Student Reflections on Leadership

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race, and physical handicap. The code also focuses on children in terms of classification of programs and possible subliminal images, and stresses parental rights concerning what their children are exposed to. Privacy variables are inherent within many of these "Broadcasting Code of Conduct" domains.

Myanmar has representative values and boundaries that are unique to their circumstances. As such, one will see commensurate constraints on the portrayal of sexual conduct, violence, antisocial behavior, and the use of abusive language. The guidelines for reporting on legal developments are to not interfere with trial proceedings and should acknowledge that a suspect is innocent until proven guilty. Elections coverage should be fair, with all candidates covered in a balanced manner with due respect for electoral regulations.

General ethical provisions are described as having to do with all areas of broadcasting. These include that archives are to be kept for at least three months. There will not be plagiarism or any reporting that promotes immorality or obscenity, vulgar expressions, falsely defamatory statements, or indecency. Broadcast rectification is stipulated in all areas in that any significant factual mistakes are to be corrected within twenty-four hours.

These areas of concern cover a wide range of broadcast functions and provide a spirit of intent for the overall organizational functioning with regard to ethics. It is that overall spirit of intent that Zin Wah Kyu recognizes as helpful in guiding her work both in detail and comprehensive intention.

The following four categories of ethical leadership can be used to interpret the ethical leadership qualities of Zin Wah Kyu: charismatic ethical leadership, contingent reward ethical leadership, regulatory focus ethical leadership, and virtuous ethical leadership. Illustrations for each category will be offered from perspectives she has conveyed. Use of the aforementioned four categories is stressed within a Myanmar cultural understanding. Hence, depiction of Myanmar leadership ethics is enhanced via interpretation using a Myanmar theoretical frame of reference.

Charismatic Ethical Leadership

According to Brown and Trevino (2005, 956) charismatic ethical leadership is defined as "inspirational leaders who convey ethical values, are other-centered rather than self-centered, and who role model ethical conduct." During my time working within MRTV, I recognized an organizational culture that embraces a spirit of compromise that is consistently reaffirmed by Zin Wah Kyu as she seeks to guide the varied aspects of her work as they come together to effectively meet organizational objectives. This manifestation is found to be both explicit and implicit.

Contingent Reward Ethical Leadership

The concept of contingent reward ethical leadership is defined as "an exchange of rewards between leaders and followers in which effort is rewarded by providing rewards for good performance or threats and disciplines for poor performance" (Muenjohn 2008, 6). As the only chief engineer, Zin Wah Kyu has considerable authority over decision making within MRTV. She can reward desirable behaviors and penalize undesirable behaviors as a method to guide her area of responsibility in desirable directions.

She explains how she consistently seeks to be creative with her application of influence within the organization, realizing that desired or unintended effects could be a result. As such, she needs to be sensitive to overall meanings and expectations that are created in relation to her actions. She feels that consistency, fairness, and no appearances to the contrary are key for her leadership to have the desired impact.

Regulatory Focus Ethical Leadership

Regulatory Focus Ethical Leadership "has two components, which are ethical promotion focus and ethical prevention focus" (Shao 2010, 79). That is, in some instances we can promote ethical objectives while, in other instances, we can better realize ethical objectives via prevention of some behaviors. She recognizes this area of leadership to emphasize leader responsibility for creating a supportive climate whereby organizational members are valued for their contributions and feel valued for their contributions. This can be a delicate balancing act that requires continual focus on organizational needs and outcomes.

Virtuous Ethical Leadership

The concept of virtuous ethical leadership is defined as leading with "behaviors beneficial to others that reflect moral ideals and involve personal costs or risks. Virtuous ethical behaviors are praiseworthy if performed and not blameworthy if not performed" (Trevino, Brown, and Hartman 2003, 10). Zin Wah Kyu sees this domain as being key insofar as she seeks to lead by example. She shares that she continually needs to reflect on who she is as a leader and what her goals are within the organizational context, paying heed to the image that is conveyed to others. She seeks to be genuine with her behavior with the hope that virtuous intent will be evident, rather than seeking to simply be virtuous. The observations of this author are that she has been successful with that intent.

The present and future of Myanmar are strongly impacted by its quality of leaders who guide Myanmar along the path toward effective functioning and modernization. Ethical concerns will be relevant to effective progression along that path. There will be setbacks along the way but, using the past as a guide, progress will be realized and ethical leaders such as Zin Wah Kyu will be part of that evolution.

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Student Reflections on Leadership

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The journey to Annapolis, Maryland, for the United States Naval Academy (USNA) Leadership Conference is a privilege that members of the Global Ethical Leaders Society (GELS) often describe as "life-changing" and "eye-opening." Each year, three members of the GELS are selected through a rigorous internal application process to represent Case Western Reserve University and the Inamori Center for Ethics and Excellence at the USNA Leadership Conference. It's a place where senior cadets and midshipmen from each of the service academies and students from civilian universities come together to study and exchange leadership skills, experiences, and ideas across a diversity of fields: government, business, academia, and military.

This year, we had the opportunity to engage with a variety of experienced, driven, and resilient leaders about the conference theme of "Inside Out Leadership." Learning about how building relationships on a team requires knowing one's self first encouraged us to think about our own strengths and weaknesses. Our discussions on serving the people—the principal tenet of leadership—taught us not only how to better serve GELS, but also how GELS can better serve our community. After asking ourselves how we could apply these lessons to our lives, we learned that the answer to that question comes from within. Leadership requires understanding ourselves, knowing and practicing our core values, and relying on others.

One of the highlights of the conference was the Forrestal Lecture given by Michael R. Bloomberg. The Forrestal Lecture series was established in honor of James V. Forrestal to invite leaders from all walks of life that have made significant social, political, and cultural contributions to the world. This year, entrepreneur, philanthropist, and former Mayor of the City of New York shared the eleven core principles that molded him into the person he is today. These principles also led him to promote global change in public health, arts and culture, the environment, education, and government innovation through Bloomberg Philanthropies. As aspiring global ethical leaders, Halle Rose and I had the opportunity to ask Mr. Bloomberg about these initiatives.

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As a public health student, I was naturally inclined to ask the question: "What [do] you think is one of the biggest challenges in public health? What are you doing about it and what can we as students do to contribute?"

Bloomberg talked about the pervasiveness of climate change and how it affects us all. He highlighted the shift in morbidity and mortality trends from infectious to chronic disease. While Bloomberg Philanthropies has made significant monetary contributions to public health issues, it also addresses the prevalence of disease and lack of records in Africa through a program in Tanzania where high school graduates are trained to fill the medical needs caused by a physician shortage. Domestically, Bloomberg Philanthropies has been working to promote innovation and tailored treatment in servicing the seventy-two thousand Americans that overdosed on drugs in 2017.

As a third-year Cognitive Science major, Halle Rose asked a question that was rooted in her own observations about education growing up:

"Something that really struck me as a college student is that going to an institution is super diverse in terms of backgrounds and ethnicities. However, it is very homogenous with regard to academic opportunities up until college. While not every successful person came from money, it seems that financial security definitely bolsters your opportunities in the future. So how do you suggest, other than providing money to the students who have already reached those opportunities, ways to ensure educational accessibility and economic mobility?"

Bloomberg began by noting that Bloomberg Philanthropies sponsors two organizations. One organization consists of more than one hundred colleges and universities that struggled with balancing diversity and academic credentials. The other organization aims to address this issue by providing tutors and guidance counselors for students in low-income, low-resource neighborhoods because of the shortcomings of local schools. Bloomberg continued by saying, "…we don't provide good public schools in this country in most cases…in a world where the value of education and the requirement for education is going up and up and up." He stressed that the cyclical nature of poverty and education ends by starting at the beginning with improving education.

Hearing about how these initiatives were rooted in his principles of not letting failure define him and giving back to the community made me realize that public health and education efforts like these come out of an innate social responsibility to serve others.

As a civilian with no ties to the military, it was inspiring to see the standard of discipline, honor, integrity, and compassion that every speaker, midship-

men, and civilian followed. Exchanging stories with other delegates of the conference emphasized a stark difference in our environment but a shared set of leadership values. Though we left Annapolis four days later, what we took back with us was a lifetime of lessons about leadership and service.

Halle Rose

Know yourself first.

Truly getting to know yourself can be uncomfortable, to say the least. Getting to know yourself might involve acknowledging bad habits or probing into unsavory qualities; it might force you to recognize and take ownership of characteristics that you're not entirely proud of. Becoming truly acquainted with the rawest, most authentic version of yourself might involve embarking on a daunting journey from hubris to humility, a place you may be surprised to find lies just at the edge of your comfort zone.

What kind of person willingly subjects herself to such intense and unforgiving rumination? Doing so inherently requires a strength of character that allows an individual to understand the ultimate purpose and value of earnestly, ruthlessly, and genuinely getting to know herself inside and out. The truth is that all good, ethical leaders undergo this self-reflection at one point of another. In order to lead others, it is crucial to know them. In order to know others, you must first know yourself.

Horacio Rozanki, CEO of Booz Allen Hamilton Inc. spoke to the challenges he faced when first managing colleagues who were older and more experienced. "They have been led before, by several different leaders," he explained. "They will peg your strengths and weaknesses right away." Before subjecting yourself to the scrutiny of others, Rozanki emphasizes the importance of scrutinizing yourself first. "What makes you strong? What are your development areas? It takes brutal honesty," he noted. "Brutal honesty and humility." According to Rozanki, strengths and weaknesses are two sides of the same coin. By asking yourself what you are good at, how that could get in the way of your leadership, and how that could help you, you begin the process of knowing yourself in the interest of leading others.

Rozanki offered a tactic for bridging the gap of youth and inexperience—embracing vulnerability. He suggested that the structure of institutions discourages people from bringing their full selves to work, and urged us to consider the aspects of our humanity that we leave at home. Is it our empathy, which could come into play when a member of our team is suddenly underperforming? Is it compassion for our colleague who took a risk

and failed? Maybe it's simply interest in the people we're working alongside, in their passions, fears, hopes, and goals. "You cannot lead effectively if you do not care…spending real time with real people will allow you to understand what they care about, and how to make it better…" Rozanki said. "Imposing goals or plans on others is assuming that they have the same definition of success as you."

So what is the key to good, ethical leadership? Perhaps it is knowing yourself well enough to serve the people you are working with to the best of your ability. Knowing your team is important, but knowing how your team will perceive and interact with you is invaluable. The ability to fully confront the person you are—the good and the bad, for better or for worse—will inevitably allow you to serve others more effectively and efficiently. Knowing yourself will guide your instincts to step in, step back, and even to step away, if need be. It will allow you to bring out not only the best in yourself, but the best in others. Any good, ethical leader will tell you that behind them stands a team, and that they empower one another. As Horacio Rozanki will tell you: "You owe them your very best."

Your very best comes from knowing yourself first.

Benjamin George

The sea presents itself in many manifestations; tranquil, calm, violent, unpredictable, fierce, or unlimited in power. Despite its form, successful and competent sea captains must have the skills, knowledge, confidence—and in some instances courage—to navigate both the crew and vessel safely through the waters to their final destination. In a similar manner, leadership in government and the corporate world are a navigational journey and the common denominator at sea and on land is leadership.

With effective leadership and confidence, today's leaders can inspire teams to achieve the impossible; to navigate rough seas or advance quickly toward a corporate goal during a period of calm water. To some extent, leaders may be born, but their true skill is perfected over years of training and mentoring. Positive and negative experiences begin to form one's style. My leadership journey continued during the United States Naval Academy Leadership Conference. I was afforded what I like to refer to as countless leadership case studies that allow young individuals such as myself to learn from other "captains'" journeys to success.

One such journey came from Colonel Arthur J. Athens, the former Director of the Stockdale Center for Ethical Leadership, who discussed the

importance of humble leadership by highlighting the world-renowned New Zealand rugby team. The team was known for its sportsmanship, which was on full display following a crucial victory against one of its most formidable opponents. Unlike other teams who hold a press conference with the most influential players present, the entire team shakes the other team members' hands and immediately enters the locker room or, as the team refers to it, "The Shed." Colonel Athens mentions that upon entering The Shed two of the top players who also happened to be captains grabbed brooms and begin cleaning. When asked why they were sweeping their response spoke to the culture of the team, "Never be too big to do the small things that need to be done." Although cleaning was not their sole responsibility, the captains immediately set the tone and established the culture for the team by demonstrating that they were not above a seemingly mundane task. As a leader, one must not take for granted the actions of others who make success possible, and never expect others to perform tasks they themselves would not complete. Good leaders realize that the team succeeds or fails as a unit, not as individuals, and recognized that no task is considered below them if identified as one needing to be completed. Humility and the recognition of the contributions of all team members goes a long way toward fostering a positive environment with a culture where each "pulls" for one another.

Following Colonel Arthur, former Secretary of the Navy Gordon England echoed a similar message, stating, "Individuals are not more important than their peers, some positions may be." The Secretary made a key distinction between one's title and the individual leader by illustrating that a leader should never internalize their title. More simplistically, a leader should remain confident, not egotistical. A confident individual is conscientious of areas of improvement while utilizing their strengths and that of the team's to offset potential areas of improvement. The moment one believes too highly in oneself and disregards the needs of the team is often an inflection point and the catalyst for failure. The Secretary recalled a crucial decision he made while serving as deputy secretary of defense. One of his responsibilities was analyzing the long-term budget to determine certain areas that were no longer financially viable. With advanced knowledge that a particular department was going to be phased out in two years' time, he went against protocol and the guidance of his advisors and alerted the entire department. His rationale was that it was a moral requirement to tell these people, who deserved ample time for planning to secure alternative employment rather than be blindsided and act in a desperate, reactionary way. Despite bracing for a premature exodus from this

department or a potential decrease in productivity as his advisors predicted, both morale and output in the department increased. Those within the department were able to secure new employment without significant disruption to their livelihoods. Secretary England was able to rally the department together, complete all open work, and close the department in an organized and calm manner, while simultaneously earning everyone's respect through his honesty, transparency, and courage. In times of volatility and uncertainty, people turn to leaders to be able to rally the team together.

Navigating the high seas may not be easy, but by surrounding myself with a skilled team and by learning from other "captains," I left ready to implement various lessons learned throughout the conference. I am beyond grateful for this opportunity and would like to thank the Inamori Center for a truly inspiring experience.

Samantha Xu

Many would argue the traditional structure of leadership resembles that of a pyramid. The few leaders at the peak are attributed the power by those at the bottom of the pyramid. Decisions are made in a top-down approach. However, I am not alone in saying that this approach doesn't always work. After attending the United States Naval Academy Leadership Conference, one of my favorite takeaways was learning how to "upend the pyramid" by serving others.

Mark Twain once said that "the two most important days in your life are the day you are born and the day you find out why." For Brigadier General Dana H. Born, reciting this famous quote held special meaning as she rose from having severe learning disabilities to holding two master's degrees, a doctorate of philosophy, and the title of the first female dean of faculty at the US Air Force Academy. She found her "why" by turning her obstacles into her passion, and she took it one step further by helping others in doing the same. As Brigadier General Born put it, authentic leadership starts with a transformation from "'I' and 'me' to 'we.'" Finding a purpose is critical to the formation of any leader but activating change occurs when this purpose is spread to serve others. Having leadership established by acknowledging and meeting the needs of those who you serve is what upends the pyramid.

However, the difference between recognizing the need to upend the pyramid and practicing it lies in compassion and self-reflection.

Sometimes, caring about people requires no action at all, just a pair of open ears. When NPR's Senior Vice President for News was asked to leave due to

sexual misconduct allegations during the #MeToo movement, President of Operations at NPR, Loren Mayor, was faced with the daunting task of how to move the culture at NPR forward. She knew this was not the time to hand down protocol. Instead, she held focus groups with employees, leaned into collaboration, and synthesized what she heard. How do I make sure my team members are heard? How do I make it easier to help them succeed? Sometimes, all it takes is a "tell me what's on your mind" to hear people's frustrations and learn how to work toward rebuilding a community from the bottom up.

She gave power to the voices previously unheard in her organization by producing next steps that echoed the change her employees had been asking for. Oftentimes, the best course of action comes not from the expertise of the "top" but from the experiences of the people they are leading. Recognizing that requires a leader to have an in-depth understanding of their limitations, which does not equate to a gap in experience but rather an acknowledgment that one person cannot do it all—it's a team effort.

Horacio Rozanski, CEO of Booz Allen Hamilton, shared this ideology of active listening because spending real time with people and understanding what they care about builds relationships. Leaders care. When faced with the challenge of leading those older and more experienced than him, Rozanki found that connecting with people allows them to define you less by your performance and more by who you are as a person. But how do you know what to care about? How do you teach compassion? Finding out the extent of what you care about and how you will care is a delicate balance that requires looking into your values.

Serving others requires knowing oneself, but people change. Self-reflection is a constant cycle of evaluation and improvement. When Captain Charlie Plumb, retired Navy fighter pilot, talked about what it was like being a prisoner of war during the Vietnam War, he mentioned the frustration, anger, and guilt he felt alongside John McCain III and former US Navy Vice Admiral Jim Stockdale. Angry that they were being tortured and beaten. Frustrated that he couldn't find a way out. Guilty that he let his country down. However, Vice Admiral Stockdale recognized that despite being imprisoned, he still had control of himself, his emotions, and his outlook. Upon reflection, he instilled morale into his fellow comrades by changing their perception of themselves from "victims" to "warriors." He encouraged other prisoners of war to forgive the prisoner guards and to forgive themselves, and that alone was a representation of gaining control over the situation. It was what kept them alive. Gaining or shifting perspective

is just as critical in times of adversity as it is in everyday life. For Captain Plumb and his comrades, that required revisiting their values of forgiveness.

Erin Scruggs, Director of Talent Acquisitions at LinkedIn, offered a strategy to practice self-reflection: codify your values and goals. By writing down what you value as a leader and what people value, you solidify a set of principles that guide your decision making. You revisit them for consistency. You question them when they don't align with the views of the people you serve. You qualify them when you gain new perspective. Your values help you determine why you lead and how you lead. Knowing that answer requires compassion for others. Knowing that answer requires genuinely understanding the people you serve. Knowing that answer upends the pyramid.