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Three Popes: Lessons in Leadership

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The Powerful Learnings of Predecessors in Developing One's Own Leadership Style and Approach

An Experiential Exercise

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Abstract

As educators, we seek engaging ways to demonstrate how crucial leadership is to advancing organizational success. This exercise uniquely emphasizes how much leaders can learn from their predecessors in the same role. Participants explore leadership by researching two former Bishops of Rome—John Paul II and Benedict XVI—and the incumbent pontiff, Francis. They investigate personal traits, biographies, and accomplishments of each pope in order to understand each leader's style and effectiveness. The exercise can be adapted to other contexts where executive leadership is essential. The aim of this exercise is for participants to make recommendations to Pope Francis—using situational data of his predecessors. In doing so, the exercise creates perspective for how participants might enhance their own leadership skills within their own professional organizations.

Educators continually seek to present leadership concepts that resonate with students and contribute to their development as future leaders. We offer here an exercise where students' reflections about leadership are paramount. The activity's uniqueness is its focus on leader sets in the same organization, and how the study/reflection of predecessors may be valuable to a new leader. The leader sets are in some ways incidental, yet provide interesting storylines. Leaders, of course, should never be captive to their predecessors' agendas or approaches. On the other hand, new leaders may arrogantly reject leadership lessons of their predecessor(s) to their own peril. A leader desiring to enhance their organization's success ideally would take counsel from various sources, including the lessons she/he can learn from their predecessors. We feature in this exercise Pope Francis as a current leader who might gain valuable leadership advice by reflecting upon his predecessors' legacies.

Exploring the leadership styles, accomplishments, disappointments of John Paul II (Karol Wojtyla), Benedict XVI (Joseph Ratzinger), and Francis (Jorge Bergoglio)] illustrate many leadership themes. Yet *popes* are not representative of all leaders, being all men, belonging to the same religious faith, and having taken vows of celibacy. Nonetheless, popes have executive leadership responsibility which can reveal leadership excellence or missteps. Popes oversee a a complex and international organization—one that must be relevant to myriad stakeholders. The modern Church cannot afford to be static. It has survived rather well for two thousand years notwithstanding the occasional schism, scandal, and fluctuations in Church attendance. In business, "built to last" enterprises seldom endure longer than a hundred years.

Through an assignment hypothetically commissioned by Pope Francis, participants evaluate three popes' effectiveness as leaders of the Church to better understand how their life stories/"roots," the historical context within which they operated, their communication and

leadership styles, and even how the selection of their names presaged what each of them viewed as their leadership priorities.

Distinguished from leaders in other fields, popes are unique—being elected for life. How they are perceived and the initiatives they advance have a profound effect on the Church as a social institution. Popes also start out with built-in "followers," having been elected by their peers, the College of Cardinals. This doesn't mean that internal stakeholder groups necessarily are *willing* "followers," nor does it imply that each cardinal is an ardent supporter of a newly-elected pope. But popes begin their leadership responsibilities with considerable goodwill, which is not always the case when "new management" is brought on board or when there is a leadership change in government.

Three Popes deals with challenges two popes faced or Pope Francis is facing in leading the Roman Catholic Church—an organization trying to maintain relevance in a fast-changing world characterized by globalization, 24/7 news coverage, divergent social viewpoints, and an array of new communication avenues. Those challenges have included how the Vatican should exert influence in matters like:

- regime change, human rights, eradication of poverty, terrorism, immigration/refugees, climate change;
- social controversies such as same sex marriage, capital punishment, euthanasia;
- the role of women in the Church; and
- sexual abuse of minors by priests and cover-ups by bishops.

While the Church remains relevant to large swaths of the world population, its sustainability can be threatened if its lifetime-elected leader lacks leadership skills perceived as appropriate for the concerns of his tenure. The ability to pivot is crucial as this example illustrates.

'Isolated Pope Francis Faces Yet Another Setback in Pandemic' reads a headline article from *The Wall Street Journal* on July 7, 2020, noting, "... the lack of public events and personal interactions are particular burdens for a pope who is more at home communicating with crowds than in dealing with the Vatican's bureaucracy." The article further discusses the impact of COVID-19 on the solvency of the Church with decreased tourism, lack of public outreach events, and a resurgence of scrutiny over the abuse scandals and victim compensation. (Rocca, 2020, July 7). Immediately thereafter in August 2020, Pope Francis announced two papal initiatives: 1) a series of catechesis on the COVID-19 pandemic, accessible digitally on multiple platforms to address the urgent issues highlighted by the pandemic, particularly social diseases like poverty, wage inequity, and racism (Gomes, 2020) and 2) the appointment of six women to the Vatican's fifteen-member, previously all-male Council for the Economy—making these women the most senior female officials ever to serve at the Vatican. (Rocca, 2020, August 6). Pope Francis thereby pivoted his leadership style—embracing digital platforms to communicate his social messages amid the pandemic and welcoming diverse voices to better address the Vatican's planning. While doing so, Pope Francis did not abandon in-person and risky, travelling to Iraq to forge closer bonds with the Muslim world. (Horowitz & Arraf, 2021).

We believe the next ***pope, political leader,*** or ***CEO*** can benefit by reflecting upon situations and leadership approaches of their predecessors. We recognize new leaders do not always build upon a predecessor's legacy or seek guidance or inspiration from past leaders. New leaders often pursue different agendas or leadership approaches. But if they care to, the lessons of history can be compelling and informative to a leader's own legacy.

Learning Goals and Target Audience

The *Three Popes* activity and debriefing should enable participants to:

- gain knowledge of the lives and leadership styles of the three most recent popes;

- compare and contrast their leadership their styles and effectiveness—within the historical context;

- provide leadership recommendations to Pope Francis based on what he might learn from his predecessors; and

- reflect how they might enhance their own leadership skills after studying these leaders and related leadership concepts.

While developed for graduate students studying leadership at a Catholic university, we see no reason the exercise cannot be used at a secular university. Non-Catholics seem to perceive the Pope as an international leader—similar to how an American president is perceived outside the United States.

Overview of the Exercise

In *Three Popes* participants assume the role of global leaders. Participants are given instructions (Appendix A) to act as advisors to Pope Francis to better understand how to navigate, connect with, and advance his mission with the Church bureaucracy, the laity, and non-Catholics. Using the *Papal Archives* as a starting point, participants are encouraged to compile information on each pope—assembling data on personal attributes, professional style/effectiveness, historical context, and examples of each pope's leadership style through quotes and actions. A suggested template for collecting this data is provided in Appendix B.

For facilitators, we have included supporting materials including: a description of the exercise logistics/materials needed (Appendix C) and step-by-step instructions for running the exercise (Appendix D).

The experiential aspect of the exercise is analyzing the data, consulting with teammates, and making recommendations to the theoretical client, Pope Francis. To that end, we suggest

resources for: leadership (Appendix G) and papal biographical sources (Appendix H). While

teams should conduct independent research, providing concrete starting points via s*uggested*

resources ensures more baselined continuity in the approach to the exercise.

This exercise involves in-class time (for initial team discussions, presentation of team

advice to Pope Francis, and class debriefing) and outside class time (for team research and

preparation), as follows:

Stages of the Exercise	Estimated Time
Stage #1: Introduction and team assignments	10-15 minutes
Stage #2: Individual research	2-4 hours
Stage #3: Teams meet, share, and develop advice	30-45 minutes
Stage #4: Team time to develop presentation materials	2-4 hours
Stage #5: Presentations to Pope Francis	30-35 minutes each
Stage #6: Discussion and debriefing	20-30 minutes

Variations

The exercise might be conducted with minimal revision focusing on United States

presidents or other national leaders, leaders in a particularly large complex organization (such as

Apple, Disney, or General Electric), or leaders in a particular industry (such as the automotive

industry). The only requirement would be that information about the leaders is publicly

available for the participants to explore.

An interesting set of business leaders might be the current General Electric CEO Larry

Culp and some of his predecessors: John Flannery, Jeffrey Immelt, and Jack Welch. An

interesting set of public servants—besides the United States presidents—might be the current

Prime Minister of Great Britain, Boris Johnson, and some of his predecessors: Theresa May, David Cameron, Gordon Brown, Tony Blair, John Mayer, and Margaret Thatcher.

Appendices I through L include full teaching and student materials to evaluate two pivotal United States presidents, Franklin Roosevelt and Abraham Lincoln, giving advice to current President Joe Biden about leading through times of national and global change, transition, and upheaval.

Debriefing

During debriefing, facilitators should integrate ideas raised by participants to leadership concepts explored in their own courses. Topics such as a leader's communication style, authenticity, emotional intelligence, personality, charisma and cultural background naturally arise in these discussions. Included in Appendix E is an extensive list of debriefing questions and commentary in terms of typical student answers, common mistakes, and material students often miss.

Conclusion

By researching in-depth the last three popes and presenting what their leadership approaches were, participants should come away with many reflections about leadership effectiveness and the degree to which a new leader can learn from a predecessor's strengths and shortcomings. The debriefing itself is crucial in this regard. Not only should certain leadership theories/concepts (such as charisma, authenticity, servant leadership, transactional vs. transformational leadership) become more vivid as a result of the exercise and debriefing, but also participants should become increasingly aware that leadership excellence often begets enterprise success. The exercise is intended to motivate participants to enhance their own

leadership skills through all means possible—including learning from their predecessors—in

order that they may be instrumental in advancing their own organization's success.

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Appendix A: Participants - Exercise Overview, Instructions, and Glossary

Recently you were selected by Pope Francis to join a lay group of men and women called **People to Pope.** This recognition is richly deserved. The program calls upon distinguished leaders from all faiths and all walks of life to assist the pontiff in his mission to revitalize the Church for the future. While Francis admires all his predecessors immensely, he would like you to focus your attention on the two most recent pontiffs, John Paul II and Benedict XVI, whose relevance in terms of leadership effectiveness/ineffectiveness may be beneficial to him.

Their combined tenures as Bishop of Rome began in 1978 with the historic naming of the first Polish pope and the first non-Italian pope in more than 400 years, Pope John Paul II; continued in 2005 with Pope Benedict XVI, the first pope to resign (in 2013) since Pope Gregory XII in 1415 and the first to do so on his own initiative since Pope Celestine V in 1294; and continues now with Pope Francis, the first Jesuit pope, the first non-European pope, and the first South American pope.

As you know, over the past several decades, the Church has been pummeled by world events, scandal, and general disaffection. And while the Church's influence and membership has grown in Latin America and Africa, its influence has declined in Europe and the United States. Therefore, Pope Francis is soliciting advice from the **People to Pope** program to complement the advice he's being given from the Curia, which may or may not have its own agenda. [At the end of these instructions, refer to a glossary of terms used by the Catholic Church,]

You are being placed in one of several teams to present your ideas to Pope Francis. You should view this as a unique opportunity to study the accomplishments/frustrations of three men who rose to the apex of the Church hierarchy. Moreover, by thoroughly studying these men's

lives, challenges, and setbacks, it should provide insights of how you might enhance your own leadership effectiveness.

Your job is to provide advice to Pope Francis as described in the tasks below:

Task #1. Each team researches their assigned pope pair (Francis and Benedict XVI or Francis and John Paul II). The Holy See: Vatican Archives containing primary source information on each pope including Motu Proprio (papal proclamations), speeches, travel information, letters, daily meditations, audiences, and biographical information should be used as a starting off place. Though Wikipedia can be used as a complement to the Vatican Archives, each team member is expected to bring to their team's attention five (non-Wikipedia) and authoritative sources for each pope and to produce an annotated bibliography of the sources used for each pope's personal background. Team members should share information with each other and decide upon a subset of articles that will be included in the presentation. *Research suggestions are offered at the end of this assignment (Appendix G) as a starting/inspiration point; however, teams are not expected to use all of them. Furthermore, teams must identify resources of their own.*

Task #2. Describe what your assigned Pope Francis predecessor (Pope Benedict XVI or Pope John Paul II) was like and how his leadership approach may be described by these concepts, including but not limited to: *trait-based leadership, behavioral theory of leadership, contingency theory, situational theory of leadership, emotional intelligence, effective communication, transactional vs. transformational leadership, followership, managing change, Level 5 leaders, servant leadership.* Consider as well the influence of organizational or national culture on leadership style.

Task #3. Then, make your presentation and research findings engaging and compelling regarding the leadership lessons you have learned from this exercise as well as those you want to pass along to Pope Francis.

Glossary of Terms. To make your **People to Pope** job easier—below is a list of unique terms

used by the Roman Catholic Church.

Pontiff or Bishop of Rome	*Another name for pope, the senior most leader of the Roman Catholic Church*
Holy See	*The ecclesiastical jurisdiction of the pope over Church leaders and the laity*
College of Cardinals	*Like the pope, cardinals are appointed by life and named by the incumbent pope. As a rank, cardinal is the second-highest rank that an ordained priest can attain. Presently there are well over 200 cardinals, with wide representation across the world. The College of Cardinals is the body that elects a new pope after a pope dies or retires as was the case for Pope Benedict XVI.*
Curia	*The pontiff's senior management team, often cardinals. They assist in the running of the Church's vast bureaucracy.*
Laity	*The laity refers to members of the Roman Catholic Church who neither are clergy nor members of a religious order (monks, nuns). There are over 1 billion members of the Roman Catholic laity.*
Vatican II	*Called by Pope John XXIII in 1962, Vatican II addressed how the Church should relate to the modern world. It was ended in 1965 by Pope Paul VI.* *Changes that emanated from it were profound, including greater attention to and respect for the role of the laity as a vital force of the Church.* *Significantly influenced by Vatican II were four individuals who eventually became popes: Cardinal Giovanni Battista Montini, who upon succeeding John XXIII chose the name Pope Paul VI; Bishop Albino Luciani, the future Pope John Paul I; Bishop Karol Wojtyła, who became Pope John Paul II; and Father Joseph Ratzinger, there as a theological consultant, who became Pope Benedict XVI.*
Catechesis	*General educational instruction for how Catholics—young children and adults— can live a full Christian life.*
Vatican or Papal Archives	*Repository for biographical information on pontiffs, including where papal proclamations, decrees, encyclicals, and speeches are organized and preserved in order to provide research access to these materials. http://vatican.va/vatican/en.html*
Papal Encyclicals	*Encyclicals are papal communications on a high priority topic. They set forth the pontiff's perspective on issues he considers to be of high priority to the Church or the world.* *Pope Francis' third encyclical is "Fratelli tutti." It was published during the COVID-19 pandemic and speaks to the importance of global brotherhood in the face of economic and social problems. He suggests we all are part of a larger human family. Pope John Paul II, given his lengthy papacy, delivered fourteen encyclicals.*

Appendix B: Participants - Suggested Research Template for Gathering Pontiff Biographical Data

PERSONAL ATTRIBUTES	PROFESSIONAL STYLE & EFFECTIVENESS
Personality Traits, Education, Talents	Symbols/Images—including symbolism of name taken
Background, Culture	Message and Goals
Issues Faced in Life (Early Life Influences, Personal Struggles)	Leadership Style
Times He Lived In	Common Nouns Used to Describe Him
	Common Adjectives Used to Describe Him
	Big Events/Issues Faced in His Pontificate
In His Own Words—regarding the role of the pope Example for Pope Francis: *Depicting the Pope as a sort of superman, a star, is offensive to me. The pope is a man who laughs, cries, sleeps calmly, and has friends like everyone else.*	Source: Pope Francis' Interview with Corriere della Sera, March 5, 2014
His Mission for the Church Example for Pope Francis: *With a pastoral bent, Francis likens the Church to "a field hospital, where treatment is given above all to those who are most wounded."*	Source: Pope Francis. He often uses this field hospital analogy in describing the mission of the Church.

Appendix C: Facilitators - Exercise Logistics (Materials, Preparation)

Time Requirements

The time required to run this experiential exercise assignment is significant primarily because of the individual/team research required. The deepest insight will be gained, however, if participants take the research seriously. The facilitator can decide how much of the research and initial team discussion should take place outside of class. If all research by individuals, sharing their information, and development of the team advice are done outside of class, the time consumed in class could be 60 – 80 minutes. If individual research is conducted outside of class but initial team discussions to share and develop the team's advice takes place within the classroom, the total time consumed in class could be 90 – 125 minutes.

Number of Participants

The *Three Popes: Lessons in Leadership* exercise, as described in the Structure of the Exercise section below, is designed for teams of three to five members. Ideally an even number of teams are created so that, with larger numbers of students, teams can present to another team.

Materials Needed and Room Set-up

Participants ideally sit with their teams at tables or in circled chairs so that they can discuss their research findings and develop the advice they will eventually give to Pope Francis. Movable tables and chairs work best. If the facilitator wants teams to provide visuals to accompany their advice to Pope Francis, then a computer, projector and projection screen or wall also will need to be arranged.

Preparation Needed Before Class by Participants

No preparation in advance of the exercise introduction is necessary nor do participants need to be Catholic or have prior knowledge about the Catholic Church. The participants will be

conducting extensive research in-between the introduction and when they meet with their teams to develop the team's advice for Pope Francis. The facilitator can ask participants to review a list of leadership concepts and terms frequently associated with leadership. Although the authors have provided some suggested concepts/terms in the debriefing notes (Appendix E), facilitators are encouraged to customize that list as appropriate for their particular course, goals, or students. If dividing up the time on research further is desirable, participants could share research on Pope Francis, as all teams will be reading about him.

Preparation Needed by Facilitator

The facilitator will need to provide physical or electronic copies of the participant instructions and make sure recommended articles are available electronically. If the facilitator decides to take an alternative approach to focusing on three popes—such as focusing on three presidents or other types of leaders—then participant instructions will need to be adjusted accordingly. [Participant instructions for doing the exercise with U. S. presidents are offered as appendices.]

Appendix D: Facilitators – Step-by-Step Instructions for the Exercise

This exercise was designed for MBA courses, in which the majority of the participant

research and preparation takes place outside of class. Facilitators can decide, however, how to

balance the in-class and outside of class work as best for their particular courses.

Stages of the Exercise	Estimated Time
Stage #1: Introduction and team assignments	10-15 minutes
Stage #2: Individual research	2-4 hours
Stage #3: Teams meet, share, and develop advice	30-45 minutes
Stage #4: Team time to develop presentation materials	2-4 hours
Stage #5: Presentations to Pope Francis	30-35 minutes each
Stage #6: Discussion and debriefing	20-30 minutes

Stage One: Introduction and team assignments (*Suggested time: 10 – 15 minutes*)

The facilitator explains the exercise, its goals, the flow of the various activities, and

indicates that the advice participants eventually present to Pope Francis will undoubtedly reveal

to them important insights about leadership in general, including their own leadership. Then

People to Pope teams are formed, consisting of three to five people per team. Each team is

assigned a previous pope—either Pope John Paul II or Pope Benedict XVI—to research, along

with Pope Francis.   Participants are instructed to become familiar with their assigned popes and

to review (if determined by the facilitator) leadership concepts mentioned in their instructions, as

some of the concepts may stimulate their thinking about the leadership approaches of the popes.

The facilitator underscores that the more in depth and serious the research, the greater insight

participants can expect to take away from the experience.

Stage Two: Individual research (*Suggested time: 2 – 4 hours*)

Participants conduct their individual research, as instructed, outside of class on the team's assigned popes and review leadership concepts. Appendices G & H provide resources suggestions on both leadership, and biographical sources on each pope to be used as starting points.

Stage Three: Teams meet, share and develop advice (*Suggested time: 30 – 45 minutes*)

Participants get together to share what they learned during their individual research. They review their findings using the lens of several of the leadership concepts and decide whether any of the leadership concepts were reflected (or not) in the approaches and actions of their assigned pope (either Pope John Paul II or Pope Benedict XVI). They begin to develop the major points they want to make in the presentation of their advice to Pope Francis and also determine how they would best summarize the insight they gained about leadership. Individual tasks for completing the team presentation are agreed upon.

Note: This stage could take place outside of class, or perhaps via an in-class Zoom using Breakout Rooms. If class time is available, however, holding these discussions in class or virtually offers the advantage of having the facilitator available to answer questions and to ask each team some questions that might stimulate their thinking.

Stage Four: Team time to develop presentation materials (*Suggested time: 2 – 4 hours*)

Each team is asked to create an engaging *10 – 15*-minute presentation that showcases their research and the essence of the popes they have been assigned—emphasizing the popes' backgrounds, personality traits, and effectiveness in dealing with leadership challenges. On the Internet, students will find ample visual content to enliven their presentations.

Stage Five: Presentations to Pope Francis (*Suggested time: 30 – 35 minutes*)

The team members who explored Pope John Paul II present their ideas and advice to Pope Francis, represented by the remainder of the class participants. The representatives of Pope Francis (i.e., the rest of the class) may ask questions for clarification or elaboration. Then the Pope Benedict XVI team members present their ideas and advice to Pope Francis (i.e., the rest of the class), followed by questions and answers. If there are multiple teams exploring the same papal predecessors and too much time would be required to have each team present their advice to the rest of the class, then teams can present to another team, whose members have studied the other papal predecessor.

Stage Six: Discussion and debriefing (*Suggested time: 20 – 30 minutes*)

This last stage is critical. Facilitators can ask participants questions about the experience itself as well as insight gained about leadership. For the popes, suggestions for potential questions follow in Appendix E.

Appendix E: Facilitators - Debriefing Discussions (*for* Popes)

Facilitators will want to conduct debriefing discussions in ways that are consistent with the learning objectives of their particular courses. There could be several different areas on which to focus.

But whether researching **popes** or **other leaders**, participants can be given opportunities to discuss their perspectives on the *experience* itself.

- What was it like conducting the research?

- What were the most challenging aspects of the experience?

   In response to the above questions, students typically mention they found themselves challenged by the sheer amount of research sources for each pope and had to find ways to navigate all of it. Some admitted they found Wikipedia informative and verified historical facts using the Vatican sources.

- What helped or hindered in achieving various team goals? Probe for the 'whys' as well as what might have made the challenges easier.

   Students often mentioned that they found the Appendix B template helpful while doing biographical and historical research on the popes. It helped them to see where the team might be missing important parts of each pope's storyline.

- How did the team go about making decisions? How did the team meld individual opinions into team opinions?

For those studying the three popes:

An important area of questioning could be to discuss the challenge of relating what they learned in their research to a pope's leadership style, communication, and approach to mission.

- Did any of the concepts we have been studying help you to better understand the popes' styles or priorities?

Students often mention that researching the popes gave them real examples of how a leader's communication style, authenticity, emotional intelligence, temperament, personality, and charisma contribute to how they are perceived as leaders.

- To what degree were the popes you studied endeavoring to build upon or repudiate a predecessor's legacy? Or were they instead more intent on charting their own course and legacy?

Students often observe there was a closer connection between Pope Benedict XVI and Pope John Paul II—decades working together and sharing more conservative viewpoints. Yet, they do not and should not see that Pope Francis is repudiating anything that Pope Benedict XVI supported.

- How could the personal agendas/missions of each pope be described?

- To what degree were/are the personal agendas/missions different for the three popes, or were/are they—in fact—much more similar than the "face" each pope projected to internal and external stakeholders of the Church?

- How might significantly different personal agendas/missions have an impact on each pope's leadership style?

Discussing issues related to organizational culture also can be fruitful—especially how the popes were both influenced by and may have been trying to influence the organizational culture of the Church.

- How would you describe the organizational culture of the Church?

- How did the various popes go about driving change?

- How did they articulate their personal mission in support of the broader Church mission?

- What were some concrete and symbolic actions they took to achieve those missions?

- How did they try to motivate followers?

- To which followers were they trying to appeal?

Another important area of questioning could depend on the degree to which teams integrated some leadership concepts to help explain papal behavior. The facilitator may choose to ask questions about selected leadership concepts/ideas/buzzwords.

- Did your assigned pope's communication style affect his efforts to communicate with different kinds of constituencies?

- Do you think the national culture of the country from which the pope came influenced his behavior or priorities?

- Were there crucible moments in each pope's life that informed his behavior or purpose going forward?

- Do you think your pope was perceived as 'authentic?'

- How did your pope's personality traits influence his approach? Among the personality topics, there could be interesting discussions regarding

  o humility (related to servant leadership and Level 5 leader ideas),

  o charisma (which usually stimulates debates on whether a leader must be charismatic in order to be effective), or

  o emotional intelligence.

The more we learn about these men, it is clear that they operated as executive leaders in different times, each of which presented different challenges, crises, and opportunities. The complex interplay between a given leader's personality, background, skills, and approach—for the time and context within which they needed to lead—may mean that there can be no set recipe for leadership success. Yet we can certainly learn from other leaders how they approached their challenges/opportunities in their given time and context.

o Did your team come across aspects of leadership that you see as universal and important

for all leaders?

Participants often mention things like this:

- *Leaders can get better at leading, which is in line with what Kouzes and Posner state, "Leadership is not a place, it's not a gene, and it's not a secret code that cannot be deciphered by ordinary people. The truth is that leadership is an observable set of skills and abilities ... any skill can be strengthened, honed, and enhanced, given the motivation and desire, the practice and feedback, and the role models and coaching." (Kouzes & Posner, 2002, p. 386).*

- *Having a high level of emotional intelligence is critical to getting others to follow.*

- *Extraordinary communication skills inspire others to enthusiastically follow, especially knowing how to connect with different audiences in trying to your message across.*

o Did you come across aspects of leadership that you saw as not so productive for leaders?

Such discussions can ensure that there is leadership insight for all to take away.

o Popes choose their own names once elected. They do this typically within hours of being

elected. What, if anything, do you think about the names they chose for themselves?

What message, if any, might they have been trying to send to the world, the Church, or

the laity by the names they chose?

- *Profoundly affected by World War II, being anti-Nazism but nonetheless conscripted into Hitler's Youth, **Pope Benedict XVI** chose his name in honor of Benedict XV who shepherded the Church after the turmoil caused by World War I and in honor of Saint Benedict widely admired in Europe and Germany for advancing the Benedictine Order and spreading Christianity throughout Europe.*

  Therefore, participants might be expected to point out that Pope Benedict XVI's choice of name reflected his desire to maintain peace on the Continent and to encourage Catholics in Europe to more closely adhere to the traditional teachings of the Church with respect to being against same-sex marriage, birth control, homosexuality as a lifestyle, abortion, and Catholics taking communion if divorced.

- *On the other hand, **Pope John Paul II** is rumored to have wanted to choose a Polish saint's name, ever the romantic Pole, but was dissuaded by Vatican*

advisors and chose instead his name in honor of Pope John Paul I (who had lasted as pope for only a few months) and Pope Paul VI, his two predecessors.

- ▪ ***Pope Francis'*** *choice of name clearly reflected his more progressive priorities and view of how the Church should prioritize its mission. He picked Francis in honor of Saint Francis of Assisi, a man who was dedicated to the poor and down-trodden and who believed in peace and respecting God's creations.*

o And most importantly, are there "takeaways" from this exercise that will help you on your own leadership journey? Explain what those are.

If participants are having a hard time with this question, pose the following questions:

o In the last few decades, how has the role of the leader changed?

- ▪ *The old rules are changing, even for popes. Increasingly hierarchy is yielding to flatter organizations, matrix organizations, multidisciplinary work teams— predicated on the notion that individuals closer to the "front lines" have valuable perspectives that should not be ignored by the leaders at the top. While Benedict was decidedly more of a "command and control" pope, Francis rejects that leadership style with his push towards more decentralized decision-making by local bishops. Regardless, there has been no significant distance between the two about Church doctrine.*

o To what degree does leadership excellence lead to enterprise success?

- ▪ *Pope Francis' humanness has done much to re-energize the Church. Of interest is the fact that he has not deviated to any great extent in the doctrinal teachings of the Church, though he is delivering the Church's message in a less severe way. He graciously expresses admiration for his predecessors, including Pope Benedict XVI. Compared to Pope Benedict, his message comes across in a less judgmental way.*

  In Pope Francis' words: "Yes, I believe that this is a time for mercy. The Church is showing her maternal side, her motherly face, to a humanity that is wounded. She does not wait for the wounded to knock on her doors, she looks for them on the streets, she gathers them in, she embraces them, she takes care of them, she makes them feel loved." (Pope Francis, 2016, p. 6).

  Like a Level 5 leader (Collins, 2005), Pope Francis' humility is likely to resonate in ways that better ensure the Church's relevance in the 21st century. (Krames, 2015).

Appendix F: Facilitators - Exercise Outcomes and Experiences

As discussed, the exercise has been used in two MBA courses where students concentrate on developing their management and leadership skills and competencies. As always, we are somewhat concerned with whether the students will put in the required time and research to extract the level of learning that the exercise is structured to provide. To serve as a catalyst for what could be a large research effort, the authors have identified many traditional and online research resources (Appendices G & H), including the Papal Archives, Wikipedia, and major news outlets to readily commence biographical research.

Clearly, the exercise has the side benefit of getting students to speak and give advice to others—a crucial skill for business professionals trying to advance in their careers. Their critical thinking and team-building skills are likely to be enhanced as they are asked to seek consensus in their final recommendations to Pope Francis. Students in the aforementioned courses found the exercise to be of value, especially because it brought forth interesting examples of the importance of leadership in advancing an organization's mission and the importance of crafting one's own authentic leadership style.

Appendix G: Leadership Resources in General and by Theme

I.   *Online Sources*

While leadership and management textbooks will have sections on major

leadership theories, here are some additional Internet sources that can be used for

quick reviews:

- o   http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm

- o   http://www.leadership-central.com/leadership-theories.html#axzz3x9RqBP50

- o   http://www.referenceforbusiness.com/management/Int-Loc/Leadership-Theories-and-Studies.html

- o   https://www.mindtools.com/pages/article/leadership-theories.htm

II.   *Articles and Books*

Below are selected leadership articles or books, organized by themes considered

relevant to the *Three Popes: Lessons in Leadership* activity.

General Leadership

Bennis, W. G. (1989). *On becoming a leader.* Reading, MA: Perseus Books.

Bennis, W. G. (2004). The Seven Ages of the Leader (reprint). *Harvard Business Review*, *82*(1), 46-53.

Cuddy, A. C., Kohut, M., & Neffinger, J. (2013). Connect, then lead. *Harvard Business Review*, *91*(7/8), 55-61.

Dubrin, A. J. (2019). *Leadership: Research findings, practice, and skills,* 9th ed. Boston, MA: Cengage Learning.

Goffee, R., & Jones, G. (2010). Think again: What makes a leader? *Business Strategy Review*, *21*(3).

Goffee, R., & Jones, G. (2006). The art of followership. *European Business Forum*, *25*, 22-26.

Goleman, D. (2004). What makes a leader? *Harvard Business Review*, *82*(1), 82-91.

Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal leadership: The hidden driver of great performance. *Harvard Business Review*, *70*(11), 42-51.

Kellerman, B. (2007). What every leader needs to know about followers. *Harvard Business Review*, *85*(12), 84-91.

Kotter, J. P. (2001). What leaders really do. *Harvard Business Review*, *79*(11), 85-96.

Kouzes, J., & Posner, B. (2009). Five best practices. *Leadership Excellence*, *26*(7), 3-4.

Kouzes, J. & Posner, B. (2011). Leadership begins with an inner journey. *Leader To Leader*, (60), 22-27. doi:10.1002/ltl.464.

Kouzes, J., & Posner, B. (2010). Leadership truths. *Leadership Excellence*, *27*(8).

Kouzes, J., & Posner, B. (2012). Leadership challenge. *Leadership Excellence*, *29*(8), 3-4.

Mayo, A. J. & Nohria, N. (2015). *In Their time: The greatest business leaders of the twentieth century.* Boston, MA: Harvard Business School Publishing Corp.

Leadership Traits and Behavior
Trait-based Leadership, Charisma, Emotional Intelligence, Leadership Style & Communication, Transactional vs. Transformational Leadership

Trait-based Leadership:
Zaccaro, S. J. (2007). Trait-Based Perspectives of Leadership. *American Psychologist*, *62*(1), 6–16.

Charisma:
Conger, J. & Kanungo, R. (1998). *Charismatic leadership in organizations.* Thousand Oaks, CA: Sage Publications.

Emotional Intelligence:
Goleman, D., & Boyatzis, R. (2008). Social intelligence and the biology of leadership. *Harvard Business Review*, *86*(9),74-81.

Leadership Style and Communication:
Vries, R. (2012). Personality predictors of leadership styles and the self-other agreement problem. *The Leadership Quarterly, 23*, 809-821.

Transactional vs. Transformational Leadership:
Howell, J. M., & Avolio, B. J. (1993). Transformational leadership, transactional

leadership, locus of control, and support for innovation: Key predictors of consolidated-business-unit performance. *Journal of Applied Psychology*, *78*(6), 891–902.

Servant Leadership

Greenleaf, R. K. (2002). *Servant leadership: A journey into the nature of legitimate power and greatness,* 25th anniversary ed. New York: Paulist Press.

Mulinge, P. (2018). The anchor of servant-leadership. *The International Journal of Servant-Leadership, 12*(1), 195-228.

Peterson, S. J., Galvin, B. M., & Lange, D. (2012). CEO servant leadership: Exploring executive characteristics and firm performance. *Personnel Psychology*, *65*(3), 565–596.

Sousa, M., & Dierendonck, D. (2017). Servant leadership and the effect of the interaction between humility, action, and hierarchical power on follower engagement. *Journal of Business Ethics*, *141*(1), 13–25.

Leadership and Organizational Performance
(Level 5 Leadership and Authenticity)

Bartlett, C. A., & Ghoshal, S. (1995). Changing the role of top management: Beyond systems to people. *Harvard Business Review*, *73*(3), 132–142.

Caldwell, C., Dixon, R., Floyd, L., Chaudoin, J., Post, J., & Cheokas, G. (2012). Transformative leadership: achieving unparalleled excellence. *Journal of Business Ethics*, *109*(2), 175–187.

Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, *78*(3/4),78-90.

Kaiser, R. B., Hogan, R., & Craig, S. B. (2008). Leadership and the fate of organizations. *American Psychologist*, *63*(2), 96–110.

Nohria, N., Joyce, W., Roberson, B. (2003). What really works. *Harvard Business Review*, *81*(7), 42-52.

Yukl, G. (2008) How leaders influence organizational effectiveness. *The Leadership Quarterly,* (12), 708-722.

Level 5 Leadership:
Collins, J. (2005). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, *83*(7/8), 136-146.

Authenticity:
George, B., Sims, P., McClean, A., & Mayer, D. (2007), Discovering your authentic

leadership. *Harvard Business Review*, *85*(2), 129-138.

Goffee, R., & Jones, G. (2005). Managing authenticity: The paradox of great leadership. *Harvard Business Review*, *83*(12), 86–94.

Ibarra, H. (2015). The authenticity paradox. *Harvard Business Review*, *93*(1/2), 52-59.

Kennedy, F., & Kolb, D. (2016). The alchemy of leadership: Lessons from a presidential campaign. *University of Auckland Business Review*, *19*(2), 6–15.

Appendix H: Research Resources: Popes

I. *General Sources and Online Sources*

- The Holy See: Vatican Archives
  http://www.vatican.va/content/vatican/en.html which include Motu
  Proprio (papal proclamations), speeches, travel information, letters, daily
  meditations, audiences, and biographical information for each Pontiff:

  - http://www.vatican.va/content/john-paul-ii/en.html
  - http://www.vatican.va/content/benedict-xvi/en.html
  - http://www.vatican.va/content/francesco/en.html

- Major News Organizations: CNN, BBC, *The New York Times*, *The Wall
  Street Journal*

- Specialized Catholic News Organizations: *Catholic World News*,
  Commonweal (www.commonwealmagazine.org), *Crux*, *National Catholic
  Reporter*, *Rome Reports*, *The Guardian*, *Vatican News*

- Blogs/Weekly Columns: "All Things Catholic" (John L. Allen, Jr.'s
  weekly column)

- Wikipedia: with specific attention to references cited at the end of each
  pontiff's report

  - https://en.wikipedia.org/wiki/Pope_John_Paul_II
  - https://en.wikipedia.org/wiki/Pope_Benedict_XVI
  - https://en.wikipedia.org/wiki/Pope_Francis

II. *Articles and Books*

Pope John Paul II (pontificate—1978 to 2005):

Allen, J. L. (2005, August 26). Leadership lessons from John Paul. *National
    Catholic Reporter*.

Allen J. L. (2005, April 15). Pope John Paul II. *National Catholic Reporter*,
    41(24), 3–13.

Dallavalle, N. A., Hauerwas, S., McBrien, R. P., Greenberg, I., Tiley, T. & Forest,
    J. (2005). John Paul II: Assessing his legacy (cover story). *Commonweal*,
    132(8), 13-19.

Proctor, R. E. (2005, June 3). A farewell to remember. *Commonweal*. pp. 19-5.

Sullivan, R. (1999). Pope John Paul II. New York, NY: LIFE Books.

Weigel, G. (2015, May). Lessons in statecraft. *First things: A monthly journal of religion & public life*. 253, 25-31.

Wilken, R. L., & Ross, S. A. (2003). A measure of greatness. *Commonweal*, 130(17), 11-13.

Pope Benedict XVI (pontificate—2005 to 2013):

Bellitto, C. M. (2013). A pope's progress. *America*, 208(8), 11-14.

Burrows, W. (2010). Catholics, Carey's "means," and twenty-first-century mission. *International Bulletin of Missionary Research*, 34(3), 131-138.

Dickey, C., & Pentin, E. (2005). Near the edge of the abyss. *Newsweek*, 146(7), 28-29.

Garvey, J. (2005). The new pope. *Commonweal*, 132(10), 7-8.

Gibson, D. (2013). Conservatives see limits of Benedict's reign. *Christian Century*, 130(6), 16-17.

Kaveney, C., Steinfels, M., Uelmen, A., & Imbelli, R. (2005). The church & Benedict XVI: What can we hope for? (Cover story). *Commonweal*, 132(9), 5-17.

Landler, M. & Bernstein, R. (2015, April 22). A future pope is recalled: A lover of cats and Mozart, dazzled by Church as a boy. *The New York Times*. http://www.nytimes.com/2005/04/22/world/worldspecial2/a-future-pope-is-recalled-a-lover-of-cats-and-mozart-dazzled-by-church-as-a-boy.html

Stille, A. Holy Orders. (2015). *New Yorker*, 91(27), 52-1.

Tolson, J. (2005). Defender of the faith. (Cover story). *U.S. News & World Report*, 138(16), 26-39.

Pope Francis: (pontificate—2013 to present):

Allen, J. (2015). *The Francis miracle*. New York, NY: TIME Books.

Cornwall, J. (2021). *Church, Interrupted: Havoc & hope: The tender revolt of Pope Francis.* San Francisco, CA: Chronicle Books/Chronicle Prism.

Draper, R. (2015, August). Pope Francis remakes the Vatican. *National Geographic*, 30-59.

Hanvey, J. (2013). Quo Vadis? *America*, 208(9), 12-16.

Ivereigh, A. (2014). *The great reformer: Francis and the making of a radical pope*. New York, NY: Henry Holt & Company.

Kakutani, M. (2016, January 10). Review: In a new book, Pope Francis calls mercy essential. *The New York Times*.

Krames, J. (2015). *Lead with humility: 12 leadership lessons from Pope Francis.* New York, NY: American Management Association.

Pope Francis. (2016). *The name of God is mercy: A conversation with Andrea Tornielli*, Translated from the Italian by Oonagh Stransky. New York, NY: Random House.

Steinfels, P. (2015). Contraception and honesty. (Cover story). *Commonweal*, 142(10), 12-19.

Stille, A. Holy Orders. (2015). *New Yorker*, 91(27), 52-1.

Sullivan, R. (2015, August 21). *Pope Francis in America*. New York, NY: LIFE Books.

Vallely, P. (2015). *Pope Francis: The struggle for the soul of Catholicism*. New York, NY: Henry Holt & Company.

Wilkins, J. (2014). Great Expectations. *Commonweal,* 141(15), 13-17.

Appendix I: Participants - Exercise Overview & Instructions

Recently you were selected by President Joe Biden to join a group of esteemed colleagues called **People to President.** This recognition is richly deserved. The program calls upon distinguished leaders from many walks of life to assist the new president in his mission to *Build-Back-Better.* While President Biden admires several of his predecessor presidents, he would like you to focus your attention on <u>two</u> past presidents: Abraham Lincoln and Franklin Delano Roosevelt whose relevance in terms of leadership effectiveness/ineffectiveness may be beneficial to him.

As you know, over the past several decades, the country has faced its share of challenges: 9/11, the Great Recession, the rise of emerging economies like China and India, scandals, grass-roots political movements, climate-induced disasters, and last, but not least—the COVID-19 pandemic. These challenges have been aggravated by increasing economic and political divisions within the citizenry. And while the United States' influence remains high, its influence has decidedly declined with some of the country's previously-staunch Western allies.

Therefore, Joe Biden is soliciting advice from the **People to President** program to complement the advice he's being given from his own Cabinet and Congressional leaders, but some of his staunchest supporters may not fully share in the ideas/policies of the Biden-Harris administration.

You are being placed in one of several teams to present your ideas to President Biden. He is inviting you to the Oval Office to remind him of the leadership lessons of these two presidential predecessors who rose to the same pinnacle of power as he now holds. You should view this as a distinct opportunity to study the accomplishments/frustrations of two U.S.

presidents as they strove to lead our country. Moreover, it should provide insights in terms of how you might enhance your own leadership effectiveness.

Your job is to provide advice to President Biden as described in the tasks below:

Task #1. Each team researches their assigned president pair. The National Archives is one source that contains collections of Public Papers of the Presidents from 1992 to 2016 (https://www.archives.gov/federal-register/publications/presidential-papers.html. Also, many Presidential historians comment on presidential leadership, with Doris Kearns Goodwin having recently focused on four U. S. presidents [Abraham Lincoln, Theodore (Teddy) Roosevelt, Franklin Roosevelt, Lyndon Johnson] in her book 2018 *Leadership in Turbulent Times.* Though Wikipedia can be used as a complement to your research, each team member is expected to bring to their team's attention five (non-Wikipedia) and authoritative sources for each U.S. president and to produce a bibliography of the sources used for each president's personal background. Team members should share information with each other and decide upon a subset of articles that will be included in the presentation. *Research suggestions are offered at the end of this assignment (Appendix K) as a starting/inspiration point.*

Task #2. Describe what your assigned president predecessor was like and how his leadership approach may be described by these concepts, including but not limited to: *trait-based leadership, behavioral theory of leadership, contingency theory, situational theory of leadership, emotional intelligence, effective communication, transactional vs. transformational leadership, followership, managing change, Level 5 leaders,* and *servant leadership.*

Task #3. Then, make your presentation and research findings engaging and compelling regarding the leadership lessons you have learned from this exercise as well as those you want to pass along to president, Joe Biden.

Appendix J: Participants - Suggested Research Template for Gathering
U. S. Presidents Biographical Data

PERSONAL ATTRIBUTES	PROFESSIONAL STYLE & EFFECTIVENESS
Personality Traits, Education, Talents	Symbols/Images
Background, Culture, Party Affiliation, Experience in Elected Office (local, state, national)	Message and Goals
Issues Faced in Life (Early Life Influences, Personal Struggles)	Leadership Style
Times He Lived In	Common Nouns Used to Describe Him
	Common Adjectives Used to Describe Him
	Big Events/Issues Faced in His Presidency
In His Own Words [Franklin D. Roosevelt]— regarding tenacity and overcoming what life throws at you • *The only thing we have to fear is fear itself.* • *When you reach the end of a rope, tie a knot in it and hang on.*	

Appendix K: Facilitators - Debriefing Discussions (*for* U. S. Presidents)

Facilitators will want to conduct debriefing discussions in ways that are consistent with the learning objectives of their particular courses. There could be several different areas on which to focus.

But whether researching **presidents** or **popes** or **other leaders**, participants can be given opportunities to discuss their perspectives on the *experience* itself.

- What was it like conducting the research?

- What were the most challenging aspects of the experience?

- What helped or hindered in achieving various team goals? Probe for the 'whys' as well as what might have made the challenges easier.

- How did the team go about making decisions? How did the team meld individual opinions into team opinions?

For those studying the three presidents:

An important area of questioning could be to discuss the challenge of relating what they learned in their research to each president's leadership style, communication and approach to stated agendas.

- Did any of the concepts we have been studying help you to better understand the presidents' styles or stated agendas?

- To what degree were the presidents you studied endeavoring to build upon or repudiate a predecessor's legacy? Or were they instead more intent on charting their own course and legacy?

- How could the overall agendas of each president be described?

- To what degree were/are the agendas different for the three presidents, or were/are they—
  in fact—much more similar than the "face" each president projected to supporters and
  non-supporters?

- How might significantly different agendas have an impact on each president's leadership
  style?

Discussing issues related to organizational culture also can be fruitful—especially how the

presidents were both influenced by and may have been trying to influence the organizational

culture of the government.

- How would you describe the organizational culture of the governmental offices they led?

- How would you describe the other branches of government with which they had to
  contend or influence?

- How did the various presidents go about driving change?

- How did they articulate their personal agenda and tie that into what they considered to be
  the nation's purpose/mission?

- What were some concrete and symbolic actions they took to achieve their agendas?

- How did they try to motivate followers—both staff and their constituencies?

- To which followers were they trying to appeal?

Another important area of questioning could depend on the degree to which teams integrated

some leadership concepts to help explain presidential behavior. The facilitator may choose to

ask questions about selected leadership concepts/ideas/buzzwords.

- Did your assigned president's communication style affect his efforts to communicate
  with different kinds of constituencies?

- How might the regional culture of his upbringing, or his party affiliation influence (have influenced) his behavior or his goals?

- Were there crucible moments in each president's life that informed his behavior or purpose going forward?

- Do you think your assigned president was perceived as 'authentic?'

- How did your president's personality traits influence his approach? Among the personality topics, there could be interesting discussions regarding

    o humility (related to servant leadership and Level 5 leader ideas),

    o charisma (which usually stimulates debates on whether a leader must be charismatic in order to be effective),

    o emotional intelligence, or

    o temperament.

The more we learn about these leaders, it becomes clear is that the three presidents operated in different times, each of which presented different with challenges, crises, and opportunities. The complex interplay between a given leader's personality, background, skills, and approach within the time and context within which they needed to lead may mean that there can be no set recipe for leadership success. Yet we can certainly learn from other leaders how they approached their challenges/opportunities in their given time and context.

    o Did your team come across aspects of leadership that you see as universal and important for all leaders?

o Did you come across aspects of leadership that you saw as not so productive for leaders? Such discussions can ensure that there is leadership insight for all to take away.

o To what degree did the presidents you studied behave like managers, or like leaders?

o Why do you think that? Provide examples of when they acted like managers and examples of when they acted like leaders?

- Presidents more freely demonstrate their own styles and agendas once elected. They do this in many ways, as they assume power. Often their Inaugural Addresses give us a glimpse of the type of president they will be, as they articulate the goals, legislation, and codes of conduct they intend to pursue in order to advance the country. What, if anything, do you think about the style these presidents chose to demonstrate early on? What message(s), if any, might they have been trying to send to the world, other elected government officials, or the country's citizens/residents as they began their presidencies or upon re-election?

o And most importantly, are there "takeaways" from this exercise that will help you on your own leadership journey? Explain what those are.

Appendix L: Research Resources by Subject Area—*for* U. S. Presidents

I. General Sources and Online Sources

- The National Archives which contains collections like the Public Papers of the Presidents (1992-2016 available online) https://www.archives.gov/federal-register/publications/presidential-papers.html.

- Lincoln and FDR Speeches (The Gettysburg Address and the Four Freedoms Speeches, respectively and how these pivotal speeches created a unified common vision forward with actionable and concrete ideas regarding citizenship, unity, and what the future of America should look like and what we should—collectively—be fighting for.

  Lincoln - Gettysburg Address (November 19, 1863)

  - An audio recording of the Gettysburg Address https://archive.org/details/gettysburg_johng_librivox (2 minutes)

  - Transcript of the Gettysburg Address via National Archives

    https://www.ourdocuments.gov/print_friendly.php?flash=false&page=transcript&doc=36&title=Transcript+of+Gettysburg+Address+%281863%29

  - Abraham Lincoln Papers at the Library of Congress https://www.loc.gov/collections/abraham-lincoln-papers/about-this-collection/

  - National Geographic Entry on the Significance of the Gettysburg Address https://www.nationalgeographic.org/encyclopedia/gettysburg-address/

  FDR - Four Freedoms Speech (January 6, 1941)

  - The National Archives remastered video of the 'Four Freedoms' speech as and its significance https://fdr.blogs.archives.gov/2016/01/06/four_freedoms/

  - YouTube Link (from FDR Library) of Four Freedoms Speech: https://www.youtube.com/watch?v=qrNDwyj4u1w (2 minutes)

  - 'Teachable Moments' from FDR Library regarding the Four Freedoms Speech

https://www.youtube.com/watch?v=0JNK1UcoUr4 (2 minutes) - part of the FDR Library 'Teachable Moments' WWII video series
https://www.youtube.com/watch?v=WXverYvGFDI&list=PLnYXL2y0SAPHgTO3_oKdMWcaxCFLjIrvv

- Link to Norman Rockwell Four Freedoms Paintings
  https://rockwellfourfreedoms.org/about-the-exhibit/rockwells-four-freedoms/

- Films/Documentaries/Mini-Series:
  - *The Roosevelts*, a Ken Burns documentary
  - *Lincoln* (2012), director: Stephen Spielberg
  - *Lincoln: A House Divided* (CNN mini-series, 2021)

- Major News Organizations: CNN, BBC, *The New York Times*, *The Wall Street Journal, The Washington Post*

- YouTube

- Wikipedia: with specific attention to references cited at the end of each U. S. president's report

  - https://en.wikipedia.org/wiki/Joe_Biden

  - https://en.wikipedia.org/wiki/Franklin_D._Roosevelt

  - https://en.wikipedia.org/wiki/Abraham_Lincoln

II. Articles and Books

Abraham Lincoln (16th U. S. president—1861 to 1865):

Goodwin, D. K. (2018). *Leadership in turbulent times*. New York, NY: Simon & Schuster.

Goodwin, D. K. (2005). *Team of rivals: The political genius of Abraham Lincoln*. New York, NY: Simon & Schuster.

Koehn, N. F. (2013, January 26). Lincoln's school of management. *The New York Times.*

Phillips, D. T. (1992). *Lincoln on leadership: Executive strategies for tough times*. New York, NY: Warner Books.

Franklin Delano Roosevelt (32nd U. S. president—1933 to 1945):

Alter, J. (2006). *The defining moment: FDR's hundred days and the triumph of hope.* New York, NY: Simon & Schuster.

Badger, A. J. (2008). *FDR: The first hundred days.* New York, NY: Hill & Wang.

Goodwin, D. K. (2018). Leadership in turbulent times. New York, NY: Simon & Schuster.

Goodwin, D. K. (1994). *Ordinary time: Franklin and Eleanor Roosevelt: The home front in World War II.* New York, NY: Simon & Schuster.

Smith, J. E. (2007). *FDR.* New York, NY: Random House.

Joseph Biden: (46th U. S. president—2021 to present):

Biden, J. (2007). *Promises to keep: On life and politics.* New York, NY: Random House.

Golmacher, S. (2021, January 22). What Jerry Brown could teach Joe Biden. *The New York Times.*

Greenhouse, L. (2020, December 31). My Joe Biden story. *The New York Times.*

Levingston, S. (2019). *Barack and Joe: The making of an extraordinary partnership.* New York, NY: Hachette Books.

Osnos, E. (2020). *Joe Biden: The life, the run, and what matters now.* New York, NY: Scribner.

Woodward, B. & Costa, R. (2021). *Peril.* New York, NY: Simon & Schuster.