

Transcripts from Call with Becky Burleigh
Implementation of the What Drives Winning Materials
7-20-15

Celia Slater: All right. We are recording. Becky, thank you so much for taking time to do this because I know we've had people who have some questions about how to really jump-start and get this started with the What Drives Winning CPR material. Take it away.

Becky Burleigh: I think the number one thing you got to do is you have to be really fluent in the book. Hopefully, everybody's read that and have made some notes or you have to not just read it once, but be really familiar with the material. That's going to come more and more, the more you use it too. I think that's the number one priority.

The second thing is you got to decide if you're going to ... How you're going to teach from the book. We bought the book for all of our players. I know that's not necessarily an option for everybody. That way we can ... Right now, I've met with the freshmen a couple of times. I have them bring the book and then we'll use it. We'll say, "We're all going to turn to page 157 and look at this page," or something like that.

I think Celia sent you guys these handouts that Lisa and Brett made the road map. This is a really good way to get the whole thing started. This is where it's different for everybody. For example, with soccer, we have a super short pre-season, so we might have to put in 2 or 3 character skills a day. Whereas like if I'm basketball, where you guys play the entire year-round and you have this big lead-up into your season, then you can just be really slow about it.

I would not try to sit there and do everything at once. I've done that in presentations only for efficiency. I think that if you really wanted to sink in, probably the best way is to do it as slow as you can, given your situation. You guys feel free to jump in with questions at any point too.

The first thing I would do before even using the handouts is you have to give them the whole reason why this is important. Talking about the whole CPR model which is we focus less on the results, more on the process, but character drives the process. You have to explain to them why.

For example, giving them examples of, "Are you always in control of your results?" Some people are going to be tempted to say "Yes" to that question, but then you can bring up examples like, "What if you get injured? What if you're playing basketball and the team triple teams you?" You trying to get 30 when someone's triple team you may not be the best idea for your team. There are certain things that happen that don't allow you to control the outcome of situations, where the outcome is the outcome of the game or where the outcome is the whole point of starting or how many points you get or those kind of outcomes.

The way that we look at it is ... I think it's in the book. I don't know the page number. I probably should've looked at that before. Where it says something like the definition of a goal, this is in the beginning, or just goal, and it says, "The result ..." Hold on. I can show it you here. Share screen. Let me try this for the first time. Whoa. That's a lot of choices. I don't know about this idea. It's showing iTunes, system preferences. Hold on. I think I'm not going to share my screen right now. Anyway, it says something about goal, the result to which effort is aimed. That's in the book.

You talk to them about focusing less on the result because results are out of our control and more on the effort, but effort is still process. That's how it ... This is all in the book. You can go back and reread this little section. I think that's a really good way to start is with that whole idea of why we should focus a little bit less on goals because goals are the result to which effort is aimed. We can't control the result. We want to focus more on the process which is the effort side of the definition.

The next thing I always say is, "What happens if I create the perfect training plan for you? You're one of my players. We sit down together. We create this whole great X's and O's plan. We create this whole great fitness plan. You think it's perfect. I think it's perfect. We're set to go. What happens if you as a player don't have the discipline to follow the plan?" There's still nothing wrong with the plan, right? The process is awesome, but the person is what drives the process. That's a really clear way to get them to leave it like, "Yeah, process is really important. Let's not minimize process, but ultimately people are going to drive that process." That's why the character skills are important. That's a little bit of an intro.

The last thing I use to try and sell it to them is I say, "Do you think ... " Because I'll show them the 2 lists of the character skills, the performance and the moral. I'll say, "If you were on a team that had all of these skills, do you think you would be good?" Everybody says, "Yes." We talk a little bit about like, "Do you see how if you had all performance skills and no moral skills, that could be a little bit of a problem?" I always use Lance Armstrong as an example over these other people. I'm sure he checked off every box as far as performance to the max. He had questionable moral skills. You can get to the top possibly with just your performance skills. You probably just can't stay there.

I say to them, "What if we had all the moral skills, but none of the performance skills?" They're like, "We'd all get along great. We'd have great team chemistry, but we might suck." Making sure they understand the balance of the two is what creates the best outcome.

The final selling point is, "Do you think that you can improve on these things?" Everybody says, "Yes." I'll just pick 2 or 3. Let's say that you were more hardworking, positive, and resilient, would that make you a better player? They say, "Yes." I say, "If you were more unselfish, appreciative, and trustworthy, would that make you a better teammate?" They say, "Yes." "Do you see how this could lead to a possibility of outcomes, that you're going to be a better player and you're going to be a better teammate, the results are going to follow?"

I think it's really important, especially for the most competitive people like the real mastery-driven people. They need to understand why they're doing this because ... Especially the moral skills, they might be like, "This is all nice, soft, warm, and fuzzy, but what's it going to do for me?"

You guys sell them on the fact that being a better teammate and being a better player is going to give them better results. Does that make sense so far? Anybody have any questions so far before we move on?

When we go ... I would start with ... I would have them all fill out the "what's holding you back." This is a little hard for some people because they don't like to be ... It's funny when you watch people do this. A lot of times they'll cover it, so other people can't see it.

Becky Burleigh:

I would have them fill out this what's holding you back. You're probably going to need to preface it with the way that we start to identify the things that we need to improve on, is figuring out what those are. That's where the what's holding you back sheet comes in.

There's a really good video on You Tube. It's by Sue Enquist. She was this ... Did you guys meet Sue? Was she at the program? I can't remember. I think it's called Sue Enquist inner critic. It's from The Filmroom Project. It's a really short video. It's about a minute. It talks about her and showing all these people who wrote all these bad things like, "I want to quit. I suck. I can't meet expectations." She shows the people, not by name, but she shows like, "The person who said that was a 2008 gold medalist. The person who said that was a 2013 national champion." That's really eye-opening to people because they don't think that people who are successful have these issues. Sometimes, that might be a good way to preface this what's holding you back is that everybody has things that hold them back. You can also use that video for when you talk about positive in a way that you'd speak to yourself.

I would tell you too, if you go to ... The Filmroom Project right now is not complete, but it still got a lot of videos on there that you could use. You can store it by subject, by person who's talking. It's mostly basketball people right now. The other stuff will be there eventually. It's a good start if you're looking for something specific.

We'll have them fill out the what's holding you back. This is up to you. I would recommend this. I'd then ask them to share with one of their teammates. They're paired up. Usually, it's just whoever they're sitting next to because they're probably sitting next to somebody they're comfortable with. This is being vulnerable. It's working on trust right away. I ask them to share.

After they've checked off, you tell them, "You could have 20 checks. It doesn't matter how many checks you have." After they've done their list, we ask them to put to order them in their top 5, 1 being the thing you struggle with the most, down to 5. When I have them share it, I just have them share their top 5 with each other. That's usually a little eye-opening. Once they share their top 5 with one another, that takes 5 minutes tops, not even, like 2 minutes, then they take their top 5.

If you flip over to the next handout ... These 2 go together. I would do these 2 things together. I would have them take their top 5 and I would [inaudible 11:50] to their sport, explaining, using those things that they listed in their top 5, to that person, like, "Dear soccer, I love you and I hate you. I've had so many friendships and traveled the world because of you, but you also sometimes steal my confidence because of expectations from others. Sometimes, I feel really judged," blah, blah, blah. You know what I mean? Using the 5 things that they put in there. I usually give them 5 minutes.

This is just a cool tip. I don't know if you have to do it. Because you're usually writing, I'd put on some type of music. You play music that's not got words in it or very little words, like some kind of techno or something. I use a 5-minute song, that way I know when the 5 minutes is up. Will I get 4 minutes, I'll be like, "We will have another minute."

Again, I will have them share them. There will be some people who'll be like, "Oh no, I'm not sharing that." You got to encourage a safe environment. Ideally, you would like to get a couple of people to read theirs to the group. That's going to depend on the level of safety and trust you have in the room. When the younger people you're working with, the harder that is. I did it Sunday or Saturday with younger campers.

Becky Burleigh: They were a little hesitant to share. Again, making a really big deal when someone shares and talk about like, "That's courageous because you're going to come to courage in a minute. We're getting out of your comfort zone." We talk about trust in the room like, "Do we trust each other enough to share this information?" Some people, they might not care. It depends on your group. Those 2 things, I would do together.

If you have an opportunity, I would stop there. That could be your session in 1 day. A whole session isn't going to take you more than maybe 30 to 45 minutes tops. Everybody ... Anybody had any questions about that?

Sara: Do you recommend doing anything with vulnerability or talking about trust before all this or just incorporate it all in or just lay that?

Becky Burleigh: The problem that ... The issue is that you haven't gotten to the glossary and talked about that. You could, like that Brené Brown video that I think that [inaudible 14:50]. That's a really good video to get them to understanding why vulnerability's important. If you're going to do that, then I would frame it ... You don't want to get them confused. I would frame it under maybe trustworthy and trust-willing because vulnerability isn't technically one of the skills in the book. Explain what that means, go into that, and then do what we just said.

I think a lot of people, although they may not understand the definition, we have a trust, they know what trust is. I think if you just say, if you just create an environment where people are willing to share, you'll be surprised. The college kids, I generally don't find to be that difficult to share. There'll be some people who don't want to, but for the most part, it's not a problem, especially [inaudible 15:43] it to one person is easy. It's just a couple of people who are going to be courageous enough to get up and read it in front of the whole group.

Sara: Thank you.

Celia Slater: Just keeping an eye on time. You have 18 minutes left.

Becky Burleigh: The next one is the 2 that I would do together are identify your inner circle and create your board of directors. You can do that together. That's really easy, very short. Talking about the difference between the inner circle and the board of directors is the inner circle are people who would support you and would love you unconditionally regardless of if you never played your sport again. Some people's parents won't be in that inner circle which ... It'll give you a really good insight. You should collect these from them at the end. The board of directors is people who can help them with what they want to be and will help them what they do. If they want to play ... If it's being a basketball player, if it's being a nurse ...

There's 2 different things. The big point of emphasis in this is inner circle is about people who love you for who you are. Your character is who you are. Board of directors are people who can help you with what you do. You're trying to separate the person from the player. I would do those 2 together. It would give you a lot of insight into who they are. If you can find things that support it, if you can find an interview with somebody talking about inner circle and how important that is ... I always try to find examples of media that show that.

Celia Slater: There's a good video on or film with Coach K talking about getting on the bus, who gets on the bus.

Becky Burleigh: Yeah. Get on the right bus. That is a good one.

Celia Slater: Get on the right bus. That's a good video on Filmroom TV.

Becky Burleigh: We come to the glossary. You got to sell them on the need for a glossary. What I would do first is I would ask them to all, again, in their pairs. This is a new day, again, or at least a new session. How would you define positive? Turn to the person next to you and tell them. You're going to get everybody who's saying about the right things, but it's not going to be the same. You could say like, "We've asked 6 different people. How many different definitions do we have? 6. We all have the same idea, but that's not very efficient if we're not all working from the same definition."

If you want to make it fun and break it up a little bit, we have them bring their phones to the medium meeting, which they're really excited about doing anyway. We have them again in their pairs. We say, "Look on the music on your phone and pick your favorite song from your phone." "With your partner," we would say to them, "On the count of 3, 1, 2, 3, play it at the same time." You're going to have somebody playing like, who knows, Kanye and somebody playing Taylor Swift at the same time. It sounds horrible. If you really want to illustrate the point, it's cool. If you can bring up 2 little portable speakers, have them both plug it in at the same time and play it at the same time in front of the group. Pick a partner or a pair and do that.

What we say is, "Could you imagine if ... " Because we have 11 people playing at once. "Imagine if we had 11 people, all listening to different things and all on different pages. This is the need for the glossary."

This is where I think you can start going into ... You can talk about ... If you want to start talking about specific skills at this point, because now you're again reminding about why performance skills are different than moral skills, if you wanted to start teaching a skill, you could here. We'll just keep going. I'll come back to that at the end. Remind me to come back to that at the end.

New day. You have the character checklist now. You'll ask them to pick 5 and 5, 5 from one side, 5 from the other side. Again, I would remind them about the difference between performance and moral. You're going to say, "These 5 that we're good at or 5 that we want to be good at, like what ... It's going to be 5 that you want to be known for in the upcoming year." They'd flip it over and they write an award banquet speech like what would they want you as the coach to be saying about them at the end of the year, incorporating those 5 and 5. Again, I would have ... I would try and get a few people to share.

The important part of this is this is now your grading scale for that individual. If this individual is saying, "My awards letter says, "Becky is the hardest working player we had this year. She was always positive. She was very enthusiastic. She was appreciative to her teammates. She was always loyal to the coaches,"" blah, blah, blah. Now, it's like, "I'm telling you what I want to be known for." The first time that I am not positive, you can say, "This is what you're telling me you want to be. Am I wrong in trying to judge you on this to help you get there?" They're going to say, "Yeah, that is what I want."

It's perfect because you have the grading sheet now. You're not grading them on whether they executed something. Let's say, they had a really bad game. You're grading them on whether they were positive in light of that really bad game.

The last thing, again, this is something you could do as a group or individually. I would show them as a group, having an accountability program. Let's say that this is ... I want to work on 2 character skills. I want to work on appreciation and discipline. I would write down on this card. I would actually give them cards to do this. You can create your own or you can just copy this. "My name, Becky Burleigh. Week of 7/20/15. The character skill is appreciation. What I'm going to do this week to improve it is I'm going to write 3 thank you notes to 3 people in my life. I'm going to leave notes on 3 people's boards in the locker room, people that I would not normally talk to as much. For discipline, I'm going to get up at 6:15, 3 days this week, and run extra sprints."

This is where you choose for somebody to be the person that holds you accountable. It can be you, the coach, or it can be a teammate. You share this card with that accountability partner, and then you'd check in with them at the conclusion of the week to see that you've actually done it.

The way Brett does this at his academy is I write the card. I give it to my accountability partner, which in their case is the coaches. I give it to the coach. At the end of the week, we decide if they get that card back, whether or not they completed the tasks that were on there. That's a really good way of actually making sure they're following through with the things that they say they want to do.

Now, you've got a basis. Now you can go back and start teaching the skills. For example, courage is a really good way of getting out of your comfort zone. It says, operating outside of your comfort zone. We ... I saw this video on the Today Show on Friday. It was this little boy jumping into a pool. I'm sure it's on the Today Show website if it's not on You Tube. He's wanting to go, but he's nervous. He's like, "I'm strong. I'm brave. God made me strong," and then he jumps in the water. It's really cute. It's 30 seconds. It's a good way to introduce courage because obviously, it was out of this kid's comfort zone to jump into the pool. You can find stuff like that all the time. Once you start focusing on a character skill, you'll find a hundred examples of it. I try to find stuff that's in current ...

There was a thing on ... This is on You Tube too. For positive, that guy, Drew, the stuttering comedian on America's Got Talent. I don't know if anybody saw that. This kid is a comedian, and he has a really, really, really bad stutter. What happened was he had an injury, a softball injury, and it hit it, a ball hit his vocal cords and damaged him. Now he has this stutter. He's taking this negative thing that happened to him and turned it into a positive. It's a very touching story, by the way.

Finding things like that, that they can relate to, that are current to help you teach the skills, I think, is really good. Sometimes, it can be activities. There's activities in the book that talk about different ways to work on these things. That's at the end of the chapters, there's different activities. I would totally utilize all of your creative powers and resources. You can look on Filmroom and find videos that illustrate it. You can Google "honesty" on You Tube.

Celia Slater:

One of the other things, Becky, where I know Brett talked about a little bit and you've talked about is the power of ... Say, you pick your character skills for your team that you want to work on. This generation, they really like pictures that represent that skill. If you made cards for all of them with their actual skills and got pictures that represent them, they would really like that as well, probably. That's just an idea.

Becky Burleigh:

Yeah. Like Shaka Smart at Texas, he has these cards that ... It's something, a collection of [inaudible 26:28] all his recruits. It has ... There are ... I think they have 6, what they call core values, and he has pictures that represent it. Some of them are pictures of his own team like a guy helping a guy off the

floor. It would say something like, "Unselfish." He has a picture of, I remember this one, [inaudible 26:49] image to it, and then he sends that out all the time. They have it in their locker room. They have it everywhere.

I would put the definition that you want associated with it. Ours are in our bathroom. They're in our locker room. Because the definitions are so simple, the more you see them, the easier it will be to assimilate them.

You can make all the freshmen have to do 5 moral and then the sophomores have to do 5. Get the rest of the moral, where you can divide them up that way, where they have to memorize and then present them to the team. You can do all sorts of different things.

Celia Slater: Becky, can you say how you structured in your week? Do you, every week, you pick a lesson, don't you or how do you do it?

Becky Burleigh: In pre-season, we try to install a lot because our pre-season is super short. We will do probably 2 skills a day in pre-season. Just like we install an offense or a defense, we're installing character. As the season goes on, we revisit those.

It depends on what is called for. If we're struggling with positivity, then we would go back to positive. We'd create a message around positive, which is our very first day of the week, which for us is Monday. We'll do some type of presentation on Monday. Short. I'm talking no more than ... Long one would be 30 minutes. We're trying to carry that through the week of the team training too.

We'll put them in difficult situations in training that week, so that we test their positivity and then come back to like, "Are we staying positive in this situation? It's good and useful thinking. Did we use good and useful thinking?"

It's not like I'm changing my training. I'm just emphasizing positive within my training. Some ... It should make it to where you create, for example, you could be ...

Becky Burleigh: I'm just trying to find a direct line. Anyway, practice, I'll say it again in case you didn't hear it for the third time, you would be using it ... If I'm working on trust, then I'm going to work on trust in my practice by creating situations where people have to rely on one another. It could be in our fitness. It would be in our actual practice where someone has to play ball and then someone who has to turn and finish. The pass has to be good for finish to be good. I'm emphasizing trust in that. I'm not emphasizing so much the X's and O's of that drill. I'm emphasizing their trust.

Celia Slater: We have 5 minutes left. Do you guys want to ask any questions that you have real quick? Let me unmute everybody. Just be really careful with the background noise. Anybody have a question for Becky? Good job, Coach. No questions.

Becky Burleigh: You can't do it raw. If you follow the book in terms of the activities and ideas, that's going to give you a lot. You just have to be creative on your own. You don't even have to be that creative. Just start looking for stuff. You just look at things differently.

I go watch a game now. I'm watching someone's reaction to a situation as opposed to the actual situation. I mean, you can watch both, but you know what I mean? If the person ... Looking at things

this way, you can't stop looking at things this way, which is challenging because then you get really frustrated. You're like, "What is she doing?" That part, it'll really change the way that you look at things.

Celia Slater: You're always looking for ideas constantly with videos, things on television. Seriously, I've seen Becky's archive of videos that she's found and collected over the years. It's just that she knows what fit with this character skill or that character skill. It's a pretty impressive library, Coach.

Becky Burleigh: You can go on Buzzworthy. You can go on ... I see things on Facebook, Twitter, all sorts of things.

Becky Burleigh: Go watch the ESPY's There's a thousand things from the ESPY's that you can use.

Sara: Quick question. Do you go over all of the performance and all of the character skills every year in your [inaudible 34:11]?

Becky Burleigh: No.

Becky Burleigh: It just depends on what's important to your team that year. Last year, we had a lot of seniors. We did not need discipline. We were pretty good at. This year, we have 14 freshmen. You bet, we're going to do discipline.

I would probably pick ... It depends again. I don't know your team. You could go 3 and 3, just all on one side or all of the other. It's depend on what your team brings up. I may think that our team needs discipline, but maybe we're really good at that. Maybe I'm going to skip that because I find that out about them, but we really, really suck at appreciation. Now they have to work on that.

I think that's where a feedback like once a week and slowly, you get to know your team before saying, "We're going to do all of these right here." If you already know your team really well, then maybe you know there are certain things that they're already good or bad at. You don't want to skip things you're good at either because that can be a huge strength.

Celia Slater: We have less than a minute, so we have to say thank you. If you guys have any other questions, I'm sure, Becky, you can email her. She'd be happy to talk to you and talk you through some of it. I have to stop the recording now. Thanks, Becky.