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Make It So

Leadership Lessons from

STAR TREK

***THE NEXT GENERATION*®**

Wess Roberts, Ph.D.,

author, Leadership Secrets of
Attila the Hun

and

Bill Ross



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This book is for Justin, Jaime, and Jeremy
with every confidence that they will always
engage wisdom whenever and wherever
they lead in their generation.

And for Cheryl,
who has always led well.

It is also for Susan, Bill's Number One,
and the rest of the crew he calls family.

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Author's Note

Late in his career, I had the occasion to meet Raymond Burr, who played the lead role in the *Perry Mason* television series. During our brief conversation, I happened to mention to him that Cheryl was a devout fan of his and both the original and new *Perry Mason* series. I then emphasized just how devotedly Cheryl followed the series by commenting that I believed she could perhaps recite most of his lines from the various *Perry Mason* episodes.

Being the gracious man that he was, Mr. Burr thanked me for mentioning this to him and asked me to tell Cheryl that he appreciated her enthusiasm for his work and the series. On reflection, what he said next should not have come as a surprise to me, but at the time it was a new and interesting perspective. He said that while Cheryl might find enjoyment memo-

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rizing his character's lines from past episodes, as an actor, it was far more important for him to concentrate on the lines he had to learn for future performances.

There is a valuable principle that can be learned from this brief conversation. While the past affords us the opportunity to learn many useful lessons that can be applied in the present, we can also gain insight for today by giving some thoughtful consideration as to what lies ahead for us in the future.

And so it is that while my earlier books presented leadership lessons that can be learned from a controversial leader who lived in a time long in our past, this work presents leadership lessons that can be learned from a fictional character who lives four hundred years in the future. Indeed, it is necessary that we be prepared to lead well in the present and that we acquire those leadership qualities that will become absolutely vital to our success as leaders in the future.

As I began work on this book, little did I realize just how rich STAR TREK: THE NEXT GENERATION is in illustrating the timeless leadership qualities that are as indispensable for those who lead today as they will be for those who lead tomorrow. I am now convinced that viewing the episodes from this series can also teach us valuable lessons about respect for life and acceptance of people without regard to race, gender, or culture. In viewing these episodes, one can also learn a great deal about the value of others' views and opinions, and that the unknown is not to be feared, but understood. Moreover, in our day of tumult and intolerance, it is

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altogether refreshing to view leaders possessing those qualities that give us hope for a better future.

For these reasons, I believe that STAR TREK: THE NEXT GENERATION provides a powerful metaphorical setting, and that Captain Jean-Luc Picard is a compelling protagonist, who exemplifies all of the leadership qualities illustrated and discussed in *Make It So*. Those readers who are familiar with the character, Captain Picard, already know him to be the leader that we all wish we worked for, whose leadership gives us confidence and comfort in meeting the challenges we face each and every day, and the type of leader that we should strive to become.

This book is written for both the Trekker and non-Trekker alike. To accommodate those readers unfamiliar with STAR TREK, a brief history of this series from *The Original Series* to *The Next Generation* is provided as an appendix to this book. Similarly, a cast of characters and a list of STAR TREK terms are also included as appendices.

Make It So is written as a collection of anecdotes and observations that come from selected experiences of Captain Picard and the crew of the *U.S.S. Enterprise* during their seven-plus years of voyages throughout the galaxy. These anecdotes are based on episodes from STAR TREK: THE NEXT GENERATION, but are retold through the eyes and in the words of Captain Picard. As such, he reveals his thoughts and emotions about these experiences and the leadership lessons they contain on a much more personal level than portrayed in the series. And even though these episodic experiences are

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taken from a science-fiction series set in the future, their underlying themes and messages are not so different from the real-life situations and circumstances each of us encounter daily.

The introduction for *Make It So* recounts the episode that I have chosen to give Captain Picard both a reason and motive for preparing leadership lessons based upon his experiences as the commanding officer of the Federation's flagship, the *U.S.S. Enterprise*.

Although a fictional character, STAR TREK's Captain Picard is not without flaw and has experienced many of the same kinds of problems and challenges you and I experience in our own lives. Moreover, developing the leadership qualities and poise that Jean-Luc has illustrated in *The Next Generation* is well within the reach of anyone who has the will and the courage to lead well. Some interesting aspects of Captain Picard's life leading up to the point in his career where he is given command of the *U.S.S. Enterprise-D* are included in the background section of this book.

Each chapter begins with a foreword that provides a general introduction to its theme. In keeping with the fictional authenticity of this book, whose primary audience is future cadets at Starfleet Academy, these are written by Admiral Andrea Brand, the Academy's superintendent. The foreword is followed by Captain Picard's summary of an episodic experience, which serves as the anecdotal illustration for the observations and lessons that follow. And while each of the nine leadership qualities discussed in this book is actually manifested by Captain Picard and/or other characters

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in the episode being recounted, these qualities were actually derived from several years of my research on leadership. But if you would like to think of them as qualities that Jean-Luc derived on his own, it will bother me not at all.

The leadership qualities in *Make It So* are presented in their rank order of importance rather than according to the chronological sequence of the STAR TREK: THE NEXT GENERATION episodes used to illustrate them. However, the fact is that these qualities are neither mutually exclusive nor manifest in isolation. If anything, these are interdependent qualities of effective, competent leadership.

Make It So concludes with an epilogue, which serves as Captain Picard's opportunity to remind us that the merits of one's leadership—fairly or unfairly—are always under scrutiny. It is a leader's responsibility to proceed with his duties without regard to being under constant examination. Indeed, the best of leaders needn't be reminded or compelled by others to do what is right.

Wess Roberts
Sandy, Utah
March 1995

Introduction

“Legacy”

Superintendent’s note. *A man’s learning, experiences, and wisdom need not die with him, but may live forever if recorded as his legacy.*

Admiral Andrea Brand
Superintendent, Starfleet Academy

***Captain’s personal journal: Stardate 41419.1.
Departing Relva VII.***

I find myself greatly surprised to have just been subjected to the most intensive investigation of my character and fitness to command that I have ever experienced in my thirty-nine-year career as an officer in Starfleet. Although a starship is subject to routine command inspections, this grueling scrutiny was quite unexpected. Perhaps even more disturbing to me was

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learning that this investigation was initiated at the insistence of an old friend, Admiral Gregory Quinn. I now understand that his motivation for this surprise inspection was based on concern for Federation security . . . the admiral and a few others at Starfleet Command suspect a conspiracy against the Federation. The fact remains that these suspicions fall short of justifying the evasive fashion by which Admiral Quinn directed his unannounced investigation of the *Enterprise* and me. Quite simply, the whole affair was a charade, from start to finish, and it placed a great strain on both the *Enterprise's* staff and my longtime friendship with Admiral Quinn.

In parking orbit at Relva VII, we were transporting Wesley Crusher to Starfleet facilities where he was to sit for competitive testing against other finalists for admission to Starfleet Academy. To my great surprise, I learned that Admiral Quinn was on Relva VII and had requested to be beamed aboard the *Enterprise* immediately. Once on board, Admiral Quinn and Lieutenant Commander Dexter Remmick, an officer the admiral brought aboard with him, met with me privately. During our brief meeting, Admiral Quinn informed me that Commander Remmick was with the Inspector General's Office and would be conducting a full investigation of the *Enterprise*. When I asked my longtime friend why this investigation was necessary, he simply but bluntly told me that he had reason to believe something was wrong with my ship. I was ordered to

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give Commander Remmick my full cooperation and directed to inform my staff that they were to do likewise. Frankly, it was difficult for any of us to sense a single problem aboard the *Enterprise* worthy of Admiral Quinn's concern. I also assure you that it was quite difficult to restrain ourselves when confronted by Commander Remmick's intrusive and harassing questions.

At the conclusion of his investigation, Commander Remmick reported to Admiral Quinn that he couldn't find what my old friend had asked for, either through lengthy interviews with my officers or upon detailed examination of the ship's logs. Although thorough in his efforts, Mr. Remmick said he could find no problems at all . . . except perhaps . . . a casual familiarity among the bridge crew, as if finding at least one *problem* would please the admiral. But he quickly surmised this intimacy *problem* to come mostly from our sense of teamwork and feeling of family. Commander Remmick's observation seemed to be his way of canceling out casual familiarity as a *problem* of concern.

As Mr. Remmick departed my conference room, he paused at the door and remarked that his tour of duty with the Inspector General's Office would be over in six months and upon completion of his present assignment he wished to be assigned to the *Enterprise*. In making this request, Commander Remmick simultaneously put his stamp of approval on my fitness to command and our casual familiarity on the bridge.

His investigation over and with only the two of us

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present, Admiral Quinn told me not to judge his or Commander Remmick's actions too harshly. It seems that he and others at Starfleet Command had to be very sure of me. They had become suspicious of certain problems in the Federation. They believed someone or something to be attempting to destroy the very fabric of everything the Federation had been trying to build up in the last two hundred years. He would say no more as to what evidence they had. Too many people were involved. Furthermore, he still didn't know if the threat came from inside or outside the Federation. My old friend said he needed people he could trust in strong positions throughout the Federation. My pledge of personal support was not enough. He wanted to promote me to the rank of admiral and appoint me as commandant of Starfleet Academy.

I was dismayed to learn that there had never been a problem with the *Enterprise*. The entire point of Admiral Quinn's investigation was to make sure that I had not sided with whomever or whatever was threatening the Federation, in advance of offering me higher rank and position within Starfleet.

While I appreciated the value of what he was offering, this promotion and its attendant assignment was being driven by politics. . . . I've never been good at politics. Just the same, as the admiral said he still considered me the best officer for the job, my decision to accept or decline—clearly a difficult choice for me—was not one I desired to make quickly. But Admiral Quinn wanted my answer soon. I gave it to him that very night.

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While it is quite extraordinary for a Starfleet officer to decline an advancement, especially to flag rank, it is indeed rare that one would at once refuse both a promotion and a prestigious assignment. My decision to decline Admiral Quinn's proposal was guided by a Starfleet officer's first duty—to the truth, whether it involves a scientific, historical, or personal matter. In this particular instance, the personal truth is that while I hold high regard for the mission of Starfleet Academy, I will best serve Admiral Quinn and Starfleet as captain of the *Enterprise*. This is where I belong, at least for the time being. Remaining firm in my decision, I still felt the necessity to tell my old friend that should he ever *really* need me at his side . . . he only need ask.

While I'm confident that my decision to decline Admiral Quinn's offer was correct, I feel it my personal duty to make a contribution to the Academy even as I continue to command the Federation's flagship. In this regard, I can see no better way to fulfill my responsibility to the Academy than preparing this book of thoughts on leadership for the leadership training of future cadets. And it is my sincere hope that this volume will be used as a guide not only by officers in the Starfleet but by civilian leaders in the Federation as well.

Since an officer is rarely more effective than the capabilities of those around him allow, it is my firm belief that very high on the list of an officer's principal duties is the responsibility to develop the leadership

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abilities of his subordinates. In keeping with this belief, it is my desire to provide you with a resource that addresses leadership qualities that have stood the test of time. I am confident that these qualities will remain cardinal skills of effective leaders, even as you study this record far into the future.

As you progress through this book, I advise you to listen closely to its message. In it, you will find expository illustrations of events during which these leadership qualities were manifest, misapplied, or even neglected. I will record and comment on these events shortly after they have taken place, while they are still fresh in my mind. Indeed, I will record them in the form of journal entries, which are longer and more comprehensive than the log entries that make up the daily record of a starship's progress. But in its final form, this book will be compiled nonlinearly, according to the importance of the leadership qualities it illustrates and discusses, rather than the chronological order in which its recorded events occurred.

As a newly commissioned officer, it is quite ordinary to imitate great leaders you have come to know through your studies and service. But when you stop imitating others and start leading in your own way, you will begin to emerge as a great leader in your own right. To that end, I leave it to each one of you to investigate all possibilities for best employing these lessons in the performance of your various duties as a Starfleet officer. Make it so.

Background

“Jean-Luc Picard”

Superintendent’s note. To learn from the past, we must first know those people who played pivotal roles in our history. To anticipate a better future, we must first know those people who will lead us toward the best that we may become.

Admiral Andrea Brand
Superintendent, Starfleet Academy

Captain’s personal journal: Stardate 48811.5. At Starfleet Academy.

I began writing this journal midway through my first year as captain of the Federation’s flagship, the *U.S.S. Enterprise-D*, and now end it in my eighth year of command. Sadly, the Federation, my crew, and I have all suffered a great loss, as the *Starship Enterprise* has been destroyed on Veridian III. Nevertheless, perhaps it

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is possible that the *Enterprise*'s crew and their experiences will live forever through the medium of this record that I now turn over to my good friend, Admiral Andrea Brand, to publish for use in leadership training at Starfleet Academy. I am now anxiously waiting to discuss my future role with leaders of Starfleet and the Federation. I only hope that I can continue to serve in a capacity that will allow me to make a difference.

As I fully realize that many of you who will come to read this book may not have a knowledge of who I am, perhaps it would be worthwhile to tell you something of my past in order that you may better understand me.

I was born on Earth in the year 2305 in LaBarre, France, to Maurice and Yvette Gessard Picard. They named me, their second son, Jean-Luc. Mother was a kind, patient, and understanding woman. Fortunately, she was able to see past my weaknesses and nurture my strengths. Father was a tradition-bound vintner, who avoided the use of modern technology whenever possible, as he believed its use would lead to the erosion of those values we should hold most precious. True to his convictions, he relied on conventional methods to produce his celebrated Château Picard wine.

My father and I never understood one another. He neither gave his personal approval of my fascination for space nor encouraged my interest in science. Father wanted me to become a vintner, remain at home, and join him and my brother in the family business. But the simple truth is that I never aspired to pursue the expectations my father held for his sons, and my career

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interests simply took a different direction. Perhaps this is the reason why I cannot help believing that my father never forgave me for the disappointment I caused him when I left home to attend Starfleet Academy.

My elder brother, Robert, was as tradition-bound as our father. Robert married a wonderful woman, Marie, and they took over the operation of our family vineyard upon Father's death. During our youth, Robert often bullied me and was jealous and resentful of even the least of my achievements. Consequently, our relationship remained one marred by senseless sibling rivalry rather than being one bonded by brotherly love until we had the opportunity to make amends many years later. Although I am particularly grateful for this reconciliation, one that occurred just four years ago, I am deeply saddened to have recently learned that Robert and René, his eleven-year-old son, met an untimely and tragic death, having been burned in a fire. Indeed, their loss leaves virtually no one to carry on the Picard family name, as I have never married or fathered a child.

I was admitted to Starfleet Academy in 2323, at the age of eighteen. My years there were both challenging and enjoyable. As a cadet, I was enthusiastic, and my creative use of enthusiasm sometimes resulted in my being called to the superintendent's office to discuss certain problems—problems our Betazoid superintendent fully understood in advance. These problems notwithstanding, I did form excellent relationships with several instructors, and staff, two in particular. As

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well as being an extremely capable instructor, Professor Richard Galen is perhaps the most prominent archaeologist of our time. We had a close relationship. I had a father, but Professor Galen was like a father who understood me. He had children, but they didn't follow in his footsteps, and I was like a son who understood him. And I cannot forget Boothby, a groundskeeper. While a cadet, I thought him to be little more than a mean-spirited, vicious old man. I now consider him to be one of the wisest men I have ever known. It was he who helped me right a serious wrong I committed while a cadet—a problem I need not now reveal. Quite simply, Boothby knew that I understood what had to be done to correct this problem and made sure I did just that. I didn't speak to him for months afterward, and have yet to properly thank him for his help. Nevertheless, I must admit that without Boothby's timely intervention, I would not have been allowed to graduate.

Because I was an accomplished wrestler and won the Starfleet Academy marathon on Danula II as a freshman, my sense is that some of my classmates and instructors considered me a capable, all-around athlete. True enough, but perhaps I am better remembered by them as a student scholar, because even though I failed to gain admission to the Academy on my first attempt, I graduated with top honors in my class.

I take no pride in revealing that as a newly commissioned ensign, I was intelligent but not yet wise. Arrogant, cocky, and occasionally lacking proper personal discipline, I had a rather large ego and bountiful

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self-confidence—too bountiful on at least one occasion.

Shortly after graduating from the Academy, I was on shore leave with Ensigns Marta Batanides and Corey Zweller—two of my classmates—at Starbase Earhart, where we were awaiting our first deep-space assignments. We spent some of this idle time relaxing and playing *dom-jot* at the Bonestell Recreation Facility—a seamy bar and gathering place for all sorts of galactic riffraff.

One evening, after defeating several other Bonestell patrons at *dom-jot*, Ensign Zweller was challenged to a match by a particularly contemptible Nausicaan who was spoiling for a fight. The Nausicaan cheated. Corey lost. Later that evening, when he found out the Nausicaan had cheated, Corey wanted revenge. I helped avenge my friend's loss by helping him rig the table so that the Nausicaan couldn't cheat in a rematch. They played a second time. Corey won. Neither the Nausicaan nor his two friends took kindly to losing. They were outraged and wanted a fight. So I gave them one.

Giving no regard to their physical advantage—the Nausicaans were all nearly twice my size—I took on their leader. Striking him with a double-fisted uppercut to his chin, I knocked the Nausicaan to the floor. A second Nausicaan then attacked me from behind, but I was able to throw him to the floor as well. In the meantime, their leader had gotten up and taken a position behind me. Suddenly and violently, he stabbed me in the back with a long, serrated-edged