

2019



Arizona Youth Leadership Conference

June 24-28, 2018

Arizona State University – West Campus



AZYLC 2019

**Opening
Ceremony**

PROUD TO BE AN AMERICA
By Lee Greenwood

If tomorrow all the things were gone
I worked for all my life
And I had to start again
With just my children and my wife
I thank my lucky stars
To be living here today
'Cause the flag still stands for
freedom
And they can't take that away

And I'm proud to be an American
Where at least I know I'm free
And I won't forget the men who died
Who gave that right to me
And I'd gladly stand up next to you
And defend Her still today
'Cause there ain't no doubt
I love this land
God Bless the U.S.A.

From the lakes of Minnesota
To the hills of Tennessee
Across the plains of Texas
From sea to shining sea
From Detroit down to Houston
And New York to L.A.
Where's pride in every American
heart
And it's time we stand and say

That I'm proud to be an American
Where at least I know I'm free
And I won't forget the men who died
Who gave that right to me
And I'd gladly stand up next to you
And defend Her still today
'Cause there ain't no doubt
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2019 Arizona Youth Leadership Conference

Please evaluate your overall experience by circling the appropriate answer according to the scale below.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Poor	Fair	Adequate	Good	Excellent

Monday	:(:/	:)		
My transportation was coordinated and arranged well	1	2	3	4	5
Opening Ceremony	1	2	3	4	5
Ice Breakers	1	2	3	4	5
Communications	1	2	3	4	5
Constitutional Issues Assignment	1	2	3	4	5
Dinner	1	2	3	4	5
Declaration of Independence	1	2	3	4	5
Building of the Flag (Flag Folding Ceremony)	1	2	3	4	5
Ice Cream Social	1	2	3	4	5
Teambuilding	1	2	3	4	5
Tuesday	:(:/	:)		
Breakfast	1	2	3	4	5
Introduction to leadership	1	2	3	4	5
Constitutional Issues/Debate	1	2	3	4	5
Constitutional Issues Pro Se Court	1	2	3	4	5
Lunch	1	2	3	4	5
ASU Pastor Center Advocacy Skill	1	2	3	4	5
Responsible Citizenship	1	2	3	4	5
Writing Exercise	1	2	3	4	5
Dinner	1	2	3	4	5
Leadership Reaction Course	1	2	3	4	5
Wednesday	:(:/	:)		
Breakfast	1	2	3	4	5
Constitutional Convention	1	2	3	4	5
Lunch	1	2	3	4	5
Supreme Court Trial	1	2	3	4	5
Leadership	1	2	3	4	5
Dinner	1	2	3	4	5
Retreat Ceremony	1	2	3	4	5
Lifeforce Overcoming Obstacles	1	2	3	4	5
Leadership Skits	1	2	3	4	5
Thursday	:(:/	:)		
Breakfast	1	2	3	4	5
Leadership	1	2	3	4	5
Leadership Exercise & Group Presentations	1	2	3	4	5
Lunch	1	2	3	4	5
Free Enterprise	1	2	3	4	5

**Arizona Youth Leadership Conference
FINAL CONFERENCE EVALUATION**

This evaluation asks you to consider your entire AZYLC experience. Please be both explicit and honest in your answers, the staff values your opinion.

The following five questions reference the academic programs and conference schedule.		Comments
1. In the box below please list the name of the least effective program. Use the comments section to explain your reasoning.		
2. In the box below please list the name of the least effective instructor. Use the comments section to explain your reasoning.		
3. In the box below please list the name of the academic program that you would eliminate. Use the comments section to explain your reasoning.		
4. In the box below please list the name of the topic or academic program that you would want to replace the program above with. Use the comments section to explain your reasoning.		
5. Overall you think the schedule was . . . Please use the comments section to explain your reasoning.		
1 2 3 4 5		

The following three questions reference allotted social time and activities.		Comments
1. In the box below please list the name of your least favorite social activity. Use the comments section to explain your reasoning.		
2. In the box below please list the name of your favorite social activity. Use the comments section to explain your reasoning.		
3. Overall, how would you rate the social activities at AZYLC? Please use the comments section to recommend any other changes to the social activity agenda.		
1 2 3 4 5		

The following five questions reference the organization and management of the conference		Comments
1. Overall how would you rate the Director and Assistant Director?		
1 2 3 4 5		
2. Overall how would you rate the Senior Counselors and Counselors?		
1 2 3 4 5		
3. How would you rate your counselor? Please list the name of your counselor in the comments section; you will not be identified to them.		
1 2 3 4 5		
4. The team color shirts enhanced team unity.	Would you recommend keeping team colors with shirts?	
1 2 3 4 5		
5. Overall how do you think the discipline was handled?		
1 2 3 4 5		

The following five questions reference the facilities and services.		Comments
1. Overall how would you rate the dormitories?		
1 2 3 4 5		
2. Overall how would you rate the food?		
1 2 3 4 5		
3. Overall how would you rate the cafeteria and service?		
1 2 3 4 5		
4. Overall how would you rate the classroom facilities?		
1 2 3 4 5		
5. Overall how would you rate your breakout room? Please use the comments section to list what room you were in.		
1 2 3 4 5		

Suggestions for improvement and general comments :

Congratulations on completing AZYLC!



AZYLC 2019

Communicating Effectively



AZYLC 2019

**Constitutional
Issues &
Leadership
Assignment**



AZYLC 2019

Constitutional Issues for Debate

These constitutional issues have been selected for your Team to debate:

Should private companies be allowed to refuse some services based on sexual orientation because of religious beliefs (1st amendment & 14th Amendment)?

- Team 1: Private company/Religious freedom perspective
- Team 9: Equal rights perspective

Should federal judges be elected or appointed (Article II)?

- Team 2: Elect Judges perspective
- Team 8: Appoint Judges Perspective

Limiting, defining or clarifying the 2nd Amendment

- Team 3: Gun Owners Perspective
- Team 5: Victims of Gun Violence perspective

Should police officers or school administrators be able to search the content of student phones while at school? (4th Amendment)?

- Team 4: School administration/safety perspective
- Team 7: Individual rights/privacy perspective

Should the government carry out a death penalty for certain serious crimes (8th Amendment)?

- Team 6: Public safety/justice perspective
- Team 10: Cruel & unusual punishment/Potential innocence perspective

Leadership Principles

1. Know yourself and seek self improvement
2. Be academically and technically proficient
3. Seek and take responsibility for your actions
4. Make sound and timely decisions
5. Set the example
6. Know your team and lookout for its wellbeing
7. Keep your team informed
8. Develop a sense of responsibility in the team
9. Ensure that the task is understood, supervised and
completed
10. Train your subordinates as a team
11. Use your team within its capabilities

Leadership Traits and Characteristics

1. Bearing
2. Courage
3. Decisiveness
4. Dependability
5. Endurance
6. Enthusiasm
7. Initiative
8. Integrity
9. Judgment
10. Selflessness
11. Knowledge
12. Loyalty
13. Justice
14. Tact

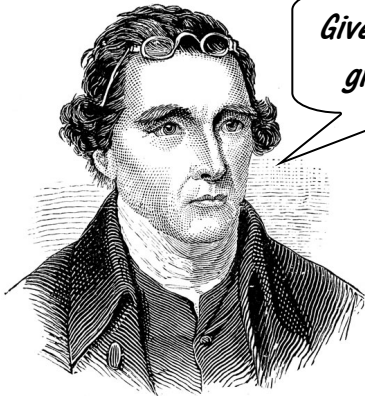


AZYLC 2019

**Declaration
of
Independence**

Hey, King: Get Off Our Backs!

Name: _____



*Give me liberty, or
give me death!*

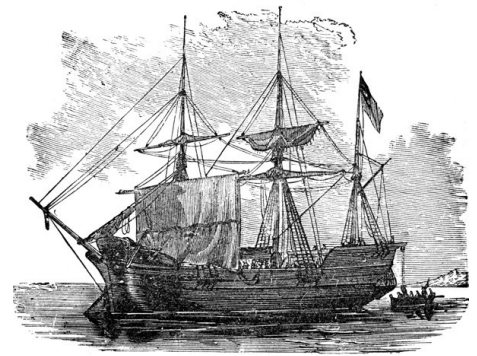
Patrick Henry

Really? Was it that bad? By 1776, the American colonists living under English rule thought so. In fact, things were so bad that they went to war to gain their independence. But why? What could have been so intolerable?

The first Englishmen came to America four hundred years ago looking for gold, silver, and a waterway to Asia. They were part of a trading company that convinced the king of England to grant them a **charter** giving them permission to set up a colony in America. But they did not find what they were looking for. Times got so hard those first settlers had to eat rats and even each other to keep from starving to death. Pretty soon, though, more people arrived and times got better. The English were here to stay.

Hail to the King

Back in England, the King probably figured he had a pretty good deal. Other people got seasick sailing across the ocean to settle an untamed land while he sat in his palace ruling England. Except that being king just wasn't what it used to be. Back in the 1200s, a king could really do what he wanted! But this was the 1600s, and now the English people had representatives in **Parliament** who made laws and stood up for peoples' rights. They even gave advice to the king. Bah!



You Don't Mind If We . . . Uh . . .

Govern ourselves, do you? In America, the colonists needed some kind of government to deal with everyday problems. After all, the king was on the other side of the ocean. And because of Parliament, the colonists were used to having a say in government. In Virginia Colony, the first settlers decided each community should have two representatives and that all the representatives would meet together. Farther north, in Plymouth, the colonists signed a **compact** agreeing to form a majority-rule government where all the men would vote on whatever issues came up. (Women didn't get to vote in 1620.) Even so, the king still controlled the colonies, and the colonists had to follow England's laws.

The **House of Burgesses** was the group of representatives in Virginia. The **Mayflower Compact** was the agreement the Plymouth colonists signed while they were still on board the *Mayflower*, before they set foot on dry land. Even then, they knew they would need a government!

We're Doing Just Fine, Thanks

England had a lot of other colonies besides those in America and plenty of other problems to deal with. The king and Parliament didn't have much time to pay attention to the American colonists. By the mid-1700s there were 13 colonies, and each colony had its own government. These little governments grew stronger and more used to being in control. When problems came up, the colonial governments took care of things themselves. The colonists were out on their own, making their own decisions, governing things the way they wanted to without much interference.

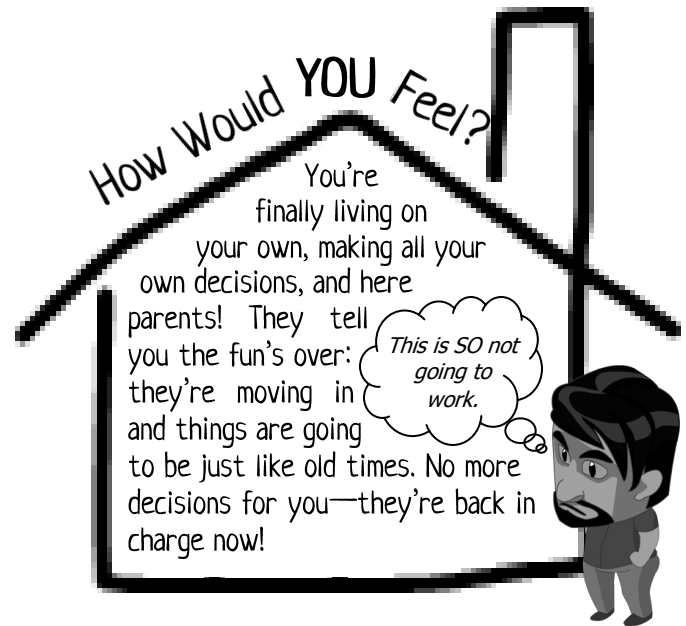


Hey, King: Get Off Our Backs!

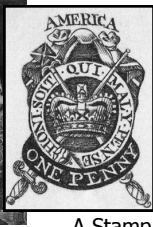
Name: _____

A Raw Deal

But then times got tough, and the British government went looking for money. Great Britain, which now included both England and Scotland, saw its colonies around the world as a source of profit. Colonies were places to cut timber, grow crops such as cotton and coffee, and mine for valuable minerals. The king forced the colonists to sell these raw materials back to England at really cheap prices. People in England would use the materials to make finished products. But did the colonists get a bargain on these items because they provided the materials? No way! The king forced the colonists to buy the finished products at extra high prices.



Hmm... What about taxing the American colonists?



A Stamp

King George III

Looking for a Fast Buck?

That was only the beginning. In the mid-1700's, Britain fought two expensive wars. Britain had taken out a lot of debt to pay for the war, so it went looking for a way to make money fast. Taxing the American colonists seemed like the perfect idea. So in 1765, Britain passed the **Stamp Act**, which forced colonists to put expensive tax stamps on all legal documents, as well as newspapers, calendars, and almanacs. The colonists had an answer for that: They quit buying British goods! But this *boycott* didn't work for long. Britain repealed the Stamp Act after one year, but things did not get better.

From Bad to Worse

As soon as the Stamp Act was gone, the British passed the **Declaratory Act** saying that the colonies were dependent on the king and declaring that all laws passed in the colonies had no effect. As if that weren't bad enough, Britain also passed the **Townshend Revenue Act**, taxing things it knew the colonists couldn't make for themselves: paint, glass, paper, lead, and tea. This Act also allowed British government workers to search peoples' houses and even break down doors to seize items the homeowner hadn't paid taxes for. The **Quartering Acts** of 1765 and 1774 forced certain colonists to let British troops live in their houses. In the 1770s, a series of laws cracked down on rebellious activity in Massachusetts colony. Colonists called these the **Intolerable Acts**.



During the *Boston Tea Party*, colonists were so angry about a law called the Tea Act that they snuck onto a cargo ship during the night and dumped hundreds of crates of tea into the Boston harbor!

Enough is Enough!

The colonists finally decided there was only one solution: Independence! On July 4, 1776, leaders of the colonies signed the Declaration of Independence, breaking ties with Britain. It wasn't that easy, though. There was the small matter of fighting a war against Britain to make that freedom real. When the Americans won the Revolutionary War, Britain lost all control of the colonies. The United States of America was born.

Declaration of Independence

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—_That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—_That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—_Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures.

He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent: For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.

He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy of the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.



AZYLC 2019

**Building of
the Flag &
Flag Folding**

OLD GLORY

Flag of the United States of America
Red, White and Blue

“A TOAST TO THE FLAG”

Here's to the red of it—
There's not a thread of it,
No, not a shred of it
In all the spread of it
 From foot to head,
But heroes bled for it,
Faced steel and lead for it,
Precious blood shed for it,
 Bathing it Red!

Here's to the white of it—
Thrilled by the sight of it,
Who knows the right of it
But feels the might of it
Through day and night?
Womanhood's care for it
Made manhood dare for it,
Purity's prayer for it
 Keeps it so white!

Here's to the blue of it—
Beauteous view of it,
Heavenly hue of it,
Star spangled dew of it
 Constant and true;
Diadems gleam for it,
States stand supreme for it,
Liberty's beam for it
 Brightens the blue!

Here's to the whole of it—
Stars, stripes and pole of it,
Body and Soul of it,
O, and the roll of it,
 Sun shinning through;
Hearts in accord for it,
Swear by the sword for it,
Thanking the Lord for it,
Red, White and blue!

--John Daly—1917

“TO THE COLORS”

Some regiments, when on dress parade,
Adorn their flags with strips of braid,
Edges encased in a fringe of gold,
Tarnished to yellow as the day grows old;
Certainly no way to elicit a cheer--
Yellow, the symbol of a coward's fear.

No place for intrusion such as this; forlorn.
Cling close to the colors in which it was
 born:

Thirteen stripes—the Red and the White,
Lord, O Lord, what a beautiful sight.
Fifty stars on a field of Blue
Shed their light on a precious view.

Rejoice in our duty
Of guarding its beauty.
This is Old Glory, the flag of flags,
Upholding your spirit whenever it sags.
This is the emblem of liberty.
This is the soul of a nation free.
This is the guideline that carries us
 through,
Flying it always as Red, White and blue

L'Envoy: The point not to miss
Is this:
These are the colors of the U.S.A--
To be kept that way
No yellow,
Fellow!

--John Daly—1971

These poems were presented to National Sojourners by Brother John Jay Daly long before he was called to eternal rest 16 December 1978 in Washington D.C. They are the property of National Sojourners, Inc., 8301 E. Boulevard Drive, Alexandria, VA 22308.

Proudly Serving the Cause of Patriotism.

FLAG FOLDING CEREMONY

Arizona Youth Leadership Conference

Good Morning Ladies and Gentlemen, I am from _____ High School. I will be your narrator for this flag program in which we will honor our flag and nation by properly displaying the flag and learning the significance of why the flag is folded in the manner that it is. We honor our nation and flag by properly displaying our national colors on all appropriate occasions.

A GOOD PLACE TO start properly displaying the flag is every morning when it is raised at the flag pole -located at a prominent place such as it is at your schools.

The flag is raised first thing in the morning in a ceremony called Reveille. It is run up aloft as a symbol of our belief in the resurrection of the body. The flag should be raised by a detail consisting of a minimum of two people. More persons are needed to properly conduct the flag raising ceremony when another flag is to be flown with the US flag. When the US flag is flown on the same pole with the flag of a state or another organization it is always flown on top. The US flag is never flown on the same pole with the flag of another nation.

When raising the flag, the proper manner is to first completely unfold the flag prior to securing it to the lanyard on which the flag will be hoisted. Care should be taken to insure that the flag will not touch the ground or any surrounding articles such as trees or buildings.

The flag is hoisted briskly to the top of the flag pole. While the flag is being hoisted, persons in civilian clothes, place their right hand over their heart and observe the flag being raised. If in uniform, you salute as the flag is being raised.

ON CERTAIN OCCASIONS the flag is flown at half-staff as a symbol of mourning. When it is necessary to fly the flag at half-staff, it is first raised briskly to the top of the pole and lowered to the half staff position.

We fold to the left in the shape of a triangle. for this is where our hearts lie -- and it is with our hearts that we pledge allegiance to the flag of the United States of America, and to the Republic for which it stands -- one nation under God, indivisible, with liberty and justice for all. (Pause)

We fold again to the left in the shape of a triangle, representing our weaker nature; for we, as American citizens, trust in God, and it is to Him we turn in times of peace, as well as in times of war, for His divine guidance. (Pause)

We fold to the right as a tribute to our Armed Forces; for it is through these same Armed Forces that we protect our country and our flag from all her enemies, whether they be found within or outside the boundaries of our Republic. (Pause)

We fold again to the right as a tribute to our country; in the words of the immortal Stephen Decatur, "OUR COUNTRY, IN DEALING WITH OTHER COUNTRIES, MAY SHE ALWAYS BE RIGHT; BUT IT IS STILL OUR COUNTRY, RIGHT OR WRONG." (pause)

We fold to the left as tribute to the one who entered into the valley of the shadow of death, that we might see the light of the day, and this fold is made to honor Mother for whom it flies on Mother's Day. (Pause)

We fold again to the left as a tribute to our womanhood; for it has been through their faith, love, loyalty, and devotion that the characters of the men and women that have made this country great have been molded. (Pause)

We fold to the right as a tribute to Father, for he too, has given of his sons and daughters for the defense of our country since she was born. (Pause)

We fold from the stripes toward the stars; for, whereas the stripes represent the thirteen original colonies that founded our Republic, they are now embodied in the fifty sovereign states represented by the stars, so that the stars cover the stripes. (Pause)

Hopefully when you return to your schools, you will be the ones that lead by example and by that encourage your fellow students to pay the respect for "**OLD GLORY**" that it merits.

All of you know that when the flag is being raised or lowered all persons observing should face the flag, stand at attention and place their right hand over the heart until the flag has been totally raised or lowered. It is also appropriate for the spectators to remain at attention while the flag is being folded.

Ladies and gentlemen, this concludes this ceremony. Do you have any questions?

Flag of the United States

From Wikipedia, the free encyclopedia

The national flag of the United States of America, often simply referred to as the American flag, consists of thirteen equal horizontal stripes of red (top and bottom) alternating with white, with a blue rectangle in the canton (referred to specifically as the "union") bearing fifty small, white, five-pointed stars arranged in nine offset horizontal rows of six stars (top and bottom) alternating with rows of five stars.

The 50 stars on the flag represent the 50 states of the United States of America and the 13 stripes represent the thirteen British colonies that declared independence from the Kingdom of Great Britain and became the first states in the Union. Nicknames for the flag include the "Stars and Stripes", "Old Glory", and "The Star-Spangled Banner."












On June 14, 1777, the Second Continental Congress passed the Flag Resolution which stated:















"Resolved, That the flag of the thirteen United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation."

Flag Day is now observed on June 14 of each year. While scholars still argue about this, tradition holds that the new flag was first hoisted in June 1777 by the Continental Army at the Middlebrook encampment.

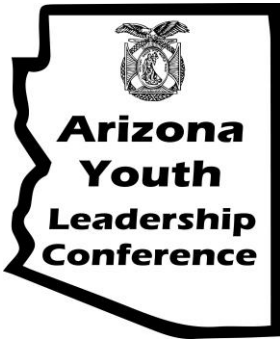
Historical progression of designs

In the following table depicting the 28 various designs of the United States flag, the star patterns for the flags are merely the *usual* patterns, often associated with the United States Navy. Canton designs, prior to the proclamation of the 48-star flag, had no official arrangement of the stars. Furthermore, the exact *colors* of the flag were not standardized until 1934.

Stars	Stripes	Design(s)	States represented by new stars	Used	Duration
0	13		N/A	December 3, 1775 – June 14, 1777	1 ½ years
13	13	  	Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, Rhode Island	June 14, 1777 – May 1, 1795	18 years
15	15		Vermont, Kentucky	May 1, 1795 – July 3, 1818	23 years
20	13	 	Indiana, Louisiana, Mississippi, Ohio, Tennessee	July 4, 1818 – July 3, 1819	1 year
21	13		Illinois	July 4, 1819 – July 3, 1820	1 year
23	13		Alabama, Maine	July 4, 1820 – July 3, 1822	2 years
24	13		Missouri 1831 term "Old Glory" coined	July 4, 1822 – July 3, 1836	14 years
25	13		Arkansas	July 4, 1836 – July 3, 1837	1 year

Stars	Stripes	Design(s)	States represented by new stars	Used	Duration
26	13		 Michigan	July 4, 1837 – July 3, 1845	8 years
27	13		Florida	July 4, 1845 – July 3, 1846	1 year
28	13		Texas	July 4, 1846 – July 3, 1847	1 year
29	13		 Iowa	July 4, 1847 – July 3, 1848	1 year
30	13		Wisconsin	July 4, 1848 – July 3, 1851	3 years
31	13		California	July 4, 1851 – July 3, 1858	7 years
32	13		Minnesota	July 4, 1858 – July 3, 1859	1 year
33	13		   Oregon	July 4, 1859 – July 3, 1861	2 years
34	13		Kansas	July 4, 1861 – July 3, 1863	2 years
35	13		West Virginia	July 4, 1863 – July 3, 1865	2 years

Stars	Stripes	Design(s)	States represented by new stars	Used	Duration
36	13	 	Nevada	July 4, 1865 – July 3, 1867	2 years
37	13	 	Nebraska	July 4, 1867 – July 3, 1877	10 years
38	13	 	Colorado	July 4, 1877 – July 3, 1890	13 years
43	13		Idaho, Montana, North Dakota, South Dakota, Washington	July 4, 1890 – July 3, 1891	1 year
44	13		Wyoming	July 4, 1891 – July 3, 1896	5 years
45	13		Utah	July 4, 1896 – July 3, 1908	12 years
46	13		Oklahoma	July 4, 1908 – July 3, 1912	4 years
48	13		Arizona, New Mexico	July 4, 1912 – July 3, 1959	47 years
49	13		Alaska	July 4, 1959 – July 3, 1960	1 year
50	13		Hawaii	July 4, 1960 – present	53 years



AZYLC 2019

Leadership



AZYLC 2019

**Constitutional
Issues
Debate &
Pro Se Court**



AZYLC 2019

**ASU Pastor
Center for
Politics &
Public
Service**



AZYLC 2019

Responsible Citizenship

**Mumble, Grumble,
Complain, Wallow,**

**Hope, Believe,
Empower, Register**

★ VOTE ★

Effective Citizenship

What are some things I can do to be an effective citizen?

What does the person next to me think?

What are the best answers from the group (in your own opinion)?

Effective Citizenship

Official Elected Official Test

**Mumble, Grumble,
Complain, Wallow,**

**Hope, Believe,
Empower, Register**

★ VOTE ★

Score

Score one point for each correct answer. You can collaborate!

1. What Country do I live in? _____
2. What State do I live in? _____
3. What City do I live in? _____
4. What Federal Congressional District do I live in? _____
5. What State Legislative District do I live in? _____
6. Who is President of the United States of America? _____
7. Who is US Secretary of Defense? _____
8. Who is US Secretary of State? _____
9. Who is Vice President? _____
10. Who is Governor? _____
11. Who are my United States Senators (2)? _____
12. Who are my US Congressmen (US House of Representatives)?

13. Who are my representatives in the state legislature? _____
14. Who is my city's Mayor? _____

Bonus (1 point each):

Name the offices and people in the President's Cabinet:

Name the 9 Supreme Court Justices:

Name President's daughters:

Total

Effective Citizenship

The Power of One Vote

**Mumble, Grumble,
Complain, Wallow,**

**Hope, Believe,
Empower, Register**

★ **VOTE** ★

- **Charles I of England** *beheaded* 1649. Tribunal of Judges voted 68 to 67.
- **France** changed from Monarchy to a Republic 1875. Vote in Chamber of Deputies 353- 352.
- **Oliver Cromwell** won control of England 1645. Parliament voted 91-90.
- **Rutherford B. Hayes** elected president 1876. Electoral vote 185-184.
- **Adolf Hitler** *elected* leader of Nazi Party by a single vote margin November 8, 1923.
- **President Andrew Johnson** escaped conviction on impeachment charges in 1868 by one senator's vote.
- **Texas admitted to Union 1845.** The vote was 26-26 when Senator Hannegan of Indiana changed his vote. Hannegan himself had been elected to the senate by one vote (a vote of the Indiana Legislature).
- If one vote had changed in each Illinois precinct, **John Kennedy** would have lost the state; combined with the potential loss of 2 other close states he would have lost the 1960 Presidential Election.
- During the Revolutionary War Anti-British sentiment was so great that Congress voted on a Bill to **adopt German as the U.S.A.'s official language.** The bill was defeated by one vote.
- In 1941, one vote saved **Selective Service - just weeks before Pearl Harbor was attacked.**
- **Francis McCloskey** beat **Richard McIntyre** in the 8th Indiana Congressional District by 4 votes. The 233,286 ballots were counted 3 times (1984).
- Pima County Superior Court Clerk, **Jim Corbett** was elected by 5 votes out of 101,050 cast (1978)
- **Larry Hawke**, AZ State Representative, District 13, was elected by 15 votes out of 26,500 cast (1976).
- **Cindy Resnick**, AZ State Representative, District 14, was elected by 9 votes out of 29,501 cast (1982).
- Vail School Bond was defeated by a vote of 171 in favor and 172 against (1983).
- On **18 January 1961**, in **Zanzibar** (now part of Tanzania), the Afro-Shirazi Party won the general elections by a single seat, after the seat of **Chake-Chake** on Pemba Island was won **by a single vote.**
- In the September 1992 Republican Primary Election, Arizona District 6 House Seat, **Richard Kyle** and **John Gaylord** tied with both men having 3,760 -votes. Mr. Gaylord's wife did not vote in the Republican Primary because she was a registered Democrat. Mr. Kyle won a drawing and was subsequently elected to the Arizona House.
- **Presidential Election of 2000**, **Al Gore** wins the popular vote with 50,996,116 votes to **George W. Bush's** 50,456,169. This is a difference of 539,997 votes or only ½ of one percent of the total votes cast. However, after weeks of settling contested electoral college votes, Bush emerged as the Presidential election winner with 271 electoral votes to Gore's 266.
- **June 28, 2006** - The U.S. Senate rejected a proposed **constitutional amendment to ban desecrating the American flag** (flag burning) by one vote.

Writing a Letter to Your Elected Official

Brainstorming Sheet

General Issue:

What's your problem?

What do you wish someone would do about it?

Branch of Government:

Judicial ***Executive*** ***Legislative***

Levels of Government:

Federal ***State*** ***County***

City/Town ***School Board***

Who can do something about it?

What EXACTLY do you want them to do about it?

Examples From Past Years

Madame Governor,

I am a senior at Buena High School. I do not believe that it is right that we have to pay for summer school. The money is used for the teachers, but I believe it to be the state's (AZ) job to pay our teachers. This is just one thing that I believe need to be thought out about for equalizing funding.

Sincerely,
Brooke Sanchez
Brooke Sanchez

The
GOOD

Dear Mr Gore,

I'm writing to you because of welfare reform, I am terribly uninformed on the issue, but my ~~instructor~~ instructor insisted that we write. Any way, I think that Clinton's an idiot and that it would be a shame to interrupt his womanising to read this post card.

Yours truly
concerned citizen

The
BAD

I'd like to complain because we give money to starving people in other countries yet we can't afford to help the blums in our own country. If you were less worried about foreign trade and be kind good you might actually see that Americans need American help. I highly doubt other countries are going to give help us. If you could open your eyes you'd see Americans are losing respect and becoming very unhappy with their government. Sir, I mean this with the upmost respect but with the debt as high as it is we should at least help ourselves out. I would enjoy hearing or reading your views if you could send some information.
Thank you for your time.

The
UGLY

Your Name
Your Address

Stamp

Elected Official

Address

(leave address blank if you
don't know)



AZYLC 2019

Writing Exercise



AZYLC 2019

Essay Topics

The faculty and staff of the Arizona Youth Leadership Conference have selected three issues as possible topics for the written communications seminar. Only one of these topics will be randomly selected by chance on the afternoon of the Written Communications class. All delegates will write on the same topic. Delegates should research these topics and formulate ideas to help with writing the essay. However, ***NO written notes or electronic devices will be permitted during the seminar.***

1. Five freedoms are listed in the First Amendment to the United States Constitution. What are these five freedoms? Under what circumstances, if any, should these specific individual liberties be limited by the government?
2. United States Supreme Court Justices serve for life once appointed by the President and confirmed by the Senate. Why did the Founders establish life terms for Supreme Court Justices? Do you think Presidents should be able to “fire” Supreme Court Justices with whom they don’t agree? Should there be restrictions or term limits on judicial service?
3. The President of the United States is the Commander In Chief of U.S. Armed Forces, yet the Constitution gives the United States Congress sole power to declare war. Under what circumstances should the President order the U.S. Military into immediate action against a foe without a congressional declaration of war? Under what circumstances should the President seek approval from Congress for military action?

Delegates will have 30 minutes to write a persuasive essay of not less than 300 words, and not more than 350 words to justify their position.



AZYLC 2019

Constitutional Convention

AZYLC Constitutional Convention

BACKGROUND TO THE CONSTITUTIONAL CONVENTION

Articles of Confederation

The most difficult problem faced by the United States after winning the American Revolution was to create a government for its people. In their first efforts to govern themselves at a national level, the leaders of the thirteen free states wrote the Articles of Confederation. However, the states were more like thirteen separate nations than one unified country. Many states had their own armies, their own navies, and their own paper money. This first attempt at forming a government was a natural product of the distrust and fear that existed among the thirteen separate states. The Articles of Confederation contained so many weaknesses that it was unsuitable for the needs of the newly formed nation. By 1787 crisis had arisen in North America. Unless something was done soon, the new United States could collapse and Britain could regain control of the colonies she had surrendered just a few short years before.

A Meeting

A meeting of the thirteen states was called in 1787 for the purpose of revising the Articles of Confederation. Rhode Island's delegates never arrived, therefore the convention was composed of only twelve states. It was held in Philadelphia at the Pennsylvania State House, now known as Independence Hall, during the months of May through September, 1787. The weather was hot and humid, but the windows were kept closed because all the business details of the meeting had to be kept secret until the final document was prepared and a new government was born.

Delegates

Attending the Convention at Philadelphia were fifty-five well educated, professional men. Most of the men had been involved in affairs of government before this Convention. A great many were wealthy and they did not have complete faith in the common man's ability to govern himself. Major William Jackson was hired to record the events of the meeting. Those present were:

PRESIDENT OF THE CONVENTION -George Washington, Delegate from Virginia

RECORDING SECRETARY OF THE CONVENTION -Major William Jackson

ROLL OF DELEGATES

Delaware

George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland

James McHenry
Daniel of St. Thomas Jenifer
Daniel Carroll
John Francis Mercer
Luther Martin

Virginia

John Blair
James Madison
Edmund Jennings Randolph
George Mason
George Wythe
James McClurg

North Carolina

William Blount
Richard Dobbs Spaight, Sr.
Hugh Williamson
William Richard Davie
Alexander Martin

South Carolina

John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

New Hampshire

John Langdon
Nicholas Gilman

Georgia

William Few
Abraham Baldwin
William Pierce
William Houstoun

Massachusetts

Nathaniel Gorham
Rufus King
Elbridge Gerry
Caleb Strong

Connecticut

William Samuel Johnson
Roger Sherman
Oliver Ellsworth

New York

Alexander Hamilton
Robert Yates
John Lansing, Jr.

New Jersey

William Livingston
David Brearley
William Paterson
Jonathan Dayton
William Churchill Houston

Pennsylvania

Benjamin Franklin
Thomas Mifflin
Robert Moms
George Clymer
Thomas Fitzsimons
Jarod Ingersoll
James Wilson
Gouverneur Morris

PREPARATION FOR YOUR CONVENTION

In order to understand the issues you will be debating, it is necessary that you know the following:

- 1) Convention Vocabulary
- 2) Basic Structure of Our Government
- 3) Conflicts that had to be Resolved
- 4) Key Delegates
- 5) Role Preparation

Convention Vocabulary

1. delegate - representative
2. Legislative branch - branch of government that makes the laws
3. Executive branch - branch of government that enforces the laws. The President is the head of the Executive branch.
4. Judicial branch - branch of government that interprets the laws
5. compromise - a settlement in which each side gives up part of what it wants
6. representation - a system in which people elect representatives to pass their laws
7. commerce - the buying and selling of goods; trade
8. impeach - to accuse a federal official of wrongdoing
9. federal government - national government; government that conducts the business of the nation
10. state government - government that conducts the business of the state
11. Congress - the Legislative branch of the government. Both the House of Representatives and the Senate make up the Congress.
12. Senate - upper house of Congress. Each state has an equal number of Senators (2).
13. House of Representatives - lower house of Congress. The number of Representatives from each state is determined by the population of the state.
14. Chief Executive - highest official of the Executive branch; the President
15. Justices - judges of the Supreme Court
16. Chief Justice - highest official of the Supreme Court
17. Supreme Court - the Judicial branch of the government
18. term - a set period of time; the period (length of time) for holding office
19. electors - selected people from each state who choose the President

Basic Structure of our Government

JUDICIAL - EXECUTIVE – LEGISLATIVE = Checks & Balances

Conflicts that had to be solved

1. How should the large and small states be represented in the national legislature?

A. LARGE STATES

Virginia Plan -by Edmund Randolph of Virginia

1. Two houses in the national legislature
2. Representation should be based on the population or number of free inhabitants in a state.

B. SMALL STATES

New Jersey Plan -presented by William Paterson of New Jersey

1. One house for the national legislature
2. Each state should have equal representation and each state should be entitled to ONE vote per state.

2. Should slaves be counted as part of the population when determining how many representatives a state is entitled to, if representation is to be based on population; and should slaves be counted as part of the population when determining how much tax a state will pay to the national government, if the amount of that tax is based on the population of the state?

A. SOUTHERN STATES

Slaves should be counted in the population when determining how many representatives a state should have, but not when determining how much tax the state will have to pay to the national government.

B. NORTHERN STATES

Slaves should not be counted in the population when determining how many representatives a state should have, but should be included in the population figure when calculating how much tax a state will pay to the national government.

3. Should the national legislature have the power to regulate commerce and the slave trade?

A. SOUTHERN MERCHANTS

The southern merchants feared that the national legislature might place export duties on their crops, interfere with the slave trade, and make commercial treaties favoring the north.

B. NORTHERN MERCHANTS

The northern merchants wanted the national legislature to have the power to make tariffs and regulate trade.

The Convention Begins

1. Upon arrival, immediately find your State Delegation Sign. Be seated promptly when President Washington pounds the gavel. The Secretary will then call the roll of the delegates.
2. The order of business will be announced by President Washington. Raise your hand in order to be recognized by the President. Only one person speaks at a time.
3. Upon being recognized by the President, stand and introduce yourself in this manner. "YOUR NAME - from STATE YOU ARE REPRESENTING".
4. You will discuss and vote on each of the TOPICS FOR DEBATE one at a time, and in the order that they are listed. When everyone who wished to make a statement on a particular topic has been called on, one of the delegates should move that the issue be voted on. The motion to vote should be worded so that the states who are in favor of the motion will vote YEA and the states who are opposed to the motion will vote NAY. (Example: "I move that we have one man executive.") A delegate from a different state will have to second the motion before it can be voted on. (Example: "I second the motion.")
5. Voting Procedure: One vote per state. The decision of the majority of the members of each state's delegation will determine how that state will vote. If the state delegation is split equally on its decision and a majority cannot be reached then the state must abstain from voting on that particular issue. The Secretary will call on each state for its vote, record the vote of each state delegation, and announce the plan decided upon by the majority of all states voting. If the voting results in a tie among the states, then President Washington will cast the deciding vote. Otherwise, President Washington does not vote.
6. Once one issue has been resolved, you will proceed in the same manner to the next TOPIC FOR DEBATE until all topics have been debated and voted upon.
7. When all issues have been resolved, the President will adjourn the meeting, the Recording Secretary will draw up the final version of your constitution, and each delegate will sign it.

TOPICS FOR DEBATE

I. Articles of Confederation

Do we revise the Articles of Confederation or do we write a new form of government?

II. Legislative Branch

A. How many houses should there be in the national legislature and what will be the basis for representation in the house or houses of the national legislature? (Representation to be based on population or to be equal for each state?)

B. Should the slaves be counted as part of the population when determining how many representatives a state gets and when figuring how much tax the state must pay to the national government?

C. Should the national legislature have the power to regulate commerce and the slave trade?

D. Who should choose the representatives to the house or houses of the national legislature?

E. How long should the term of office be for the representatives in the house or houses of the national legislature? If there is more than one house, will the term of office be the same for both houses?

F. Should representatives be able to serve more than one term?

III. Executive Branch

A. How many executives should the national government have?

B. How will the executive or executives be selected?

C. What powers will the executive or executives have?

D. How long should the term of office be for the executive or executives?

E. Should the executive or executives be able to serve more than one term?

IV. Judicial Branch

A. What type of national court system should be created?

B. How should the justices be selected?

C. How long should the term of office be for the justices?

D. Should the justices be able to serve more than one term?

Constitutional Convention Parliamentary Procedure Guide

President Washington Opens the Meeting and selects a topic for general discussion

General Discussion – talk generally about the topic President Washington selects

I want to speak:

1. Raise state placard to be recognized by President Washington
2. When recognized, stand up, state your character's name and state
3. Speak (loud and clear, please)

Propose an idea for discussion: many characters have specific proposals to introduce – just do it!

1. Raise placard to be recognized
2. Say "I move that..." (i.e. we adopt a bicameral legislature with a monarchy)
3. Someone must 2nd the motion
4. President moves the group into discussion and asks the motion's sponsor to explain it
5. Others may be recognized to speak about the motion
 - the President can gavel anyone as "out of order" if they talk about something that does not directly address the topic (how embarrassing!?!)

Once a motion has been introduced and the body is considering it:

People are repeating each other – Let's end this discussion on this motion now!

(if you attempt this too soon, the President will gavel you "out of order")

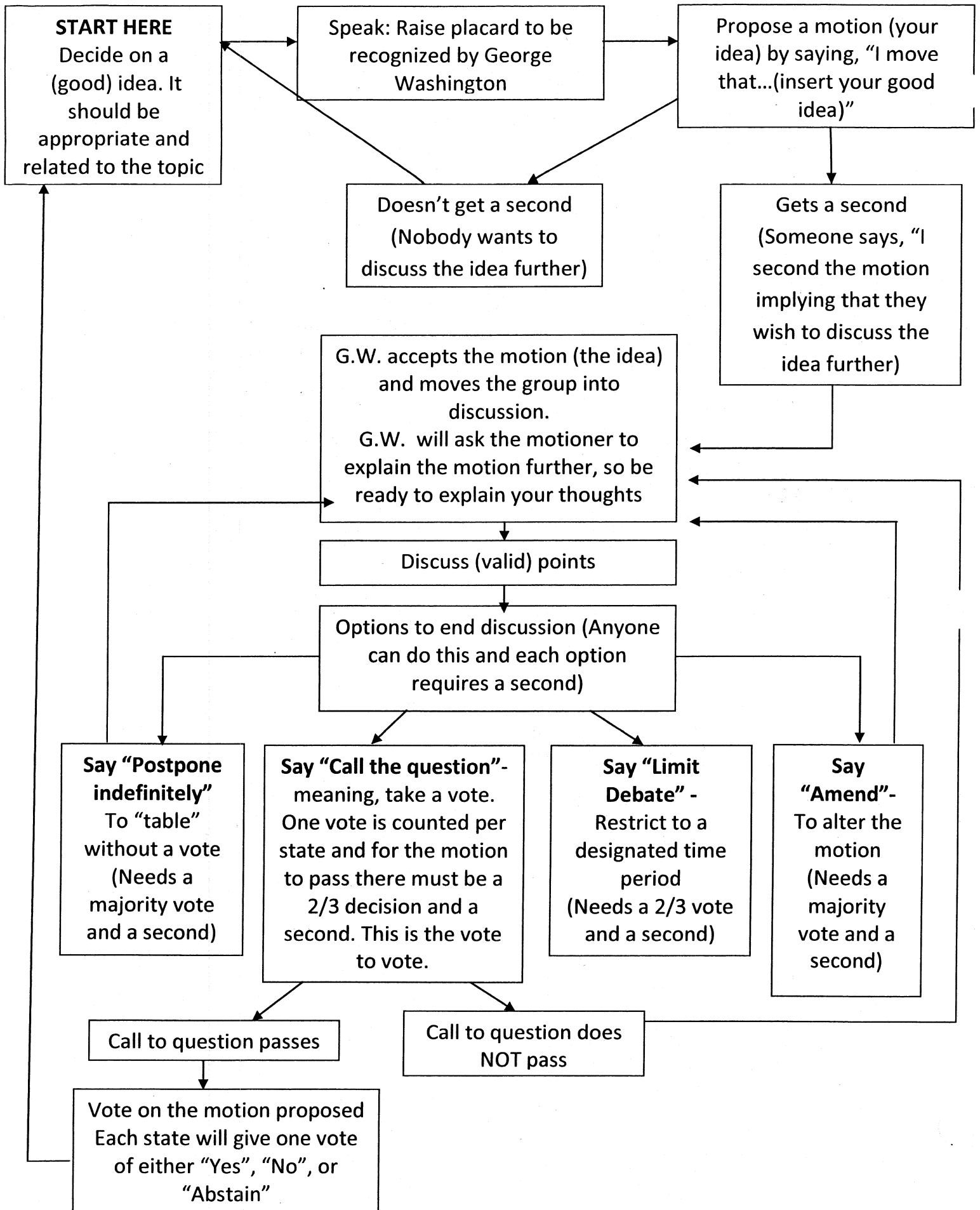
1. Raise your placard to be recognized
2. Make a motion to:
 - Limit Debate - Restrict to a designated debate period. (2/3 – 2nd – n/d)
 - Postpone Indefinitely - To "table" without voting. (majority - 2nd - debate)
 - Amend - To alter a motion. (majority – 2nd - debate)
 - Call the question – take a vote – one vote per state (2/3 – 2nd – n/d)If this passes, you move directly to a vote on the motion
 - Division of the assembly - Requires a roll-call voice vote. (no 2nd – n/d – chair's discretion) Votes are: "Yes", "No" or "Abstain"

These motions can be considered at any time

- Recess - To temporarily break from meeting for a designated time. (majority – 2nd – n/d)
- Point of Order - Used by a member to signify that another member is out of order. (no 2nd – n/d – chair's discretion)
- Parliamentary inquiry - The body questions the presiding officer for clarification of procedure. (no 2nd – n/d – chair's discretion)
- Withdrawal or modify a motion - A member may, at any point, modify or rescind their motion. (no 2nd – n/d – chair's discretion)
- Division of a question – Break a motion into parts for single consideration (2nd – n/d – majority)

I think the group made the wrong decision. Make a motion to:

- Reconsider - To re-examine a previous decision. (majority – 2nd - debate)
- Rescind - To reverse a motion that was previously passed. (2/3 – 2nd - debate)
- Resume Consideration - To "un-table". (majority – no 2nd – n/d – cannot move to un-table during discussion on another issue)





AZYLC 2019

**Supreme
Court Trial**

EMINENT DOMAIN ISSUES AND COMMENTS

"Those who wrote the Constitution clearly understood that power is dangerous and needs to be limited by being separated -- separated not only into the three branches of the national government but also separated as between the whole national government, on the one hand, and the states and the people on the other." --Thomas Sowell

"There is but one straight course, and that is to seek truth and pursue it steadily." --George Washington

The moment the idea is admitted into society that property is not as sacred as the laws of God, and that there is not a force of law and public justice to protect it, anarchy and tyranny commence." --John Adams

"Government is instituted to protect property of every sort. ...[T]hat alone is a just government which impartially secures to every man, whatever is his own." --James Madison

"One single object...[will merit] the endless gratitude of the society: that of restraining the judges from usurping legislation." --Thomas Jefferson

On the subject of property rights, Justice Joseph Story, appointed to the court by our Constitution's author, James Madison, noted, "[P]ersonal security and private property rest entirely upon the wisdom, the stability, and the integrity of the courts of justice." But in *Kelo v. City of New London*, the High Court could permit a Connecticut city to transfer private property forcibly from one party to another. (Here, one might reasonably wonder why all the consternation over Kelo's property rights when Americans allow their property, in the form of taxes, to be seized for all manner of unconstitutional expense. But we digress...)

New London argues that the Court's decision should support them because the Fifth Amendment's restriction on eminent domain restrains only the national government. However, it is the First Amendment, unique among the Bill of Rights, which makes plain and explicit such restraint ("Congress shall make no law..."). No other Amendment in our Bill of Rights follows this formulation, meaning that the state governments are to be as limited in their powers as the national government is in regard to the individual citizens' rights enumerated. Further, the Tenth Amendment outlining federalist principles provides that "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

It is for this reason that the High Court's decision in *Kelo* should not offend our Constitution: The Fifth Amendment's restriction, "nor shall private property be taken for public use without just compensation" is applicable to all levels of government (as is, for example, the Second Amendment's provision that "the right of the people to keep and bear Arms shall not be infringed"). Even Connecticut's Constitution stipulates, "The property of no person shall be taken for *public use*, without just compensation...." That's "public use." Nowhere does it allow for the taking of property from one private party for the benefit of another.

(Of note, some property rights' advocates argue the Fifth Amendment's restriction on eminent domain is applicable to the states via the Fourteenth Amendment, but that line of interpretation is inherently flawed. Though the Fourteenth Amendment has become *de facto* law, it was never constitutionally ratified by 3/4 of the states as stipulated by Article V -- a subject for another essay.)

Kelo vs New London

Statement of Facts

In 2000, the city of New London approved a development that was projected to create in excess of 1,000 jobs, to increase tax and other revenues, and to revitalize an economically distressed city, including its downtown and waterfront areas. In assembling the land needed for this project, the city purchased property from willing sellers and proposes to use the power of eminent domain to get the remainder of the property from unwilling owners in exchange for just compensation.

The question is whether the city's use of this property qualifies as a "public use" within the meaning of the Takings Clause of the Fifth Amendment to the Constitution: "[N]or shall private property be taken for public use, without just compensation." That Clause is made applicable to the States by the Fourteenth Amendment.

The city of New London sits at the junction of the Thames River and the Long Island Sound in southeastern Connecticut. Decades of economic decline led the state in 1990 to designate the City a "distressed municipality." In 1996, the Federal Government closed the Naval Undersea Warfare Center, which had been located in the Fort Trumbull area of the City and had employed over 1,500 people. In 1998, the City's unemployment rate was nearly double that of the State, and its population of just under 24,000 residents was at its lowest since 1920. These conditions prompted state and local officials to target New London for economic revitalization.

In January 1998, the State authorized a \$10 million bond issue toward the creation of a Fort Trumbull State Park. In February, the pharmaceutical company Pfizer Inc. announced that it would build a \$300 million research facility on a site immediately adjacent to Fort Trumbull; local planners hoped that Pfizer would draw new business to the area, thereby serving as a catalyst to the area's rejuvenation.

The Fort Trumbull area is situated on a peninsula that juts into the Thames River. The area comprises approximately 115 privately owned properties, as well as the 32 acres of land formerly occupied by the naval facility (Trumbull State Park now occupies 18 of those 32 acres). The development has seven parcels.

- Parcel 1 is designated for a waterfront conference hotel at the center of a "small urban village" that will include restaurants and shopping. This parcel will also have marinas for both recreational and commercial uses. A pedestrian "riverwalk" will originate here and continue down the coast, connecting the waterfront areas of the development.
- Parcel 2 will be the site of approximately 80 new residences organized into an urban neighborhood and linked by public walkway to the remainder of the development, including the state park. This parcel also includes space reserved for a new U. S. Coast Guard Museum.
- Parcel 3, which is located immediately north of the Pfizer facility, will contain at least 90,000 square feet of research and development office space.
- Parcel 4A is a 2.4-acre site that will be used either to support the adjacent state park, by providing parking or retail services for visitors, or to support the nearby marina.
- Parcel 4B will include a renovated marina, as well as the final stretch of the riverwalk.
- Parcels 5, 6, and 7 will provide land for office and retail space, parking, and water-dependent commercial uses.

The city wanted the development to capitalize on the arrival of the Pfizer facility and the new commerce it was expected to attract. In addition to creating jobs, generating tax revenue, and helping to "build momentum for the revitalization of downtown New London," it was designed to make the City more attractive and to create leisure and recreational opportunities on the waterfront and in the park. The city council authorized the purchase of property or to acquire property by exercising eminent domain in the City's name. The city successfully

negotiated the purchase of most of the real estate in the 90-acre area, but its negotiations with Kelo and the others in the case failed. As a consequence, in November 2000, the city initiated the condemnation proceedings that created this case.

Susette Kelo has lived in the Fort Trumbull area since 1997. She has made extensive improvements to her house, which she prizes for its water view. Wilhelmina Dery was born in her Fort Trumbull house in 1918 and has lived there her entire life. Her husband Charles has lived in the house since they married some 60 years ago. In all, the nine petitioners own 15 properties in Fort Trumbull — 4 in parcel 3 of the development plan and 11 in parcel 4A. Ten of the parcels are occupied by the owner or a family member; the other five are held as investment properties.

There is no allegation that any of these properties is blighted or otherwise in poor condition; rather, they were condemned only because they happen to be located in the development area. In December 2000, petitioners brought this action in the New London Superior Court. They claimed, among other things, that the taking of their properties would violate the “public use” restriction in the Fifth Amendment. After a 7-day bench trial, the Superior Court granted a permanent restraining order prohibiting the taking of the properties located in parcel 4A (park or marina support). It, however, denied relief for properties located in parcel 3 (office space).

Both sides then took appeals to the Supreme Court of Connecticut. That court held, over a dissent, that all of the City’s proposed takings were valid. It began by upholding the lower court’s determination that the takings were authorized by Connecticut law. That law gives the state legislature the responsibility for determining whether the taking of land, even developed land, as part of an economic development project is a “public use” and in the “public interest.”

Next, relying on cases such as *Hawaii Housing Authority v. Midkiff*, 467 U. S. 229 (1984), and *Berman v. Parker*, 348 U. S. 26 (1954), the court held that such economic development qualified as a valid public use under both the Federal and State Constitutions. Finally, adhering to its precedents, the court went on to determine, first, whether the takings of the particular properties at issue were “reasonably necessary” to achieving the City’s intended public use and, second, whether the takings were for “reasonably foreseeable needs,”

The Supreme Court granted appeal to determine whether a city’s decision to take property for the purpose of economic development satisfies the “public use” requirement of the Fifth Amendment.

Two polar propositions are perfectly clear. On the one hand, it has long been accepted that the sovereign may not take the property of *A* for the sole purpose of transferring it to another private party *B*, even though *A* is paid just compensation. On the other hand, it is equally clear that a State may transfer property from one private party to another if future “use by the public” is the purpose of the taking; the condemnation of land for a railroad with common-carrier duties is a familiar example. Neither of these, however, determines the disposition of this case. As for the first, the City would no doubt be forbidden from taking petitioners’ land for the purpose of conferring a private benefit on a particular private party. (“A purely private taking could not withstand the scrutiny of the public use requirement; it would serve no legitimate purpose of government and would thus be void”); Nor would the City be allowed to take property under the mere pretext of a public purpose, when its actual purpose was to bestow a private benefit.

Kelo vs City of New London

5th Amendment:

... nor shall private property be taken for public use, without just compensation.

Public Good: no one owns it, everyone benefits (park, road, school, etc)

Kelo	New London
<p>Natural rights: a sovereign may not take property of A for the sole purpose of transferring it to another private party B, even though A is paid just compensation.</p> <p>This is a basic limit of government power.</p> <p>Property rights: our free enterprise economy is based upon the government and law securing private property rights.</p> <p>The property being taken is primarily for private use because the Pfizer corporation will be a beneficiary of the land.</p> <p>14th Amendment (sec 1) gives the Supreme Court the right to overrule the lower state court and to ensure due process and equal protection under the law.</p> <p>Line between public and private takings is blurred by this particular use of eminent domain – can the government use eminent domain to take your house and replace it with a Ritz Carlton that will produce more tax revenue?</p> <p>No just compensation is possible for the indignity of uprooting the residents from their homes.</p> <p>Limitations on the federal government's authority to define "public use" come from a strict reading of the Constitution and original intent of the founding fathers.</p>	<p>Constitution: State may transfer property to another if future "use by the public" is the purpose of the taking.</p> <p>Government has long exercised the right to take property (with just compensation) for roads, canals, railroads and other public works projects that benefit the whole of society.</p> <p>States' Rights: States have the right to define what can be considered a "public use" of property. (10th amendment – legislative deference)</p> <p>The government's pursuit of public purpose will often benefit individual private parties (such as Pfizer in this case)</p> <p>An expanded interpretation of the Constitution would allow states to establish their own definitions for "public use".</p> <p>Tax revenue from the land will benefit the entire community by providing expanded services though the increased tax revenue.</p> <p>Residents are being compensated justly for the value of their property on the current market.</p> <p>Democratic process: If a majority of the residents do not like the local eminent domain laws, they can propose new laws or elect new lawmakers.</p>

Kelo vs City of New London

Guiding questions for judges.

Does the taking of homes belonging to Kelo and others by the city government under eminent domain violate the “public use” restriction in the 5th Amendment?

Is economic development (increasing tax \$\$) a legitimate reason to take property for “public use”?

Should the court decide what can be considered “public use” and what can not? If so, what should the definition be? Or should it be left up to local governments and courts to decide the meaning of “public use.”

Can a state or local government take property from A and give it to B only because B can pay more money in taxes.

Can a government condemn a Motel 6 (that charges \$50 per room and pays \$5 in tax) to build a Ritz Carlton (that charges \$1000 per room and pays \$100 in tax)?

Under what circumstances should local governments be able to take private property under the 5th Amendment?

How do the 3rd, 4th and 5th Amendments protect private property?

Should one or two people be able to stop a development that will benefit 30,000 just because they do not want to sell their property to the government?

What are some of the negative effects of the government taking private property? Benefits?

How would this case differ, if at all, if there were some other private property involved and not a house?



AZYLC 2019

Leadership

INTO THE FIRE

David walked into the valley With a stone clutched in his hand
He was only a boy But he knew someone must take a stand

There will always be a valley Always mountains one must scale
There will always be perilous waters Which someone must sail

Into valleys, into waters Into jungles, into hell
Let us ride, let us ride home again with a story to tell
Into darkness, into danger Into storms that rip the night
Don't give in, don't give up But give thanks for the glorious fight

You can tremble, you can fear it But keep your fighting spirit alive boys
Let the shiver of it sting you Fling into battle, spring to your feet boys
Never hold back your step for a moment Never doubt that your courage will grow
Hold your head even higher and into the fire we go

Are there mountains that surround us? Are there walls that block the way?
Knock 'em down, strip 'em back boys And forward and into the fray

Into terror, into valor Charge ahead, no, never turn
Yes, it's into the fire we fly And the devil will burn

Someone has to face the valley Rush in, we have to rally and win boys
When the world is saying not to By God, you know you've got to march on, boys
Never hold back your step for a moment Never doubt that your courage will grow
Hold your head ever higher and into the fire we go

Let the lightning strike Let the flash of it shock you
Choke your fears away Pull as tight as a wire
Let the fever strike Let the force of it rock you
We will have our day, sailing into the fire

Someone has to face the valley Rush in! We have to rally and win boys
When the world is saying not to By God, you know you've got to march on, boys
Never hold back your step for a moment Look alive! Oh, your courage will grow
Yes, it's higher: and higher and into the fire we go
Into fire!

**Write Down The Biggest Goal You
Currently Have For Yourself**

**Write Down The Biggest Goal You
Currently Have For Yourself**

YOUTH LEADERSHIP CONFERENCE LEADERSHIP PROBLEM

What Do You Do With The Lieutenant?

An exercise at Camp Lejeune, North Carolina involved the scenario of insurgent rebels, aided by a number of army regulars from a neighboring country, that are controlling the city and the Marines have been sent in to take back the city. During the exercise the following incident happened:

“The Marine force, loaded in helicopters, was spreading out when a shaky intelligence report came in that the rebel leader may have been spotted hiding out in a building. The 23-year-old Second Lieutenant, who had been in the Marines for 18 months, who took the report was supposed to be setting up a defense around one of the buildings the Marines had taken. When he saw the report, he tried to raise his Captain on the radio. Being unable to, he took his men, commandeered two platoons from other companies, and stormed the building the rebel leader was supposedly spotted in. It turned out the intelligence report was wrong. The rebel leader was not there, in fact, had never been there. There were only civilians in there.”

His Commanding Officer, the Captain, reviewed the lieutenant’s actions:

The lieutenant acted hastily.
He acted on shaky and incomplete information.
He acted without the express authorization of his Commanding Officer.
He turned his back on his assignment.
He pulled other Marines, who did not report to him, off of their assignments.
He scared innocent civilians.
And he came away with nothing to show for it.

If you were the Lieutenant’s Commanding Officer, what would you do with this lieutenant?

YOUTH LEADERSHIP CONFERENCE LEADERSHIP PROBLEM

Flagpole Test

You are a young Marine Corps Lieutenant.

This morning you received a directive from you Company Commander that the Company is to have a flagpole in place in front of its headquarters by close of business tomorrow. The flagpole was delivered this morning and everything you need to install it is in front of the Company headquarters.

The flagpole and accessories consists of:

- 1 50' metal flagpole
- 150 feet of wire to use for running the flag to the top of the pole
- Tackle and pulley set
- 1 100lbs bags of concrete

The following equipment is available for use in putting the flagpole up:

- 1 backhoe
- 1 crane
- 4 pickaxes
- 4 shovels
- 2 wheel barrels

The following Marines have been assigned to help you with the installation of the flagpole:

- 1 Sergeant
- 1 Corporal
- 2 Lance Corporals
- 2 Privates

Describe in as much detail as needed how you would have the flagpole installed before the deadline.

The 8 Causes Of Persistence

1. DEFINITENESS OF PURPOSE.

Knowing what one wants is the first and, perhaps, the most important step toward the development of persistence. A strong motive forces one to surmount many difficulties.

2. DESIRE.

It is comparatively easy to acquire and to maintain persistence in pursuing the object of intense desire.

3. SELF-RELIANCE.

Belief in one's ability to carry out a plan encourages one to follow the plan through with persistence. (Self-reliance can be developed through the principle described in the chapter on auto-suggestion).

4. DEFINITENESS OF PLANS.

Organized plans, even though they may be weak and entirely impractical, encourage persistence.

5. ACCURATE KNOWLEDGE.

Knowing that one's plans are sound, based upon experience or observation, encourages persistence; "guessing" instead of "knowing" destroys persistence.

6. CO-OPERATION.

Sympathy, understanding, and harmonious cooperation with others tend to develop persistence.

7. WILL-POWER.

The habit of concentrating one's thoughts upon the building of plans for the attainment of a definite purpose, leads to persistence.

8. HABIT.

Persistence is the direct result of habit. The mind absorbs and becomes a part of the daily experiences upon which it feeds. Fear, the worst of all enemies, can be effectively cured by forced repetition of acts of courage. Everyone who has seen active service in war knows this.

Many People quit when the going gets tough.

Top 10 Leadership Tips
From Jeff Immelt

When GE's CEO Jeff Immelt teaches up-and-coming leaders at the company's famed management development center, he runs through a checklist of what he calls "Things Leaders Do". Here are the top ten things on his leadership calendar:

1. **Personal responsibility** – "Enron and 9/11 marked the end of an era of individual freedom and the beginning of personal responsibility. You lead today by building teams and placing others first. It's not about you."
2. **Simplify constantly** – "I always use Jack (Welch) as my example here. Every leader needs to clearly explain the top three things the organization is working on. If you can't, then you're not leading well."
3. **Understand breadth, depth, and context** – "The most important thing I've learned since becoming CEO is context. It's how your company or organization fits in with the world and how you respond to it."
4. **The importance of alignment and time management** – "There is no real magic to being a good leader. But at the end of every week, you have to spend your time around the things that are really important: setting priorities, measuring outcomes, and rewarding them."
5. **Leaders learn constantly and also have to learn how to teach** – "A leader's primary role is to teach. People who work with you don't necessarily have to agree with you, but they have to feel you're willing to share what you've learned."
6. **Stay true to your own style** – "Leadership is an intense journey into yourself. You can use your own style to get anything done. It's about being self-aware. Every morning, I look in the mirror and say, "I could have done three things better yesterday.'"
7. **Manage by setting boundaries with freedom in the middle** – "The boundaries are commitment, passion, trust, and teamwork. Within those guidelines, there's plenty of freedom. But no one can cross those four boundaries."
8. **Stay disciplined and detailed** – "Good leaders are never afraid to intervene personally on things that are important. Michael Dell can tell you how many computers were shipped from Singapore yesterday."
9. **Leave a few things unsaid** – "I may know an answer, but I'll often let the team find its own way. Sometimes, being an active listener is much more effective than ending a meeting with me enumerating 17 actions."
10. **Like people** – "Today, it's employment at will. Nobody's here who doesn't want to be here. So it's critical to understand people, to always be fair, and to want the best for them. And when it doesn't work, they need to know it's not personal."

This two-line order to Eisenhower defines modern leadership

Future U.S. General of the Army and President Dwight D. Eisenhower was just a recently promoted and temporary brigadier general when the U.S. was dragged into World War II on December 7, 1941. One week later, he would have a meeting with Chief of Staff of the Army Gen. George C. Marshall that would change the trajectory of his career and life.

It's easy to forget that Eisenhower was a relatively junior officer with no battlefield experience at the start of World War II. Like future-Lt. Gen. George S. Patton Jr., Eisenhower saw the potential of tanks in World War I and helped create American armored doctrine and units. But where Patton was sent forward to lead the tanks into combat in France, Eisenhower was kept in America to oversee production and logistics.

This grated at Eisenhower, but he did his duty and rose to temporary lieutenant colonel during the war. When the armistice went into effect, and the Army contracted in size, he reverted to his permanent rank of captain, before quickly receiving a promotion to major.

For the next few decades, he would serve in staff and command positions, earning accolades of nearly all the officers he served with. He dabbled in aviation, though he never earned his military wings, and kept abreast of other military developments in order to prepare for future conflict.

In 1940, it was clear that the fighting in Europe would likely boil over, and Japan was already years into its own warpath in the Pacific. So, the Army held massive war games to test its readiness for war, and Eisenhower once again rose to the top, earning him a temporary promotion to brigadier general in September 1941.

So, in December 1941, Eisenhower was still untested in battle, had never commanded above the battalion level, and was younger, less experienced, and lower ranking than many of the officers that an Army chief of staff would reach out to for help. But Marshall, who had only met Eisenhower twice, knew that the man had a reputation for natural leadership.

So Marshall ordered Eisenhower to meet him, and the Army chief gave the younger officer a daunting task: Plan the war in the Pacific. When he closed the conversation, Marshall told Eisenhower two lines that would stick with him for decades:

Eisenhower, the department is filled with able men who analyze their problems well but feel always compelled to bring them to me for final solution. I must have assistants who will solve their own problems and

tell me later what they've done.

Eisenhower would later write that, after saying those words, Marshall "looked at me with an eye that seemed to me awfully cold, and so, as I left the room, I resolved then and there to do my work to the best of my ability and report to the General only situations of obvious necessity or when he personally sent for me."

This relationship between the men would soon be tested. Eisenhower, trying to keep the unnecessary work off Marshall, made the decision to send 15,000 men to Australia on the British ship Queen Mary to reinforce allies there. He did not ask Marshall for guidance, and he ordered that the ship could proceed without escort, trusting secrecy and the ship's speed to get the division to safe harbor.

When the ship stopped for fuel in Brazil, though, an Italian official spotted it and sent word to his superiors in Rome. Italy was an Axis power, and any valuable intelligence known in Rome would likely be passed to German U-boats quickly.

Eisenhower's office received an intercepted copy of the message.

The Queen Mary just refueled here, and with about 15,000 soldiers aboard left this port today steaming southeast across the Atlantic.

Knowing that he could not recall the ship or send it an escort without creating more dangers, Eisenhower sat on the news and waited to see how it would play out. When the ship arrived safely in port, he breathed a sigh of relief and then went to his boss, prepared to confess and face the consequences. "I suspected—with obvious reason—that I might be ignominiously dismissed from the presence of the Chief of Staff, if not from the Army," he later wrote.

Instead, Marshall heard the news and grinned, telling Eisenhower that he had received the same intercept at the same time, he just wasn't going to burden Eisenhower with the worry until he knew how the gamble played out.

Marshall's faith in Eisenhower proved well-placed, and the two men worked together even as Eisenhower's meteoric rise made him Marshall's peer instead of subordinate. (Eisenhower was promoted to General of the Army, a five-star rank, only four days after Marshall.)

In December of 1945, the war was over, and America was preparing for a turbulent peace. Eisenhower once again reported to the Army Chief of Staff's office, this time to replace his old boss.



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**Lifeforce:
Overcoming
Obstacles**



Capt George Burk, USAF (Ret)
United States Air Force

George A. Burk, of Scottsdale, Arizona, is a nationally recognized motivational speaker, author and trainer.

In May 1970, he was the sole survivor of 14 passengers in a military plane crash. The crew was enroute to Spokane, Washington to conduct an operational analysis. Ascending through 3000', the aircraft experienced rapid de-compression and massive structural failure, crashing in the hills near Schellville, California. He suffered severe burns and multiple internal injuries. George spent 90 days in Intensive Care where he had two Near Death Experiences, and spent 18 months in the hospital. He was medically retired from the Air Force in 1971.

His awards include: The Bronze Star; Air Force Commendation Medal; Presidential Award for Outstanding Employee with a Disability; Department of Defense Outstanding Employee with a Disability; Department of the Navy Outstanding Employee with a Disability; Air Force Meritorious Civilian Service Award; and the Adrian College, (Michigan) Alumni Achievement Award.

In 1998, George was inducted into the Adrian College Athletic Hall of Fame.

He was awarded a Bachelor of Arts degree from Adrian College in 1963 and a Master of Arts degree from Webster University in 1975.

George has over 25 years teaching experience at the university and community college level. Courses included aviation safety aircraft accident investigation, leadership, teambuilding, training and development, quality improvement and organizational behavior. He is a contributing writer for several magazines and newsletters in the United States.

George is a guest speaker at the United States Naval Academy on issues of Character Development, Ethics and Leadership. He is also a guest speaker at West Point on The Professional Military Ethic and Character Development.

George was a visiting speaker at the Phoenix, Arizona and Glendale, Arizona Fire Academies. For the past 30 years, he has addressed professional, private and non-profit organizations on issues of Leadership, Core Values, Adversity, Safety, Health and Wellness, and Life Skills.

He has appeared as a guest on a number of radio stations around the country, Canada and several news and TV stations in Phoenix, Arizona. In February, 2001, George's story was profiled on the Discovery Health Channel; "Lifeforce: Overcoming Obstacles."

George is the author of:

"The Bridge Never Crossed - A Survivor's Search for Meaning." ISBN 1-888725-16-8.

"Value Centered Leadership - A Survivor's Strategy for Personal and Professional Growth." ISBN 1-888725-59-1;

"My Mother My Friend - The Story of a Boy and the Love of His Mother," non-fiction, ISBN 1-888725-09-5.

"Laugh You Live Cry You Die - A Burn Survivor's Triumph Over Tragedy." ISBN 9681596300682

For more information visit: www.georgeburk.com; email: gburk@georgeburk.com 1.800.769.8568; Cell: 480.212.6321.

10 PRINCIPLES FOR LIFE

- + People are unreasonable, illogical, and self-centered. But let God love them through you, anyway.**
- + If you do your best, people will accuse you of ulterior motives. Do your best anyway.**
- + If you are successful, you may win false friends and true enemies. Succeed, anyway.**
- + Honesty and frankness make you vulnerable. Be honest and frank, anyway.**
- + The good you do today will be forgotten tomorrow. Do good, anyway. It'll let you sleep at night.**
- + People with the biggest dreams can be shot down by those with the smallest minds. Think big, anyway.**
- + What you spend years building may be destroyed overnight. Build, anyway.**
- + Give the world the best you've got, and you may get kicked in the teeth. Give the world the best you've got, anyway.**
- + In short, dare to be different from a lot of people you'll run into.**

**"I have fought the good fight. I have finished the race. I have kept the faith."
2 Timothy, Chapter 4, verse 7. I hope I have, as well.**

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Free Enterprise

The free enterprise system has provided America with the highest standard of living in the history of the world. In spite of inflation, we have more material luxuries, shorter work weeks, more time for recreation or personal time, a longer life span, better health care and greater freedoms than any other nation in the world. It is no accident that this is because of the free enterprise system of society that we have enjoyed for over 200 years

The space program, medical research and a world of other fast moving technological advances are only beginning to be felt in our day-to-day lives. Over 75% of the products on the market today were not even available 30 years ago. New products are often obsolete before they reach the market in today's global economy.

We are blessed with so many freedoms we often fail to recognize or appreciate them. Rather than try to enumerate all of our freedoms, or even rank them as to importance, may we take this opportunity to salute one of them, the FREE ENTERPRISE SYSTEM OF SOCIETY, wherein each of us enjoys the freedom of self-determination our pursuit of happiness.

The History of Free Enterprise

THE BEGINNING

History fails to record the actual beginning of the free enterprise system of society. We can only speculate when the principles of free enterprise came into being. It could have been the ancient cave man who killed an animal too large for him to drag back to his cave and offered his neighbor a share of the meat in exchange for his assistance. Or, it could have been an early farmer who needed his neighbor to help harvest his bountiful crops.

In any case, it all began when one man needed the services of another man and was willing to pay for the services received to the mutual benefit of all concerned.

THE PRINCIPLE

The free enterprise system is based solely on freedom of the individual to make his own decision - to know what is best for himself - to carry out his personal decision as to how he will earn his money and how he will spend it - and to live with the results.

MEDIEVAL TIMES

The free enterprise system as we know it today did not always exist. In medieval times, man, in search of fulfilling the basic needs of food, clothing and shelter, would trade his freedoms for personal security and become subject to feudal lords, tsars, etc. This practice continued for many centuries.

THE CHRISTIAN AGE

Many principles of the free enterprise system are found in the teachings of Christ. In the parable of the talents, we find that man possesses different talents or skills and that his ultimate success lies in how he uses his own skills. The laborers in the vineyard established the freedom of an individual to handle his own possessions as he wishes. Paul, in his letter to the Corinthians, states that a man is to receive wages according to his work. These and other passages are all brought together in the principle we know today as the Golden Rule: Do unto others as you would have them do unto you.

THE 1700's

As man sought his freedom and civilization spread throughout Europe and other lands, the free enterprise system continued in its development, surfacing in England during the 1700's as a reaction against government controls being placed on the economy of that country. During the 1500's and 1600's, the government of England increasingly placed severe controls over exports and imports, creating havoc with the availability and prices of goods the people wanted to purchase.

This was apparent in the American colonies as unrest continued to grow because of the restrictions placed on their lives by the government of England. We recall many of the incidents that led our forefathers to start the American Revolution that gave birth to our great nation.

It was during the year 1776 that Adam Smith, a Scottish philosopher and one of the world's first great economists, finally analyzed and described the free enterprise system in his book, "The Wealth of Nations." Many of the points Smith made were already embedded in the minds of our hearty forefathers:

1. Man was better off when he was free to follow his own self-interest.
2. To the greatest extent possible, government should keep its hand off the economy of the country.
3. Man should be free to own property and to use it as he sees fit.
4. Man should be free to start his own business, to make a product that society wanted. If successful, enjoy the fruits of his endeavors. If he fails, suffer alone.
5. Man should be free to market his skills and abilities in a free, competitive market.

MR. SMITH AND "UNCLE SAM"

When our founding fathers drafted the Constitution of the United States and the Bill of Rights, certain provisions were included to insure that our young nation would have the cornerstones of the free enterprise system incorporated in its proclamation.

With the wisdom and foresight of these great Americans today we stand as the world's bastion of freedom as well as the world's undisputed leader in productivity, technology and the highest living standard in the history of mankind.

HOW IT WORKS

Starting with the basis that each man knows what is best for himself, other beliefs are also incorporated:

1. Individuals or private firms should own most factories, raw materials and means of production.
2. Man, being free to make his own decisions, is expected to live with the results of those decisions.
3. Products and services are to be sold on the open market in freely competitive situations. The law of supply and demand will regulate the prices.
4. Producers try to get higher prices; customers try to buy at lower prices. Each has the freedom of choice to sell or not to sell; to buy or not to buy.

THE ROLE OF PROFITS

Profits and losses play an important role in the free enterprise system.

Profit is defined as the income that remains after all costs of doing business have been paid. Businesses do not always make a profit. When their costs are higher than income, businesses lose money.

Businesses are formed by individuals investing their money in machinery, materials, manpower and know-how (often called "Capital") to produce a product or service to be sold.

The primary reason individuals risk their money to form businesses is their expectation of making a profit.

Profit-making businesses stay in business and provide security to their employees. Businesses not making a profit soon go broke and close their doors.

THE ROLE OF COMPETITION

The free enterprise system permits men to follow their own self-interests.

Competition - others producing the same product or service – reduces abuse of power that might exist if there were no competitive forces at work in the economy.

Competition offers some protection against goods or services that are too high in price or too low in quality. Customers are free to refuse to buy or to turn to other suppliers.

Free enterprise offers the freedom for individuals to start and operate a business. There are very few restrictions on opportunity.

Competition enables workers to choose their job or change jobs as they desire based on their individual decision.

Competition maintains proper balance of market forces, serving as unofficial "policemen," protecting the interests of all concerned.

MARKET FAILURES

There are some conditions upon which a free enterprise system relies. The lack of certain conditions can cause the free enterprise system to fail. These conditions include:

1. Rule of Law – law must be in place to ensure safety of market participants and to enforce contracts
2. Inadequate competition - monopolies, economic & political power
3. Inadequate information – market participants must have access to accurate information to make choices
4. Resource immobility - when resources are immobile or refuse to move markets cannot allocate them efficiently
5. Externalities – costs not included in the price of a product
 - a. Negative externality - economic action hurts a third party (pollution)
 - b. Positive externality - economic action helps a third party (education)
6. Public Goods - provided for use by all, product consumed without denying others of the product. (Highway system, national defense, police & fire protection).

THE GOVERNMENT AND FREE ENTERPRISE

With the development of the United States as an industrial power, the Federal government has taken certain steps in its regulatory role.

1. Providing for our national defense.
2. Sherman Anti-Trust Law regulating a single company controlling a major share of the market for a product.
3. Regulation of foreign trade-exports and imports.
4. Engaging in certain projects too big or expensive for private industry to undertake, such as the space program.
5. Regulatory labor and safety laws.
6. Undertaking certain welfare and social programs.

As a result of the Federal government's expanded role in regulating areas of free enterprise activities, economists are now defining our economy as a "controlled free enterprise system."

OUR RESPONSIBILITIES IN THE FREE ENTERPRISE SYSTEM

Whether employer or employee, each of us have definite responsibilities to the others to ensure the success of the company which will, in turn, offer more security and benefits for the employees.

Company's Responsibilities:

1. Provide full-time employment and pay workers for their labors.
2. Maintain good working conditions, equipment and machinery.
3. Provide a safe place to work.
4. Have good supervisors who provide good training and fair treatment.
5. Provide employee benefits and wages that are at least competitive in the area and industry.
6. Fair and equitable work assignments and other standards of employment.

Employee's Responsibilities:

1. Be reliable in attendance and pay proper attention to care and maintenance of machinery and equipment.
2. Perform each task to the best of one's ability and do the job correctly.
3. Through cooperation and under-standing, strive to put the success of the company first in your day-to-day acts on the job.
4. Be willing to accept greater responsibility and grow by developing your skills and abilities to the fullest extent.
5. Realize that your success is dependent upon your working for a successful company. Good performance and good quality workmanship breed success for all concerned.

LOOKING BACK... LOOKING AHEAD

There is no way to predict the greatness of the future except to guarantee that in the world of free enterprise, greater things are yet to come.

THE GREATEST DANGER IS THAT WE, AS WE ENJOY THE LUXURIES AND COMFORTS OF TODAY, WILL LOSE SIGHT OF WHAT WE HAD TO DO TO GET WHERE WE ARE TODAY. IF WE SHOULD EVER LOSE THE WILL TO WORK, WE WILL HAVE LOST OUR GREATEST HERITAGE-AND AMERICA, THE GREATEST COUNTRY, WILL EVENTUALLY JOIN GREAT NATIONS OF THE PAST AS THEY FADED FROM THE SCENE.

Please do your part in keeping America on the move, show your faith in the free enterprise system of society so we will always enjoy the freedoms our forefathers helped establish over 200 years ago.



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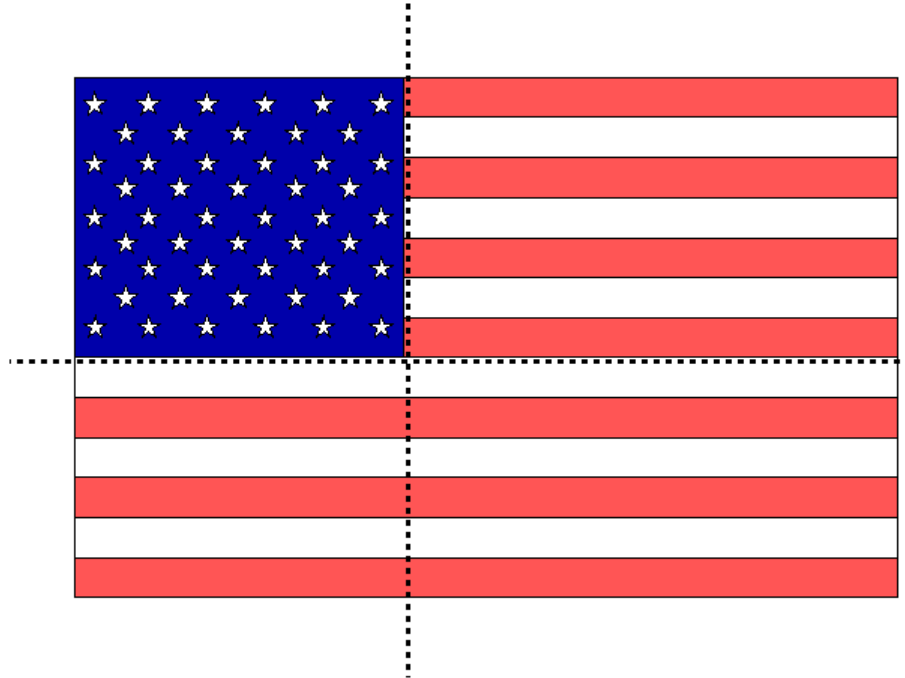
**Flag
Retirement
Ceremony**

Retiring Old Glory

When the United States flag (Old Glory) becomes worn, torn, faded or badly soiled, it is time to replace it with a new flag. Discarded flags should be "retired" with all the dignity and respect befitting our nation's flag. The traditional method of retirement is to incinerate the flag, but this does not mean that one should simply drop the entire intact flag into a fire.

A flag ceases to be a flag when it is cut into pieces. In addition, it is easier to completely incinerate the flag cut into smaller pieces.

A flag should never be torn up like an old bed sheet. It should be cut up with scissors or shears in a purposeful manner. The corners of the flag should be stretched out to cut the flag in half vertically (being careful not to cut up the blue star field). The two halves can then be placed together and cut in half horizontally. This yields four pieces of flag - one is the full blue star field. We do not cut the blue star field because it represents the union of the fifty states that should never be broken.



- The U.S. flag is more than just some brightly colored cloth.. it is a symbol of our nation.
- Seven red stripes and six white strips together represent the original 13 colonies that gained us liberty.
- The red stripes remind us of the lifeblood of brave men and women who were ready to die for this, their country.
- The white stripes remind us of purity and cleanliness of purpose, thought, word and deed.
- The blue is for truth and justice, like the eternal blue of the star-filled heavens.
- The stars represent the fifty sovereign states of our union.
- The U.S. flag should be treated with respect when it's flying, and it should be treated with respect when it's being retired.
- The American Creed states, "it is my duty to my country to love it, to respect its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies."
- Therefore, we retire flags with dignity and respect when they become worn, torn, faded, or badly soiled.
- This flag is ready to be retired. Its history is as follows:
 - provide any known background about the flag – where and when it was flown
- A flag ceases to be a flag when it is cut into pieces. We cut the flag into four pieces: three red and white striped banners and the blue star field.
 - We leave the blue field intact because no one should ever let the union be broken.
- Participants should maintain a vigil over the fire until all traces of the flag remnants are destroyed. Then, observe a moment of silence while a bugler plays taps.



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General Resources

Jeff

Abraham Lincoln Didn't Quit

Abraham Lincoln could have quit many times, but he didn't. Because he didn't quit, he became one of the greatest presidents in the history of our country.

"The sense of obligation to continue is present in all of us. A duty to strive is the duty of us all. I felt a call to that duty."

Probably the greatest example of persistence is Abraham Lincoln. If you want to learn about somebody who didn't quit, look no further.

Born into poverty, Lincoln was faced with defeat throughout his life. He lost eight elections, twice failed in business and suffered a nervous breakdown.

But Lincoln was a champion and he never gave up. Here is a sketch of Lincoln's road to the White House:

- 1831-Failed in business.
- 1832-Defeated for Legislature.
- 1833-Second failure in business.
- 1836-Suffered nervous breakdown.
- 1838-Defeated for Speaker.
- 1840-Defeated for Elector.
- 1843-Defeated for Congress.
- 1848-Defeated for Congress.
- 1855-Defeated for Senate.
- 1856-Defeated for Vice President.
- 1858-Defeated for Senate.
- 1860-Elected President.

"The path was worn and slippery. My foot slipped from under me, knocking the other out of the way," Lincoln said, after losing a Senate race. "But I recovered and said to myself, 'It's a slip and not a fall.' "

The Bill of Rights

As provided in the FIRST TEN AMENDMENTS TO THE CONSTITUTION
OF THE UNITED STATES effective December 15, 1791.

PREAMBLE

The conventions of a number of the States having at the time of their adopting the Constitution, expressed a desire, in order to prevent mis-construction or abuse of its powers, that further declaratory and restrictive clauses should be added: And as extending the ground of public confidence in the Government, will best insure the beneficent ends of its institution.

1. RIGHT TO FREEDOM OF RELIGION, SPEECH, PRESS, ASSEMBLY, PETITION.

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people to assemble, and to petition the Government for a redress of grievances.

2. RIGHT TO KEEP AND BEAR ARMS.

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

3. RIGHTS ON QUARTERING SOLDIERS.

No Soldier shall, in time of peace, be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

4. RIGHT AGAINST UNREASONABLE SEARCH AND SEIZURE.

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

5. RIGHT TO PROTECTION OF PERSONS AND PROPERTY.

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service, in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any Criminal Case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor

shall private property be taken for public use, without just compensation.

6. RIGHTS OF PERSONS ACCUSED OF CRIME.

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which districts shall have been previously determined by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining Witnesses in his favor, and to have the Assistance of Counsel for his defense.

7. RIGHT TO TRIAL BY JURY.

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

8. RIGHT TO PROTECTION AGAINST EXCESSIVE FINES, BAIL, PUNISHMENT.

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

9. RIGHTS NOT ENUMERATED RETAINED BY THE PEOPLE.

The enumeration in the Constitution of certain rights, shall not be construed to deny or disparage others retained by the people.

10. RIGHTS RESERVED TO THE STATES AND THE PEOPLE.

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the states respectively, ~~91~~ to the people.

The Bill of Responsibilities

PREAMBLE

Freedom and responsibility are mutual and inseparable; we can ensure enjoyment of the one only by exercising the other. Freedom for all of us depends on responsibility by each of us. To secure and expand our liberties, therefore, we accept these responsibilities as individual members of a free society:

1. To be fully responsible for our own actions and for the consequences of those actions. Freedom to choose carries with it the responsibility for our choices.

2. To respect the rights and beliefs of others. In a free society, diversity flourishes. Courtesy and consideration toward others are measures of a civilized society.

3. To give sympathy, understanding and help to others. As we hope others will help us when we are in need, we should help others when they are in need.

4. To do our best to meet our own and our families' needs. There is no personal freedom without economic freedom. By helping ourselves and those closest to us to become productive members of society, we contribute to the strength of the nation.

5. To respect and obey the laws. Laws are mutually accepted rules by which, together, we maintain a free society. Liberty itself is built on a foundation of law. That foundation provides an orderly process for changing laws. It also depends on our obeying laws once they have been freely adopted.

6. To respect the property of others, both private and public. No one has a right to what is not his or hers. The right to enjoy what is ours depends on our respecting the right of others to enjoy what is theirs.

7. To share with others our appreciation of the benefits and obligations of freedom. Freedom shared is freedom strengthened.

8. To participate constructively in the nation's political life. Democracy depends on an active citizenry. It depends equally on an informed citizenry.

9. To help freedom survive by assuming personal responsibility for its defense. Our nation cannot survive unless we defend it. Its security rests on the individual determination of each of us to help preserve it.

10. To respect the rights and to meet the responsibilities on which our liberty rests and our democracy depends. This is the essence of freedom. Maintaining it requires our common effort, all together and each individually.

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MILITARY ORDER OF THE WORLD WARS
PATRIOTIC EDUCATION COMMITTEE

YOUTH LEADERSHIP FOUNDATION, INC.

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The Pledge Of Allegiance To Our Flag

The Pledge of Allegiance to Our Flag should be given in a non-hurried, strong, clear voice with a pause after each comma. It should not be recited in a "sing-song" monotone as something to finish in a hurry. Giving the Pledge means that we are ready to defend the Flag against all enemies, foreign and domestic. That we respect it as the symbol of our country. Established and maintained by many men and women who gave their time, their health, their fortunes, that we might live today as free people. A spirit of dedication to and love of our Flag should be evident by those giving the Pledge. Read the words of the Pledge below, giving emphasis where underlined, and study their meaning and significance.

Words and Phrases of the Pledge	Their Meaning and Significance
<u>"I pledge</u>	Giving one's word -earnest and sincere promise
<u>allegiance</u>	To give support and devotion -to be loyal and faithful.
to the <u>flag</u> of the United States of America	The Flag is the symbol or badge of our country. It stands for our Nation's greatness and the law of the land. It stands for Americanism and is the banner of the United States of America. As long as men love liberty, as long as truth, justice and charity remain deeply rooted in human hearts, it shall be known as "Old Glory."
and to the <u>Republic</u>	Our government as established by the Constitution is a Republic. It is a government with limited rights and powers given by the Constitution and by laws enacted by Congress. It is a representative Republic. The voters and Congressmen to represent them in Congress. The power of the government remains with the voters. The Republic is the servant of the people -not the master.
for which it <u>stands</u> ,	Our Flag is the symbol of our Republic and all that it means --freedom from tyrannical government bought with suffering and blood by our forefathers. It means the many rights of citizenship -a pledge to maintain, stand for, and support our form of government.
<u>one nation under God</u> ,	Our Declaration of Independence and our Constitution recognizes God as the foundation of our nation. These four words mean that our Nation and God cannot be separated from each other. There should be no pause after the word "Nation" so no comma is used.
<u>Indivisible</u>	The nation cannot be divided or separated into parts. All of our States are a part of one nation. They cannot become independent, or leave the nation to form a new nation.
with <u>liberty</u>	Freedom -the rights of others are respected -freedom of religion, speech, meeting with others: freedom to ask the government to correct any unfair practice. Acting as one desires, if this does not interfere with the rights of others.
and <u>justice</u>	That which is right, fair, reasonable -truth and honor, fairplay, square dealing.
for <u>all</u> ."	Our Declaration of Independence says "all men" (men, women, and children) have the rights of life, liberty and pursuit of happiness. Our Constitution promises these rights to all of the people. It says that no persons shall be deprived of their rights.

Resume Pointers

List basic contact information in the header:

- Your name and address
- Current number that you answer, and with a professional voice mail message.
- Professional email address please. No “sexybeast94@hotmail.com”!

Objective (optional) – A good place to use your personal mission statement... what do you want to do with your life, and how will this job help you meet your personal and professional goals (also likely to be asked this in the interview)?

Direct Experience – what experience is directly relevant to the job for which you are applying. List employer(s) and dates of employment, along with relevant action-verbs describing achievements, responsibilities or common tasks

Related Experience (optional) – maybe you have experience that is valuable to list, but is not relevant to this job? If so, list it briefly here. Remember that the organization name, your title and your length of employment are sometimes more important than the other items you list!

Education – Don’t go into great detail. Right out of high school (or college) you don’t have much experience, but boy do you have education! The temptation is to list a lot, but employers want to know what school you went to, your GPA, academic honors and focus areas. They will often confirm enrollment or transcripts, so don’t misrepresent anything!

Interests – you are a whole person, and not just words on paper. Good employers know this, and would like to know more about what motivates you. Sometimes a shared interest will get you a job.

References – list people who not only know you, but who can speak specifically about your performance in assignments similar to which you will experience in your prospective job. DO NOT list anyone who will not speak highly of you. DO let the people you list know that you are listing them as a reference, or even ask them in advance if you can use them as a reference.

!!!WARNING!!! Employers are increasingly looking to Google, Facebook and LinkedIn to learn more about job applicants. Make sure that the public information available about you on the Internet is factual, represents you in a professional manner, and is not a deal killer.

A note on resume posting services. Use common keywords (listed in the job announcement) in your resume to make it rise to the top of resume posting services. Check the Internet for updates, as successful tactics change often.

It’s not what you know, it’s who you know. Never underestimate the power of personal connections! Don’t be bashful to network and to ask someone to make a call on your behalf to get you an interview so you can at least get your foot in the door. Professors, teachers, and family members will be your biggest advocates. I’d normally give more weight to a reference from someone I personally know and trust than to a Harvard degree on a resume!

Self-assessment

Question	Always	Often	Rarely	Never
1. Do you help the team clarify its purpose, goals, and approach?				
2. Do you actively participate as a member of the team, not just serve in the role of leader?				
3. Are you able to strike a balance between doing things yourself and letting other people do them?				
4. Do you facilitate effective team decision making?				
5. Do you help the team determine work assignments?				
6. Do you put team results ahead of personal achievement?				
7. Do you help the team resolve conflicts and problems in a positive and constructive way?				
8. Do you ensure that the team is accountable for its work?				
9. Are you a champion for the team? For example, do you fight for the resources that the team needs, promote the team's best interests in dealings with the company, and have an undying belief in the project?				
10. Do you identify and act to remove barriers for the team?				
11. Do you see when your actions could hinder the team?				
12. Do you help the team evaluate itself?				
13. Are you able to strike a balance between too much control and too little guidance?				
14. Do you set milestones for the team to achieve as it progresses toward its goals?				
15. Do you ensure that every team member both contributes to and benefits from the team effort?				
16. Do you model the kind of behaviors you want to see in your team?				
17. Do you initiate processes that promote team development and performance?				
18. Do you encourage team members to share information and ideas?				
19. Do you invite members to offer feasible alternatives from which to make decisions?				
20. Do you only agree to lead teams whose goals you value and to whom you can make a thorough commitment?				
Total Score				

Why Should Anyone Be Led By You?

Key Idea: The question “Why should anyone be led by you?” strikes fear into the hearts of most leaders. For good reason, because you can’t get anything done without followers. Successful leaders excel at capturing people’s hearts, minds, and spirits. To do this, you need vision, energy, authority, and strategic direction.

Introspection is important to identify your skills, strengths, and values. Be brutally honest with yourself in answering these questions.

- What are my strengths?
- How do I perform?
- What do I personally value the most?
- What do I contribute to the organization?

Introspection: Values, Strengths, Goals

Key Idea: The practice of good leadership is built upon a solid personal foundation. Knowing your strengths and weaknesses – and practicing regular introspection to assess your own performance – will put you in the best position to ask the same of others.

The Mirror Test: “What kind of person do I want to see in the mirror in the morning?”

Your personal value system should be compatible with that of the organization.

A person can perform only from strengths.

- Identify your strengths.
- Work to improve your strengths.
- Avoid intellectual arrogance – acquire skills as required – engage in lifelong learning.
- Remedy bad habits, have no lack of manners.
- Know what NOT to do – avoid your weaknesses (delegating authority is a key to success, but leaders can’t delegate responsibility).

Further reading: Why should anyone be led by you? Harvard business review, Vol. 78, No. 5. (Sep 2000) by Robert Goffee, Gareth Jones.

Covey (2004). The 7 habits of highly effective people. New York, Free Press.

Video: A good day’s work requires empathy. Jackie Acho. TEDx Cleveland State University
<https://www.youtube.com/watch?v=x6dyrmHljao> (Published 12/6/2014)

Intrinsic Motivation

Key Idea: Intrinsic Motivation is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. From where do you draw your motivation?

What would you choose to do with your time if you had \$50,000,000? _____

Why do you want to lead/supervise? _____

What motivates you in your current leadership role? _____

What results (of your work) matter to you? _____

Trust, Trustworthiness and Authenticity

Key idea: Trust is given by you to another individual, or by another individual to you. Trustworthiness is a quality you exhibit that inspires positive expectations of trust – being able to be relied upon. Trust building and destruction are asymmetrical – once trust is lost it is difficult to regain. Being trustworthy in your actions is the only sure way to inspire others to trust in you.

Some techniques to strengthen trustworthiness:

- Keep confidentiality – especially in personnel matters
- Keep commitments, and make commitments carefully
- Avoid talking poorly about others – it reflects poorly on you and can destroy trust in others who hear you talk poorly of others

Key idea: Authenticity is otherwise known as credibility or being the “real you” at work. It is linked to trustworthiness and is gaining recognition and study in modern leadership and management theory. While it is possible for one to share “too much” (gossip, personal situations) at work, a leader builds legitimacy through honest relationships with followers who value their input and are built on an ethical foundation.

Further reading: Amabile and Kramer. Inner Work Life: Understanding the Subtext of Business Performance. Harvard Business Review 85, no. 5 (May 2007).
Covey & Merrill (2006). The speed of trust: The one thing that changes everything.

Time Management

Key idea:

	Urgent	Not Urgent
Important	20% Do Now	80% Plan to do
Not Important	15% Reject & explain	<1% Resist & cease (activity trap)

We are given exactly 86,400 seconds each day. Time is the scarcest of all resources, and yet it is distributed exactly equally among everyone. The exact same amount of time is given to each of us every day.

Which statement is more accurate: “I don’t HAVE time” or “I don’t MAKE time”?

The average manager spends 150 hours per year (about ½ hour every day) looking for information. This equates to \$3,842 of lost time for someone earning \$50,000. (Forbes ASAP)

Developing & Articulating Your Vision

Key idea: As a manager and leader you must translate the overall vision of the organization into actionable steps (tasks and objectives) that your team can achieve. The vision may be provided by your organization, by your supervisor, or not at all. Regardless, your vision of what needs to be done, why it needs to be done, and how it will get done – and your subordinates clear understanding of your vision – is a key driver of effectiveness.

Further reading: Covey & Merrill (1994). *First Things First: to Live, to Love, to Learn, to Leave a Legacy*. NY: Simon & Schuster.

Collins & Porras (1994). *Built to Last: Successful Habits of Visionary Companies*. NY: Random House.

Growth Mindset

Key idea: A growth mindset stems from the belief that intelligence can be developed over the course of one's life throughout adulthood, rather than something that is static from birth.

Fixed Mindset

Ability is static

Gives up easily

Sees effort as fruitless

Ignores useful criticism

Threatened by others



Growth Mindset

Ability is developed

Persists in obstacles

Sees effort as necessary

Learns from criticism

Inspired by others' success

Emotional Intelligence (EI or EQ)

Key idea: Emotional intelligence is a term used to describe the ability of an individual to recognize their own and other people's emotions, to discriminate between different feelings and label them appropriately, and use emotional information to guide thinking and behavior. The term is often abbreviated "EI" or Emotional Quotient as "EQ".

Emotions are useful sources of information that help one to make sense of and navigate the social environment. Perceiving emotions, Using emotions, Understanding emotions, Managing emotions.

- Self-awareness – knowing one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
- Self-regulation –controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
- Social skill – managing relationships to move people in the desired direction
- Empathy - considering other people's feelings especially when making decision
- Motivation - being driven to achieve for the sake of achievement.

Further reading: Dweck (2006). *Mindset: The new psychology of success*. NY: Random House.
Goleman (1995). *Emotional intelligence*. NY: Bantam Books.
Goleman (1998). *Working with Emotional Intelligence*. NY: Bantam Books.

Management ↔ Leadership

Key idea: Management consists of controlling a group or a set of entities to accomplish a goal. Leadership refers to an individual's ability to influence, motivate, and enable others to contribute toward organizational success. Influence and inspiration separate leaders from managers, not power and control. Management is doing things right Leadership is doing the right things.

<u>Management</u>		<u>Leadership</u>
Work	↔	People
Consistency/Stability	↔	Innovation/Change
Problem Solver	↔	Problem Finder
Efficiency	↔	Effectiveness
Threatened by others	↔	Inspired by others' success

“Successful leaders paid attention to what was going on, determined what part of events at hand would be important for the future of the organization, set a new direction and concentrated the attention of everyone in the organization on it.” – Warren Bennis

Authority ↔ Influence

Key idea: You will often have authority over subordinates. But reliance on authority creates coercion. Keeping in mind the importance of intrinsic motivation, leaders must use the right mix of authority and influence to achieve their objectives.

Coercion is the practice of forcing another party to act in an involuntary manner by use of intimidation or threats or some other form of pressure or force. The threat of further harm may lead to the cooperation or obedience of the person being coerced.

Remember that relationships are an important part of human communication. How people perceive their relationship with you (rapport) will impact how they interpret your words and actions.

Further reading: Drucker (1954). The practice of management. NY: Harper & Row.
Kellerman (2004). Bad leadership: What it is, how it happens, why it matters. Boston: HBS Press.
Bennis & Nanus (1997). Leaders: The Strategies for Taking Charge, HarperBusiness.

The Art of Delegating (M.D.)

Key idea: Effective delegators spend time planning work assignments and organizing resources to achieve business goals in the most productive way possible. Effective delegation requires both assigning a specific task or project to the right person and getting that person's commitment to complete the task or project. Not only does delegating get things done, it also gives subordinates the freedom to act and can build trust.

Delegation fears

- I can do it better and quicker
- I don't have confidence in my staff
- It's easier to do it myself than to organize it, explain it and monitor it.
- I like to have things done my way
- My staff will resent the extra work

One of the biggest challenges for the delegating leader is to ensure that the subordinate you have delegated to does not fail. To ensure success, maintain an adequate level of control by providing target completion dates and regular monitoring of progress. Create clear guidelines for follow-up, monitoring, and feedback. Maintain open lines of communication. Clearly define goals, expected outcomes, and measures of success to minimize wasted time and resources and ensure the task, project, or function is completed successfully.

"I not only use all the brains I have, but all that I can borrow" – Woodrow Wilson

Performance Feedback

Key idea: We all like to know where we stand. Most employees crave feedback from a manager about their performance. Whether in a formal performance evaluation, or in passing while MBWA, managers should make opportunities to regularly provide feedback - both positive and constructive.

Do not limit feedback to only poor performance – "Seagull management" (Blanchard)

Psychologist John Gottman coined 'the magic ratio' of 5:1 – positive to negative interaction. Gottman predicted whether 700 newlywed couples would stay together or divorce by scoring their positive and negative interactions in one 15-minute conversation. Ten years later he had predicted divorce with 94 percent accuracy.

Further reading: Letting Go. Harvard Business Review (Sep 1986) by Timothy W. Furstahl.
Blanchard & Johnson (1982). The one minute manager. NY: Morrow.

Be the Cheerleader!

Key idea: While amazing work can get done when no one is worried about getting the credit, it's distinctly the job of a manager to recognize excellent work. One way of recognizing excellent work is to tell your superiors and others in the organization about successes. Public recognition of a job well done has many benefits to your reputation, your relationships, and the cohesion of the team.

Success breeds success.

Achievements & accomplishments are important – talk about and celebrate them often. Encourage your team to acknowledge and reflect upon personal and team accomplishments.

Benefits of sharing the spotlight:

- Builds trust in subordinates
- Adds to intrinsic motivation
- Shows others you are humble and recognize others
- Shows others on your team that you may recognize them for excellent work
- Shows your superiors that you can get things done

But, make sure your cheerleading is authentic.

Other Notes: