and we had a lot of engineering courses. I know if I went back today, my grades in those courses would be markedly different because I would apply myself in a different way. I just knew that outcome was not a

result of my best effort. I refused to let my dream die giving a substandard effort.

Lindsay: That reminds me of a conversation that I had recently with Coach Bob Stoops and why I think sports metaphors are so appropriate with respect to leadership. He was talking about how players sometimes get hurt and that some people will see that as a justifiable excuse if performance falls off or results aren’t where you want them to be. But, when it all comes down to it, justifiable excuses or not, are you going to position yourself and the team to win? You can take the excuse and try to explain it away. You could have taken the result and come out of the Academy cynical, but at the end of the day, we have to say to ourselves, how did I show up in that situation and what did I bring? As you said, “What was my ratio of say/do?”

Banks: Absolutely. I’m fond of etymology, the origin of words. Legacy comes from the Latin word legatus, which means person delegated. That means that your story will not be told by you. So, when someone elects to tell your story, what will they elect to tell about you? Will the story they tell be commensurate with the narrative you were intent on crafting? I did not want the story that was told about me to be one where he just said, “Oh well, I guess that’s it.” That is not going to be my story. I refuse for that to be my legacy. That when confronted with this reality, he just gave up. That is not who I am. That is not the way I am cut. That is not what my grandparents and parents would expect. That is not what my teammates would expect. It was a setback, but this setback won’t define me. This setback will refine me. Character doesn’t come from adversity; it is revealed in adversity. So, I had an opportunity. It wasn’t a good one, but it was an opportunity nonetheless.

The same things had happened throughout my career at various points. In my doctorate, I failed my comprehensive exam by one question. It was a big quantitative portion and I get anxious on super advanced math. The program said, “You have to take your comps

again and if you fail, you are out of the program.” This is Columbia, it is a hard place. I go home and was upset. My kids were like what’s wrong? I said, “Dad gets 24 hours to wallow in misery. At 24 hours and one minute, you will see your father again.” The next day, I marched in there and asked, “When can I take the exam again?” They said, “Bernie, take a year. If you don’t pass, you are out of the program.” I asked the again, “When can I take the exam?” They said that the soonest I could take it was 30 days. Okay, mark it on the calendar. I don’t fear failure. I fear not having the courage to try. I will make it through this. I have gone through harder things in my life. I know how to do the math, I just got anxious about the math. Put the time down and I will retake it.

After a month, I went back and I crushed it. I crushed my dissertation. I went back to that moment at West Point. Yes, this is disappointing. They said, “We don’t have to tell anyone.” I said, “I will tell everyone. I need their help in preparing for this thing.” I am not going to hide in the corner and act like nothing happened. People started offering their assistance. It was great and their assistance was invaluable. That wasn’t a crucible. That was just a significant experience. The crucible happened at West Point. Bennis said that the significant experiences, you learn from them. They are meaningful but they aren’t transformative. That moment could have been a crucible for someone else, but for me, it was just significant. Yes, I had a setback, but I will overcome this. How did I know that? Because of the things that I had overcome in my past. I had zero doubt of my ability to successfully navigate the examination.

Lindsay: Then it is just about doing the work right? Once you reframe it that way, then it is time to get to work. You know what you are capable of bringing. Now it is just a matter of going through the steps to make it happen.

Banks: Exactly. As a sports example. You need to honor the process. There is a process that is necessary to get you to your best on game day. You have to honor the process. What are your habits? Some are habits that serve us well, and some don’t. Are you building habits that serve you well?

Lindsay: Thank you for sharing about where you came from and that journey. If we look at your current role, you are doing leader development but you are also looking at inclusion across your institution. Can you talk about how those two fit together?

Part of that character piece, in addition to a competence piece, is rooted in fostering inclusion for all. Leaders create inclusive environments.

Banks: I’m fond of saying at Kellogg that we put two things to the world—people and ideas. Both should be extraordinary. If you think about most business schools, they think about what they want their students to be capable of doing. At Kellogg, we think it should start with the question of who do you want your people to be? We have certain competencies that we need to develop in every one of our community members, but there is also character that we need to imbue in every one of our community members. Part of that character piece, in addition to a competence piece, is rooted in fostering inclusion for all. Leaders create inclusive environments. So, how do we build leaders, people who are committed to exercise the process of leading, whereby they understand that they have a manifest obligation to foster inclusion for all? To create belonging, afford respect, extend empowerment, and provide support so that everyone feels that they are a valued member of the team who can achieve their full potential?

There are five developmental outcomes that we seek to foster for our leader development activities. One, *Enhanced Understanding of the Science*. The more you know the science, the more artfully you can apply it. Two,

Enhanced Self-Awareness. Self as instrument. Three, *Enhanced Empathy*. Fourth, *Enhanced Self-Efficacy* as it pertains to your believing in your ability to lead effectively. Fifth, *Enhanced Commitment to Behaving Inclusively and Fostering Inclusive Environments*. Those are the five leader development outcomes that we seek to foster through our broad set of activities.

If we look at number five, that is part of how we are crafting leadership at Kellogg in terms of what we are trying to get people to do and what we are trying to get people to shape. That is why, for me, I am able to marry up the two roles. Everywhere else, those are separate and distinct. I have a behavioral orientation toward my thinking. I am very Lewinian so my work is informed by classic social psychology and organizational psychology. Psychologist Kurt Lewin says that behavior is a function of the person and their interaction with their environment. So, what kind of environments are we creating? Behavior, if I want someone to behave inclusively, do I embed them in an inclusive environment? Do I attract people who believe in the power of inclusion? Part of what I do is help shape that environment so we can inform someone's behavior in the future. But the time you spend in the environment can also have an impact on what the person elects to believe.

If we look at classic change theory, if you are trying to change to become more inclusive, James Lange says that behavioral change precedes attitudinal change. With most change efforts they say we are going to tell you the new thing that you are supposed to embody, and we want you to embody it. Lange says that, instead, you mandate the behavior and you hold people accountable for it as they start to accrue positive benefits, they then adopt a belief associated with the behavior. That is the whole premise of the Military Academies. We are going to mandate your behavior, we are going to measure that behavior, you are going to be rewarded or punished for that behavior, and over time as you accrue more benefits for doing the things we are asking of you, you are going

to adopt a belief associated with the behavior. So, you are going to make your bed every day and you are going to shine your shoes over and over again. Ultimately, what do you come to believe in? You come to believe in discipline. We don't say just show up at the Academy and be disciplined. We mandate these behaviors, we hold you accountable for them, and over time, you really start to believe in the importance of discipline because of these behaviors that you have been required to display over and over again. We want to think from a behavioral perspective, what is it that we want you to behave like at Kellogg and reinforce that over and over again. And, guess what? Those behaviors are all associated with behaving inclusively.

Lindsay: That focus on the behavioral approach is key. Just imparting knowledge is pretty straightforward to do. There are a lot of people out there with a lot of knowledge, but it is that focusing on the behavior that we want that is really important. Not just what you know, but who you are. If you shape the behaviors the right way, and you scaffold a system appropriately, the focus is about the behaviors you are exhibiting. Then you can layer the knowledge part and you know it will get applied the right way because the foundation is solid. That inclusiveness becomes the way that we do things around here and is such an organic part of the culture. What does that look like practically? The educational piece is there, but is there a developmental process as well?

Banks: At the Academy we have four buckets: Academic, Military, Physical, and Character. That is how it is broken down at West Point. Four programs that are integrated. So, I could be doing something in the physical program that is also related to the character program. For example, there are Intramurals. We have cadets referee the games as opposed to hiring referees. Why? That is a physical activity where we are integrating a character component into it. We are using sports as a vehicle for developing character. It is a classic integration activity.

At Kellogg, we have three big buckets: Curricular, Co-Curricular, and Extra-Curricular. There are curricular courses that you take for credit. There are co-curricular workshops that are designed by faculty members to address targeted needs. Extra-curricular are the things that students do in clubs and student government. We are trying to take activities across all three of those buckets and tie them back to those developmental objectives. So, if you want to enhance the science, what do you take in curricular and what do you take in co-curricular? If you want to enhance self-awareness, what feedback are you getting in these activities in any of these buckets? For self-efficacy, extra-curricular is your learning lab to take things that you are learning in the workshops and in the classes to go apply it in real time in leadership roles that you are occupying inside student government or inside student clubs. We take extra-curricular as the learning lab and we take both curricular and co-curricular as the opportunity to acquire the knowledge.

We start having them work on these things over and over and they get feedback from a variety of places like faculty members, staff members, peers, employers when they go out for internships, and we start helping them to process that information through the rubric of what are those core beliefs that Kellogg possesses? I say core beliefs because Kellogg has not formally established a core set of values like West Point does. But Kellogg does have core beliefs, such as Kellogg is deeply rooted in the power of collaboration. A notion of being high impact but low ego. The belief of demonstrating humility. Those are some of our core beliefs. We help them to examine how the actions that they are taking are reflective of those core beliefs? If we find that there is divergence, then what would it take to behave in a manner that is consistent with those core beliefs?

Now, the accountability mechanisms that you have are very different at a graduate school of business than you have at the Academy. So, a lot of it is getting

people to regress to the mean of the communities' culture. So, who you select to be a part of the community, what things you choose to celebrate, and the things you choose to denigrate play a huge role in helping people to understand what does it look like to be a valued member of this community?

Lindsay: What you are talking about are faculty and staff that don't just come in and do their primary job of teaching or support. What you are suggesting is for everyone to make the connections between those three curricular aspects. That is a pretty broad mandate for a faculty or staff member to understand and buy into. How do you do that?

Banks: This is a journey. At West Point, you were told that every person is a leader-developer. That is not what I encountered at Kellogg. People would say, "What is Kellogg's perspective on leadership?" I would say, "Kellogg doesn't have a perspective on leadership." Research tells us that there is no single definition of what it means to be a leader. Now, we know from meta-analysis that it has primary components. But Kellogg doesn't have a Kellogg only definition of leadership. Kellogg does, however, have a set of core beliefs. But, here's the thing, if I was to ask somebody, "What must a Kellogg graduate be?"- no one could give me a defined answer. Where when I was at West Point, it was clear.

You start with the end in mind of what success consists of. It is an identity that is rooted in some very specific components. I brought that kind of model to Kellogg. Let's start with the end in mind. What do we want a Kellogg graduate to be? We started crafting that we wanted them to be good at these six competencies. We want them to believe in these six things. I said, that is our target. That is the definition of success, so let's view ourselves as a factory. High quality inputs, throughputs that we are constantly massaging, and outputs. The outputs, we predefine and we measure against specifications that are associated just like if we were building a bolt. There are certain specifications for that

bolt. Do we produce it within tolerance to standard? Let's start with the end in mind. Competence and character, what are the things that are associated with each? We will get lots of feedback from people on how well are we delivering on that promise in terms of what you should expect from a Kellogg graduate. Then, how do we build out those throughput activities such that we have a high degree of confidence that the outputs will meet our specifications? Now, one of the things that you have to do in order to make this happen is to develop the understanding that every person is a leader-developer. Not everyone thinks that way, but it is something that I am trying to get everyone to embrace. Whether you are in the Registrar's Office, Food Service, Teaching, Operations Management, or Finance, we should all think about every touch that we have. Is it contributing toward somebody really buying into the importance of becoming the embodiment of those competence and character attributes? It is a work in process.

Lindsay: I'll bet it is because some of that is attitudinal and some of it is more transactional in terms of what behaviors are rewarded and are called out. For example, what you are highlighting is what does a leader-developer who works in Food Service look like? Have you found some things that have helped move the needle toward where you want to be?

Banks: One is highlighting behavior that is consistent with our expectations and celebrating that. So, let's take somebody in Food Service and the way that they engage people coming through the line. You can just tell if that behavior is consistent with what we espouse. For example, do they demonstrate humility, are they very collaborative, or do they take a team-based approach? Celebrating that person and then tying it back to how their actions are an exemplar for our beliefs. Saying that is the type of behavior that we all should aspire to embody. Highlighting exemplars and when something happens that isn't in keeping with our behaviors, owning up to that and going this is an example of where our beliefs were not reflected in either the institution,

group, or an individual's action. We need to think deeply about what it is going to take to get back into alignment. A lot of it is the power of example. When people say, I believe in leadership by example, the reality is whether you believe it or not, it is true. What you are really saying is you believe in being an exemplar for certain behaviors. The question is, "Are you an exemplar for those behaviors always?" Not just when people are looking. What are you doing when no one is looking or you believe no one is looking?

Lindsay: As I hear you talk through that a couple of things popped in my head. The first of those is having transparency in the system. This is what we say is important, this is what we value, and this is what we recognize and reward. Transparency goes a long way in showing what the institution cares about.

Banks: And, this is what you should hold us accountable to.

Lindsay: Exactly. So that the accountability goes both ways. The second thing is that the institution really does want me to buy into being a part of the leader-developer process, and the institution cares about me as a person and wants me to develop. It goes back to that inclusion piece and feeling valued as part of the process. Am I provided opportunities and resources so that I can get better in that? So, I am not on my own. Do you feel like you are moving the needle of creating that culture where people see themselves as leader-developers?

Banks: Yes. We definitely have made progress. We have made more progress in some areas than others. It is the idea of people understanding that every day, they have the opportunity to shape those around us. The staff has showed tremendous movement. The faculty are getting there as they learn to approach their duties as an organizational leader and not just part of a discipline where they impart knowledge. Students absolutely have started to embrace this notion of intentionality. Start with the end in mind. What is the target we are working toward? Competence and character, they get it.

The clarity that we have been able to provide, they have embraced fully. They think it is great and they don't have to guess what the school expects of them.

Lindsay: I would assume that works in attracting students to your program as well?

Banks: It is a huge part. If we go back to behavior being a function their of interaction with the environment, you have to find a person who wants to be in that kind of environment. Whose beliefs are already highly

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congruent with the beliefs that we telling you that we are going to hold you accountable for? For example, you will be a fish out of water if you come to Kellogg and have a very individualistic nature to you. You may flourish elsewhere, but at Kellogg, people will look at you like you have two heads. It is contrary to our core belief of collaboration. Kellogg is the place that introduced the concept of teams in business education. Kellogg is very relational and low ego. It isn't a place where people go around thumping their chests. A prime example, from the Dean on down, we just call people by our first names.

We never use Dr. We never refer to someone as Dr. so and so. If you are going to refer to them it is either their first name or you can call them by the title, like Dean or Professor. That is because we are low power distance in that regard. When I came there, people wanted to call me General. I said no. That is not the consistent with the type of culture that we want to have.

Lindsay: Any parting thoughts?

Banks: I think it goes back to the notion of do you understand why leadership truly is important in whatever sphere of influence you operate? I don't view leadership as the role you occupy, I view it as the way

that you are. It can be viewed solely as a role you occupy, and in that role it gives you certain powers. It goes back to the original power bases research done by French & Raven . It gives you legitimate, reward, and coercion power. That role can also give you information power. But, being in that role doesn't give you expert or referent power, which is about who you are and not the position you are in.

Ultimately, you need to be able to address the questions of "Why is fostering the development of one's leadership capability not a nice thing to do around here, but a must do?", "What happens if we fail to do it?", and "Are you willing to live with those outcomes?" If the answer to that last question is yes, then odds are you probably aren't going to do anything about it. If the answer is no, then what is it going to take to do it well?

Lindsay: Back to your experience at West Point, it comes down to the question of what am I going to do with that outcome that I don't like? Am I going to let it define me or refine me? You chose the latter.