Julie Caddy Catanzarite October 1 2015

Washtenaw Community College

C: Ok, it’s October 1st 2015 and I’m in Julie Caddy Catanzarite’s office at Washentaw Community College and the last time I saw you you were at Mount Pilot…?

J: Pilot Mountain…

C: Pilot Mountain, North Carolina Middle School where they absolutely loved you and the principal gushed. I mean that’s my memory of it.

J: Yeah.

C: (00:25-6:08) So, to get the career path, you were there for how many years?

J: Three and a half and then during my last year of teaching I started my Master’s program in Higher Education Student Affairs and then I did that for another year and a half. I ended up, when I quit Pilot, I went full time to get my Master’s where I worked as a graduate assistant at the University Of North Carolina-Greensboro, and from there I spent four years at Forsyth Technical Community College, which is in Winston-Salem, North Carolina.

C: Oh, ok.

J: And I have been here since January.

C: Right. Right. I remember the email. That’s great! First question then: How do define success in your current job and how did GVSU help you prepare for success, if it did?

J: Yeah, it definitely did. There was definitely a fairly easy transition. I think, for me, in comparison to some of my peers that went through the same Master’s program. I feel like I did have an easier transition but just in general I think being able to think about an end result of something. So with students you have an end result that you’re trying to achieve and then trying to figure out the best way to get there and so I do those same types of things here. It’s just with a different student population. And it’s always about student success. You know what is going to improve the student experience or student engagement or student learning, whatever it is, just trying to implement processes and programs to help the student get there.

C: Is most of your work one on one then? I mean you said, at times, you’re presenting in front of larger groups.

J: Yeah, so we do, at orientation, we definitely do larger groups at that, but I also manage our Student Ambassador Program and so there I have 8 students, who essentially work as campus tour guides. They help facilitate the orientation sessions. They help at campus events so that is where a lot of my one on one work can help with leadership development, soft skills development and professionalism and all those types of skills.

C: So to repeat what you said, just a hair, your preparation as a teacher has been an easy move to what you do now.

J: I feel like, yeah. It definitely build some things and I will say, too, when I was at…when I was granted my assistantship at the university when I did my Master’s program I was hired because of my experience in the classroom. So I was actually hired to develop curriculum for, they had just received a suicide prevention grant at the college and my job was to create, work with counselors, to create the curriculum to train peer educators on helping their peers recognize the signs of suicide. So, with that I developed a curriculum alongside, with the counselors so it was a really neat experience and then just having that experience of working with students and that whole idea of students helping one another learn…I mean that’s peer education and so certainly did that in the classroom as well.

C: Right. I mean the definition of success in your current job versus when you were a middle school teacher, is there, I mean, how do you know whether or not you are being successful?

J: Well, it’s definitely more challenging I would say in this situation because being in Student Affairs it can be more difficult to assess student learning.

C: Yeah.

J: Because we don’t always have a captured audience and so that makes assessment definitely more difficult. And so a lot of times we do have to go off of survey data, more like student satisfaction or student perceived growth rather than actual learning, like this is what you learned.

C: Right. You’re not going to give them a test or a quiz or have them write a paper.

J: Exactly. So, definitely becomes more challenging. You also can track other data items like we have an online orientation so we can give quizzes in that online orientation so there is definitely different ways that you can track success and being, I’m within the Student Enrollment Division and so we also have to, my supervisor has to monitor enrollment numbers so that’s another way to know whether or not we’ve been successful. If we have more student applications it would appear that we have been clearly somewhat successful probably so.

C: So you have multiple points that you can use to or multiple sets of data that you can use to judge whether or not you’re doing a good job.

J: Absolutely and I think too, and actually I’m working on this project right now, but just like we had standards in the classroom, so you had a curriculum that you would be given to by the state, we do have professional standards and so if you are implementing an orientation program (6:04) these are the things that you should be doing and these are the things that you should have for your program and so we have a similar set of standards it’s just a different population.

C: Ok. So, overall then, your preparation as a teacher and education has been a good background for what you are doing now?

J: Yeah.

C: That’s good to hear.

J: Yeah.

C: I mean that’s good for me to hear and I’m sure for Grand Valley.

J: Yeah.

C: How has your degree helped in your career, in other words, what skills and knowledge from your degree have you applied? And you can say, “Almost none” or…

J: Well, I think I’ve talked about some of those before…

C: Right.

J: But like I said, being able to get that graduate internship because I had the ability to develop curriculum and even if it wasn’t necessarily…they knew that I didn’t have the content knowledge necessarily, but I had the curriculum development knowledge and so I could create some really interactive curriculum to support the mission. I also think, too, I facilitate orientation sessions. If an “ambassador” can’t make a tour, I’ll have to step in and do the tour and so even just having those facilitation skills and public speaking experience, that has definitely, of course, that would apply.

C: Is it easier or harder to talk to older students than it is middle schoolers?

J: I think that it’s usually easier. I would say definitely easier because it’s a little bit more…they don’t have to be here, necessarily. There’s a little bit more motivation. They have a general interest in wanting to come here and so, with the exception of orientation, it is mandatory for all students, but what we find from students is that we have created such a painless process for them and an enjoyable process that they end up being glad that they came and so.

C: Good.

J: Yeah.

C: It is good. Oh, continue.

J: Yeah. I think having that knowledge of being able to support and challenge students so how do you find that balance? And I know we talked a lot about that in my Master’s program but we sort of talked about it in a different way but I know that we definitely learned those skills in the teacher training.

C: And that’s always tough anyhow. You don’t want to challenge to the point of failure. I mean where they give up kind of failure, but you want to challenge them enough that you know that they are growing. Anything else that you want to add with the second question?

J: Well, yeah, certainly, definitely having the understanding of learning outcomes.

C: Yeah, right.

J: Because when they enter orientation I want to be sure that we have set certain expectations for them to leave with, so just like you would in the classroom they need to learn X, Y and Z, and so you’re going to make sure that happens.

C: Are those (outcomes or expectations) set by (the professional standards or the CC?)

J: They would be just set by us. They would be what we feel our mission is during that program. And definitely there are, within the professional standards, there’s guidelines or suggestions for that as well.

C: So you have you have kind of a quasi-certification agency then? Or is it national standards?

J: It’s The Council for The Advancement of Standards in Higher Education. So they are just known as the [CAS Standards](http://www.cas.edu/standards). But (9:46) for every college program there’s almost always a CAS standard associated with it so if you are in Student Activities or Multi-Cultural Diversity or Housing, they are all going to have those CAS Standards.

C: Does anybody come in from off-campus to review?

J: Not particularly, no.

C: It’s just, “Here’s the standards. Live up to them.”

J: And I know with the accreditation agency, I haven’t been in Michigan long enough to really understand how it is here but at least in my previous institution in North Carolina we actually went through accreditation while I was there.

C: Oh, really?

J: So even Student Affairs areas have to commit to provide evidence of student effectiveness when it comes to accreditation.

C: And it would seem like you would want to anyhow.

J: Right.

C: Because, my assumption is if you don’t do a good job, less students come to your institution.

J: Right. Absolutely.

C: And it’s better to have “happy campers” than mad ones.

J: Yeah, yeah.

C: Other things that you would like to add for that (question)?

J: I’m just looking at my notes again.

C: Sure, please.

J: So, the only other thing that I had written on here, and I find it kind of humorous, I guess, but finding tactful ways to deal with parents.

C: Ok, that hasn’t changed, then, right? (difference between dealing with middle school parents and college parents)

J: Well, it is a little bit different because, here, especially, we have to abide by FIRPA.

C: Oh, yeah. You can’t tell them.

J: It is a little bit different but it just presents a different set of challenges, like, “No, I can’t tell you how your son or daughter is doing” or “No, you can’t ask questions about financial aid”. So, it’s a different set of challenges but I think being able to have some of those skills of ways to communicate appropriately to parents.

C: Being tactful. We can’t even write letters of recommendation any longer without a FIRPA sign-off.

J: Really?

C: Because, apparently…nobody that I know in the History Department, but somebody in the university…they got mad at somebody’s letter of rec(ommendation) and so…

J: Oh, my gosh.

C: So, or they are just being sensitive because everybody sues anymore. I’m not sure.

J: Yeah, yeah.

C: Why did you leave the classroom since your principal said you were an absolutely awesome teacher?

J: I know and I was thinking while I was listening to the video, I was thinking, “Man, I was a good teacher!” It sounded like I was a good teacher.

C: Let’s put it this way. You sounded like you knew what you were talking about, and I remember distinctly, you said you led some of the professional development at the school…

J: Uh, huh.

C: …because you were better trained, I mean you said that exactly, you were better trained than some of the people coming out of, like, Appalachian State, I’ll eliminate that name and then he (the principal) just reinforced it.

J: I think, I think it was a couple of different things. I think for one, I missed the opportunity, I felt like I didn’t have the opportunity in the classroom to really to work on some of the soft skill development and some of the skills that are more…the skills that are necessarily related to content, but that promotes student growth. And so that’s why when I found the higher ed program, it was perfect because it’s all about student development. I mean that’s, it just seemed like a light bulb went off as soon as I saw that that program actually existed. And I also think that I loved my time so much at Grand Valley that I wanted to be able to be in an environment like that for the rest of my life and so…

C: So some day you’re going to come back to Grand Valley?

J: Maybe. We’ll see. I mean I would love to come back to Grand Valley but I mean just the energy on a college campus is so different than what it is in the classroom and I think I just really craved that. I also think, to be honest, too, I was exhausted in the classroom. And so I think part, I don’t think that my…

C: And you were teaching English the whole time?

J: Yeah, which was my minor…

C: And those people (English teachers. My wife was a middle school English teacher and I had close association with English teachers throughout my teaching career. The accomplished ELA teachers are always grading because they want their students to be always writing.) are just masochistic.

J: Yeah. And I think part of that, I don’t think that I was probably had more of a challenge than maybe any other new teacher, but I do think just my personality, I am an introvert and so it was exhausting for me to have to communicate with people like that and to have to require the attention of 30 students was exhausting. Now I’m not as introverted as I used to be because I had the chance to gradually improve on that, working with people and having a different set of, different ways to communicate with individuals.

C: It’s interesting that you talked about the difference between content and the soft skills, the people skills, because I have had people, both one of the people in the interview process that is now a principal and then another is a teacher, say, in terms of advice to students (Pearls of Wisdom) not to get a Master’s in the content area because it’s more about the kids then it is about the content.

J: Right.

C: And that’s, I find that interesting. I am not sure how the History Department is going to find it but I can’t disagree with it at the same time because if you can’t make the relational connection to your students…

J: They are not going to learn anything. And then I know I, I feel like I touched upon this briefly in my last interview but just the structure of the curriculum. I really felt like my creativity was hindered (15:58) and even though I was thankful for the ability to pair up with an expert instructor, and that took a lot of responsibility off me, as far as developing things, at the same time I kind of lost myself in that process. You know because we were doing everything together. We were writing things together and using some of her old stuff and so then it was no longer what I wanted to do, almost. So, you know, it was a combination of all those things.

C: Sure, especially someone new out there. You do really want to put your stamp on it.

J: Right.

C: I think that’s a complaint I get from some of our current students, is there is so much “canned” curriculum out there that they have lost that control and one of the students was at, I want to say Cedar Rapids, (Cedar Springs) but it’s not that.

J: Big Rapids?

C: It’s Cedar something, but anyhow, they are using the Oakland (ISD) curriculum word by word. I mean it’s scripted and all the teachers were in revolt but my student who was there said, “This is mindless” and a really creative guy and so I relate to what you just said and he did, he would too. Other things that might have related to Question 3?

J: No. I mean it was definitely hard leaving but I could see myself on this other path.

C: Yeah.

J: And I always remembered, and I don’t remember who said it, but I just remember them saying, “The day that you don’t want to get up and go to work is the day that you need to leave.”

C: Yeah.

J: There were several days in a row where I felt that so it was just time to move on.

C: Yep. Exactly. Especially you move on to something that you really enjoy.

J: Right.

C: How might the History Department and the University improve upon advising and career counseling, and I think you are in a really good seat to make some comments there.

J: Well, I tried, I don’t really remember a lot of my advising experiences so I know I remember going to Professor Stabler at least once for advising but I also considered him my mentor throughout the program and so, but I didn’t necessarily consider all those instances like structured advising, you know. I think one of the things that would have been maybe more helpful for me would be to understand that…beyond the bachelor’s degree. So understanding the options that exist within the Master’s programs and maybe even giving guidance such as, “Don’t…it’s not necessarily recommended that you go into your content area. That maybe you try something a little bit different” because I really struggled for a long time. I knew I wanted to move on and do something else but I couldn’t even verbalize what it is that I wanted.

C: Right.

J: So it just took me opening up. My husband happened to be getting his Master’s at the time at that university and I just flipped through the (catalog)…I don’t know what they call those, they don’t make them anymore, but those guide books that have all the programs in it and I just found it. And I actually, I remember Googling how you become an academic advisor and so maybe to have students think beyond…

C: What are you going to do ‘down the road’?

J: Right. And if this doesn’t work out, what’s your Plan B? I mean we do that in advising all the time. If a student thinks they want to go into a competitive nursing program and they don’t appear to be, their scores don’t appear to maybe have the academics to do it you have to encourage them to think, “Well, what’s your Plan B?” You have to think of that alternative choice.

C: Yeah, you can still be a para and still be in the Health Services.

J: Right. And then, and I felt like this was probably the case, but being really realistic about the retention of teachers in the practice. And I remember that really bothering me that I didn’t want to quit because I didn’t want to become a statistic.

C: Now, I feel guilty. (So should I be realistic, in her words, and tell the students about the survivability of new teachers or leave that for them to discover on their own?) Because I recite that, hopefully, but maybe I should tape myself, when I say that, and I do say those words, “Here’s the statistics”. I say, “I need to do what I can to help you be successful.” But if it’s perceived as, “I don’t want to be that” (a statistic) then maybe I better stop using those words.

J: I just know that that stuck with me and I felt like, “Oh, my gosh, am I a failure because I am becoming a statistic?” You know. It worked out.

C: You were successful, though.

J: Yeah. I know. Definitely. I know I made the right choice for me.

C: And to go along with what you said, at least two or three of the people that I have interviewed already said they took Master’s in Educational Leadership with no intention whatsoever of becoming principals. And I said, “So why did you get the Master’s?” “Well, to move along in the salary schedule, plus we weren’t quite sure, but by the time we finished the Master’s we were really sure.” And so that whole thing (what Julie said about helping the students think about their future career paths) that is good advice. I’ll definitely bring that back to the University, both to the History Department and to the College of Education (22:04) because the College of Education is always interested in people signing up for their Master’s programs but to have some counseling about career paths early on, I think, would be a good idea.

J: And sometimes you don’t know, of course, when I graduated I was ready, eager to get into the classroom and I had a one-track mind and that is what I wanted to do but then, even to have resources for alumni to be able to reach back out and say, “I’m just not quite sure. This is what I’m thinking. What do you think?” To have that resource. I’m sure, obviously, at any point, I did, at least once, talk with Professor Stabler after I graduated about the next steps but it was just because we had made that connection and I thought of him before, but I don’t remember there being anything really formalized.

C: Well, the good news is we have to go through a strategic study every 5 years and we’re in the process right now. In fact I got an email this morning and they are really waiting to get the data from this study in the History Department because we want to make changes that will positively impact our students. So anything that we can do with advising within the History Department, within the College of Liberal Arts and Sciences and the university as a whole, I think, will be seriously looked at. We are looking at creating a History Alumni newsletter to be sent out once a month or once every couple of months because multiple people have mentioned, “I get those nice letters from the Alumni Association, you know, give us money, but not that other kind of contact, that’s not strictly formal, but still to maintain contact.” And the Facebook page and the Twitter account don’t necessarily do that.

J: And I know too that for my Master’s program they have a listserv so once you graduate you get put on this listserv. They will send out job postings. They will try to stay connected. “Tell us what you are doing.” And so even just a method like that.

C: Ok.

J: Seems to be somewhat effective.

C: We do have a Group Social Studies and History Majors Facebook Group so if you do “Grand Valley State, blah, blah, blah, blah, blah, you will get into that and it has led to people getting jobs and resources and things like that and there’s an Immigration lawyer in Philadelphia and it’s across the spectrum because of the History major background so that’s been good. Other things for Question 4?

J: I don’t think so.

C: Ok. What types of evaluations, both formal…and I think you’ve mentioned this before, formal and informal were used to assess your classroom teaching in those first 3 and ½ years and how were these evaluations used to better your teaching? And I’ve had across the whole spectrum on this (question) from almost none, to “Oh, my gosh, keep them away.”

J: So just so I make sure I am understanding, what questions were used to assess me and my teaching and to improve my…

C: If it…some teachers immediately, in the study so far, they immediately jump to, “I am assessing my teaching through the assessments with my students” and that’s great. So it’s however you, whether it was from the administration or from the students or both, how did you assess what your job was doing? And I think you have given a pretty good answer, a good answer about your job now.

J: Right. Right.

C: So, good ahead.

J: So, I would say definitely feedback from my principal would have been definitely one way to assume that I am doing a good job. Also, of course, state testing was another way that…

C: and South Carolina had (I meant North Carolina) state testing?

J: North Carolina.

C: North Carolina, right.

J: So we did have state testing but I always knew and my principal even told me this, “To take it with a grain of salt. That it doesn’t necessarily…” and it was really strange for my principal, I mean that was just the type of guy he was and he knew what kind of a teacher I was, so I…lost my train of thought here.

C: Well, how often was he in your classroom?

J: Not very often.

C: Ok.

J: Maybe a couple of times a semester. And they were usually very quick like…

C: drop ins?

J: Drop in type meetings and maybe once a year it was formalized where he would sit down for an entire 30 minutes with a pad of paper and take notes. I also think, too, working with other instructors who were like my mentor-instructors or the ones I would pair with, they would certainly know what kind of teacher I was just from the types of activities I would bring to them. But I don’t, I don’t know if I really knew.

C: Ok.

J: They would have been very subjective measures. I feel like just that could have even just reflected upon me as a person rather than “Are the students learning what I want them to.” It’s hard to say without giving a pre and a post test whether that state curriculum or whether…it was like on a 1 to 4 scale in North Carolina. If they were already at a 4 when they came to me (28:02) and they got a 4 at the end, then it doesn’t matter what I did. You know what I mean? But if they actually went from a 3 to a 4, then I probably made an impact.

C: Based on student growth and that was a bone of contention, probably when you were still at Grand Valley, East Grand Rapids, ok, they were talking about, how much improvement. Well, they have an excellent student clientele so they couldn’t show improvement. I mean literally they were in the 90th percentile and the state dinged them for that. They said, “You need to show improvement” and I think East Grand Rapids went back at them and I think Forest Hills did too, went back at them (the state) and said, “This is ridiculous!” and the state recanted. But, you’re right, if things are going well, really well, then how can you improve upon “good”. Excellent point. So, did you feel like you got enough feedback from your teacher-mentors and from your principal to make any kind of improvements? Or did you feel that was never a question?

J: I think, and Professor Stabler will probably laugh when I say this if he sees this, but that I was hard enough on myself…

C: Yeah, I think he would say that.

J: …to know that I always need to be improving.

C: We talk about you every once in a while. He was very interested in the fact that I was coming to do this with you. Any other things on Question #5? Ok, “Pearls of Wisdom”. Ok, I think you’ve already thrown quite a few “Pearls” out there. What would you tell current students before they start their careers, whether they decide to go into teaching or not, in other words, what do you wish you knew before you left Grand Valley? (30:06)

J: Well, I think I already touched upon this double point about worrying about being that statistic and don’t hang on just for…I mean that was just, it really effected me and I think even knowing that, being able to take advantage of every situation so whether or not you would think it would apply to you or not, take advantage of it. Just like being able to follow your heart and what your gut is telling you and recognizing that and honoring it.

C: Well, I think your quote about getting up several days in a row and not knowing whether you want to go to work that day is good advice too.

J: Right. Right. And I think, too, being able to take a risk. I took a risk by giving up my full time job and going back to school full time. You know that was a risk. I didn’t know what was going to happen or if it was going to work out. Fortunately I had done a year while I was still teaching and so I knew whether or not I was going to like it. But at the same time, I took that risk and it worked out for me and I feel like throughout my career my ability to take risks has always played out in the end. Of course I…

C: You moved to North Carolina. My goodness! To a little tiny town north of Winston-Salem.

J: I know, and, of course, I have taken risks and it didn’t work out but I learned from the experience and moved on and it never prevented me from being able to keep taking risks.

C: Right.

J: So, just don’t be afraid to take risks.

C: And, I think, despite the statistics, not even talking about that, a lot of people make career changes after they have been in the classroom. Whether they are going into the school administration or whatever.

J: Right.

C: So, I think just having the mindset that if life leads you in a different direction, it’s okay to follow it versus…I do tell my students, “If you make a decision during the Methods class, during teacher-assisting or during student teaching that maybe this isn’t the right thing for you, that’s a good result.”

J: Right.

C: Yeah.

J: And then, I also think, too, knowing the importance of mentors, so either having that teacher be your mentor or, like I said, I considered Professor Stabler to be a mentor, as well as in my last position, my supervisor was, and that usually doesn’t happen, but I considered her my mentor and she will be forever my mentor and that can just really impact your thoughts and your decision-making.

C: And what is coming out of this study so far is, boy, what a spectrum, between worst case, “I had a mentor. Never met the person, in two years. Don’t even know who they are” in a larger suburban/urban school to “Best thing that ever happened to me. Learned the minutiae of teaching. Just got a really good view of what is going on” to help make them successful. (33:36) So the bad case scenario is, “I am still doing well despite poor mentoring” and the good is, “I knew I had some weaknesses”. They are still a really good teacher or they are successful and they also had good mentors. Other “Pearls”?

J: I don’t think so, really.

C: Ok, that’s fine. Any other information that you would like to vent or give. Here is your opportunity.

J: Yeah. So a couple of things I had written down is so I was thinking about my experience now and how I work with people, maybe differently than how I worked with students in the classroom, but then even my experiences teaching, I’m not sure that we were necessarily, because teaching is an art, there is a science to it but it is also an art and we were expected to be creative with it. I’m not sure that we necessarily provided the opportunity to be collaborative with other students so we knew how to be able to work together to create curriculum. At least I don’t recollect that but…

C: No, that’s fine.

J: …I remember it being very awkward for me to meet with those other instructors and develop this curriculum so closely together and I was in North Carolina they started this new thing, I don’t even know if it is a thing anymore, but “Professional”, what do they call them? I don’t remember. PLOs? Or something like that.

C: Oh, yeah, I think so. (She might have been thinking about Professional Learning Communities or PLCs.)

J: Where you actually will come together and create all common curriculum for that grade. That’s how we did it at least. And I just remember it being a very awkward experience for me. Because I was, “No, this is my classroom and I think it should be done this way” and then to have to come together and try to build in my skills with somebody else’s strengths and that was awkward for me. And I think, too, now, I have had to learn what it is to be collaborative on projects and things like that. And it comes easy for me now after, I think, all those other experiences, but I just remember those first couple of experiences were kind of awkward.

C: And that’s, you know, some people, some students, will jump right into those, and others, they will tap back into their high school experiences or even middle school and say, “Group work or anything collaborative, if somebody let me down, I ended up doing all the work” and so they still had that poor taste in their mouth.

J: Right.

C: And it’s harder for them to engage in it.

J: Right.

C: But it’s not…my sense is it’s not from the university’s attempt to try and do that but there are probably more nuanced ways that we can get to it and maybe to the point where advice from grads too, reflected back to the student body and say, “Hey, this is a very important skill and you need to take advantage of those opportunities that the university offers within this classwork” or whatever.

J: Right.

C: But if you have any “Pearls of Wisdom” for professors that’s great too Julie. I’m still learning. I’ve been at this 43 years and I am learning a lot.

J: And then the only other thing is that I feel like we knew we were leaders in the classroom in the sense of leading students, but I don’t remember really learning or seeing myself as a leader beyond just me in my classroom with my students.

C: And you were leading PD down in North Carolina.

J: Well, yeah. Yeah. But I guess, just, especially like, going into, making that transition from a college student to a teacher, I didn’t think that would happen. (She didn’t realize the roles she would have to fill outside of her classroom role.) At least not right away. And just understanding what the whole spectrum of what leadership could be.

C: So they have this Professional Teachers Education Advisory Council so everybody from the content area—History, Poli Sci, Music, Art, you name it, meet with the College of Education and they do have one student representative but I think that would be something that maybe if we had more student contact for them on that kind of leadership role it might be good for students too.

J: So that would definitely be an example, leadership in that area, but I even thinking too, I don’t know, are you familiar with John Maxwell?

C: No.

J: He’s a guy on leadership. He writes all about leadership and there’s this book from him called [*A 360 Degree Leader*](http://www.johnmaxwell.com/store/products/The-360-Degree-Leader.html). It’s like leading from the middle, that you don’t have to have this high status to be able to still lead and understanding what techniques you can use to try to lead somebody who doesn’t report to you or to have…I don’t know how else to really describe it…but just a broader understanding of leadership that…

C: Versus the ‘gung-ho’ leader.

J: Exactly.

C: Another book to read. John Maxwell.

J: John Maxwell.

C: Anything else you would like to add?

J: I don’t think so.

C: Thank you Julie.