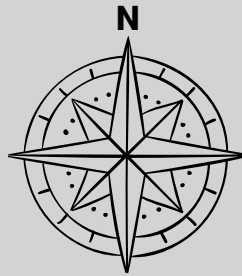


“You can’t do it alone. If you really want to be a successful leader, you must develop other leaders around you.”

– John C. Maxwell



chapter 5
**MANAGING YOUR
LEADERSHIP: THE KEY**

By Holly Hesse

chapter 5 sections

- The Leadership Loop:
Creating a Culture of Leadership
- Self-Leadership: Taking Empowered Responsibility
- Expanded Leadership: Modeling and Mentoring
- Collective Leadership: Leading Down, Across and Up
- Super Leadership: Releasing the Talent and
Energy of the Team
- Habitudes: Developing Character, Attitude and
Leadership Examples
- Committees: Leadership in Action

MANAGING YOUR LEADERSHIP: THE KEY

This chapter focuses on organizing, leading, and managing your team leadership, which is the key to putting all the pieces together. You see the big picture, but you need other leaders to step up to make your mission, vision, and standards a reality.

Let's start with framing. Framing is how you see something. For example mathematicians view the entire world in the context of math. Everything is about math. My guess is that every trip they take involves solving a $\text{rate} \times \text{time} = \text{distance}$ equation; that's simply how they frame the world.

How we frame leadership is very important. Oftentimes, we frame leadership in a destructive way. We frame leadership in the false narrative that there are only two categories that people fall into. They are either a leader or a non-leader.

A more constructive way to frame leadership is that everyone has leadership knowledge, skills, and abilities (KSA). Some have fewer, and some have more. Either way, there is always the ability to grow that leadership in an unlimited way.

I often hear coaches complain about their team's lack of leadership. My first thought is, "Well, what are you, as the coach, doing to cultivate and create a culture of leadership? What are you doing to grow the leadership within your players?"

Developing leadership skills in our student athletes is among the greatest things about sports and being a coach. So how do we boost them towards even higher levels of leadership? How do we increase their leadership KSAs? How do we provide opportunities to exercise these KSA and continue to grow their ability to lead? In this chapter, we explore some ways to create a leadership culture.

My leadership model is based on the philosophy of creating an environment where everyone feels they have a personal responsibility to, and are part of, the process. I often remain in the background and become an astute observer. I empower others to take responsibility to do the right thing. I create space for others to be inspired and to step into their own greatness.

Below is my leadership model:

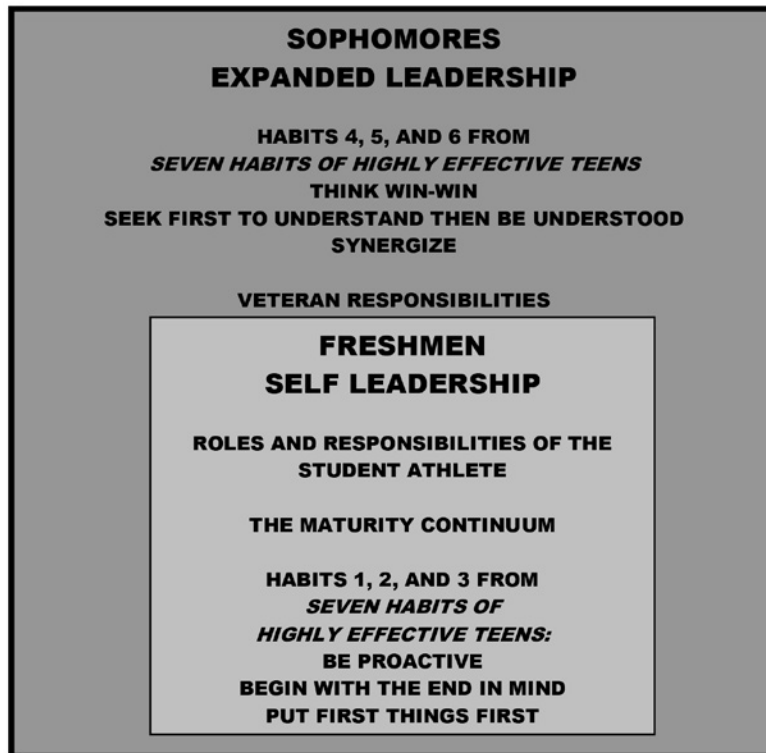
LEADERSHIP MODEL

**JUNIORS AND SENIORS
COLLECTIVE LEADERSHIP**

REWARDS AND RISKS OF LEADERSHIP

COACHES EXPECTATIONS

OPPORTUNITIES TO LEAD



THE DIAMOND OF SUCCESS. HESSE. ©

I believe in creating a culture of leadership that includes all players on my team. When all the players practice and demonstrate leadership skills, it forces the seniors and/or captains to raise their leadership game. By starting from the day one, you not only create a high performing team, you also push your upperclassmen to be even better leaders for the team.

NOTE:**I Use Primarily the Following Four Resources in Developing Leadership KSAs:**

1. *The Seven Habits of Highly Effective Teens* by Sean Covey
2. *The Team Captain's Leadership Manual* by Jeff Janssen
3. *The 360 Degree Leader* by John C Maxwell
4. *Habitudes OnLine* by Tim Elmore and Growing Leaders

LEADERSHIP DISCUSSION

I start the leadership discussion with my team by having them each write down their definition of leadership on a board. All 20 players go up to the board, resulting in 20 different definitions of leadership.

I respond by saying, "You know what? All of these definitions are correct, because leadership involves all of what you have written here and more."

We can summarize the definition of leadership though as those actions that are intentionally taken by a teammate or a coach that enhance the effectiveness of a fellow teammate or the team. That's the definition we work with.

I illustrate this by putting up a picture of two of our players taken during our conference championship game. I just called upon a freshman player to pinch hit in a scoring opportunity. In the picture, one of our veteran players is holding her hand, looking her directly in the eye, and giving the freshman player a pep talk before her at bat. That is an example of a teammate's intentional actions supporting the effectiveness of a fellow teammate.

I then ask them to list three great known leaders and three people they personally respect. We discuss the leadership qualities they see in these people and how they feel when they are around these people.

I encourage them to incorporate these qualities into their own leadership KSAs.

SELF-LEADERSHIP:**TAKING EMPOWERED RESPONSIBILITY**

Freshmen year is all about developing and growing the KSAs of self-leadership. Self-leadership is all about doing the right things, the right way, simply because it's the right thing to do. That's their leadership role for the year: to lead themselves well and to hold themselves accountable. By doing this, it makes it easier for the rest of the team.

I recommend they read *The Seven Habits of Highly Effective Teens* by **Sean Covey** the summer before they come to campus. This book provides a solid foundation for those KSAs that help them lead themselves.

Below is a Summary of the Seven Habits

Habit 1: Be Proactive: *I am the Force*

Habit 1 is the key to unlocking all the other habits. Habit 1 says, "I am the force. I am the captain of my life. I can choose my attitude. I am responsible for my own happiness. I am in the driver's seat of my destiny." Proactive people make choices based on values. They think before they act. They recognize they can't control everything that happens to them but they can control what they do about it. They stay calm, cool and in control basing reactions on principles as opposed to emotions.

Habit 2: Begin With the End in Mind: *I Control My Own Destiny*

Habit 2 defines your mission and goals in life. You create a personal mission statement capturing what you want to be and do, what qualities you want to develop, what you want to accomplish, and what contributions you want to make. Clarity on these issues is critical because it guides everything else including the goals you set, the decisions you make, the paradigms you hold, and the way you spend your time.

Habit 3: Put First Things First: *Will and Won't Power*

Habit 3's key concept is to organize and execute around your most important priorities. Whatever the circumstances, you are driven by the principles you value most. This is where you apply your mission to the moment.

Habit 4: Think Win-Win: *Life is an All You Can Eat Buffet*

Habit 4 is about creating win-win solutions. Thinking win-win is a frame of mind and heart that seeks mutual benefit and mutual respect for all interactions. It means thinking in terms of abundance and opportunity rather than scarcity and adversarial competition. It is about thinking in terms of "we," not "me."

Habit 5: Seek First to Understand: *You Have Two Ears and One Mouth*

Habit 5's key concept is to listen with the intent to understand others rather than with the intent to reply to others. Seeking to understand takes consideration; seeking to be understood takes courage. Effectiveness lies in balancing and blending the two.

Habit 6: Synergize: *The High Way*

Habit 6 is about synergy, the third alternative--not my way, not your way, but a third way that is better than either of us would come up with individually. It is the fruit of

respecting, valuing, and celebrating one another's differences. A synergistic team is a complementary team, where the team is organized so that the strengths of some compensate for the weaknesses of others.

Habit 7: Sharpen the Saw: *It's Me Time!*

Habit 7 is about sharpening the saw, constantly renewing ourselves in the five basic areas of life: the physical, mental, emotional, social, and spiritual. It's the habit that increases our capacity to live all the other habits of effectiveness.

In addition to learning, growing and developing the KSA of the Seven Habits, I stress the following KSAs with our freshmen players:

Self Control

- When you are in control of yourself, you think clearly and let yourself perform.
- When you are in control of yourself, you can think clearly about what to do next.
- Before each repetition you ask yourself, "Am I in control of myself?"
- Are you relaxed, thinking confident thoughts?
- Is your focus where it needs to be?
- Are you clear about what you want to accomplish on your next repetition?
- The best players excel at coaching themselves.

Commitment and Passion

- These give you the desire to set aside the time, effort, and patience to be the best you can be.
- These give you the uncommon nerve to face failure, disaster, shortages, and exhaustion and to stand back up and declare, "Let's do it again!"
- It is what distinguishes great athletes from good ones.
- With commitment and passion the sky really is the limit!

Present and Mindful

- Being present and mindful means refocusing your mind back to the present moment.
- Your mind and body must be in the same place.
- You must embrace the moment and put one foot in front of the other, and handle what is in front of you in this moment.
- The present moment is the only place where excellence can be achieved.
- Visualize yourself executing skills at peak performance.

Determination, Persistence, and Perseverance

- The ability to stay the course.
- To concentrate on your objective with determination and resolve.
- Choosing action over inaction.
- The road to achievement takes time, and requires that you stay in the fight.
- Be completely determined to reach your goals.
- Intensity enables you to eventually reach the top.

Mission and Purpose

- Check the practice schedule each day and then decide what you are working to accomplish.
- Have a simple but definite plan for what you are accomplishing each day.
- Mission and purpose is the most important part of your practice preparation.

Commitment to Learning

- Learn from mistakes and failures.
- Benefit and grow from them.
- Reframe missteps as stepping-stones to right action and valuable lessons leading to higher good.

EXPANDED LEADERSHIP: MODELING AND MENTORING

Sophomore leadership is all about being a helper and becoming a mentor. They expand their leadership KSAs by becoming a veteran to a freshman player (rookie). As a veteran, they encourage the growth of another person and provide insight, experience, and ideas to move another player forward.

Respect for their rookie is the cornerstone of effective mentoring. It is critical that a veteran be sensitive to and willing to assist their rookie with self-image and confidence building. As a veteran, they help their rookie discover their own strengths and talents, as well as allow them to make mistakes and learn from those mistakes.

Mentoring/Veteran

There are numerous guides available on the internet for effective mentoring relationships. The following are some common KSAs:

Ask Questions

Ask questions that are open ended and investigative such as who, what, when, where and how? Or “What have you accomplished so far?” or “Where did you lose focus?” Ask

discovery questions such as “What have you learned from this experience?” or “What could have you done differently?” Ask empowering questions such as “What happens next?”

Listen

Listen empathetically, watching body language and keying in on voice tone. Be patient with what they have to say; recognize and admit that you might not have all the answers.

Offer Perspective

Offer your mentee a different point of view based on your advanced experiences and insights.

Provide Feedback

As a role model, give constructive feedback by serving as a guide, not a decision maker. Avoid telling your mentee what decisions to make, but be honest and open and give guidance through critical feedback. This often means asking questions to help the mentee arrive at their own conclusions and insights. It is perfectly acceptable to ask for your mentee to provide you with feedback. This type of collaborative and honest atmosphere helps strengthen the mentoring relationship.

Counterproductive Behaviors

Be conscious of avoiding criticism, giving advice, and rescuing your mentee.

Mentoring Contract

We let our sophomores decide the veteran/rookie pairs based on the time they spent with them on the incoming freshmen’s campus visits. I have a meeting with the veterans and rookies the first week of school to discuss each of their roles in the mentoring relationship. I have each pair write up and sign a mentoring contract.

Below is an Example of a Mentoring Contract:

Both Identify Perception of Roles in the Relationship :

As a veteran I am responsible for making sure that my rookie is comfortable and doing the right thing. I am responsible for making the transition easier and checking in on her throughout the week to make sure school and softball are going well.

List Special Needs That Should be Considered:

Communicate, help schedule tutoring if needed in classes, and check in on daily life.

How Much Time, Effort, and Enthusiasm Can You Devote?

Whatever time is required to be devoted for the mentee/mentor relationship to become a close and comfortable relationship. Between our school, workout, and practice schedule, we can each easily devote a few hours a week.

What Do I Think a Mentee Should Do?

As a Mentee, I should first ask my mentor questions I have about anything, whether it is about school, softball, study hall, or just living on campus and being on my own for the first time. If I need to talk, I know I can call upon her, and I must be open and honest about my concerns, fears, successes. That is my responsibility and I know she will always be there to help if I need anything.

Who's Responsible for our Relationship and What Does That Mean?

We are both responsible for the relationship. If either of us needs anything, we know we can go to one another. Building a strong friendship relies on the trust and reliability we have in each other.

Besides the Relationship, What are Our Priorities?

Our priorities are competing and doing our best in the classroom and on the softball field. Another priority is having a positive outlook on everything we do as a team and continuing to grow closer with all of our other teammates.

How Often Should we Meet?

Meet a minimum of once a week outside of practice and more often if needed. We are always welcome to come to each other to hangout and talk.

What I Expect in Terms of Confidentiality:

I expect that what we talk about to each other is our business and simply to remain respectful of each other. If you want to tell someone something we talked about, ask in advance and make sure it's okay to share first. If permission is not given, then the discussion cannot be shared. The only exception to this rule is if harm will come to either person should the topic remain between the two.

What I Expect in Terms of Communication:

I expect that as a veteran I communicate with my rookie at least once a day to make sure everything is going well. As a rookie I expect that my veteran is communicating with me and that I am always being honest and clear.

Habitude: *The Iceberg*

Habitudes develop character, leadership, and attitude through experiential learning, lessons and images. The Gen Z population is image driven making this method of learning a natural fit for them. Habitudes is an online web based program with all the lessons completely done making this method of teaching a natural fit for coaches!

The Iceberg is the foundational habitude I teach freshmen and sophomores around self-leadership. The Iceberg represents your leadership. The 10% above the water is your skill. The 90% below the water is your character. It's what's below the surface that sinks the ship.

COLLECTIVE LEADERSHIP: LEADING DOWN, ACROSS, AND UP

In his book *The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization* **John C. Maxwell** states "80% of all leadership occurs not from the top but from the middle of an organization." With this idea in mind then, the majority of leadership occurs within the junior and senior classes as they are above the freshmen and sophomores but below the coaching staff.

For the junior, I introduce John C. Maxwell's five levels of leadership, the leadership loop, and the KSAs for leading down, across and up.

The 5 Levels of Leadership

These are the *5 Levels of Leadership* as denoted by **John C. Maxwell**:

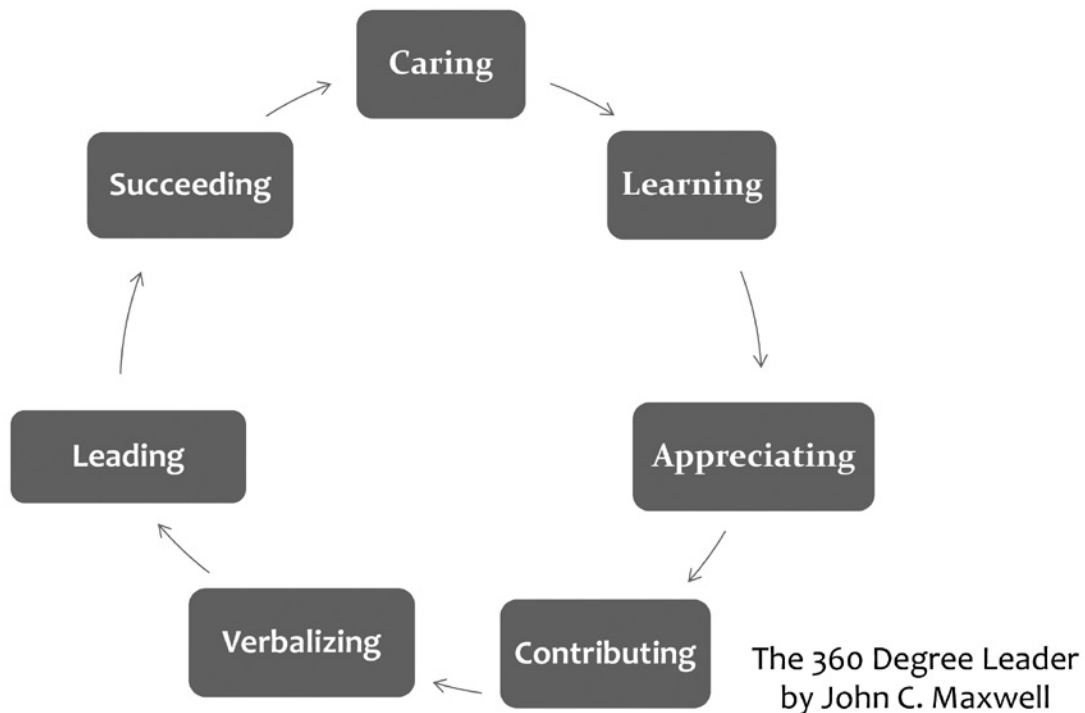
1. **Position:** People follow you because they have to.
2. **Permission:** People follow you because they want to.
3. **Production:** People follow you because of what you do for the team.
4. **People Development:** People follow you because of what you do for them.
5. **Personhood:** People follow you because of who you are and what you represent.

I strive to move the juniors to the levels of permission and production.

The Leadership Loop

The leadership loop is another concept I work on with the junior class to develop and grow their leadership KSAs.

The Leadership Loop



- **Caring:** take an interest in others
- **Learning:** get to know others
- **Appreciating:** respect others
- **Contributing:** add value to others
- **Verbalizing:** affirm and encourage others
- **Leading:** influence others
- **Succeeding:** win with others

Note that you must do the first five steps before people give you permission to lead them.

Leading Down

Leading down is about finding out who others are and helping them to discover and reach their potential. You are showing the way by becoming a role model they can follow. You are inviting them to be part of something bigger.

This requires one to slow down and balance their own personal interests with the interests of the team. It demands that one sees everyone as having value and deserving of respect. Part of the leadership role in leading down is to transfer and connect the vision of the past, present, and future.

Leading Across

Leading across is about completing fellow leaders ahead of competing with them. It requires one to embrace healthy competition and know when to draw the line. The success of the whole team is more important than any individual wins. Leading across means holding your teammates up so they will want to win with you.

Leading Up

Leading up requires you to first lead yourself exceptionally well. To do this you must have mastered managing your emotions, time, priorities, energy, thinking, and words. Leading up is about lightening the load of those above you by being loyal, providing solutions, stepping up and standing in.

Committees: Leadership in Action

The members of our junior class chair our team committees as a way to grow and develop their leadership KSAs. The following is a list of committees we have on our team:

Fashion Committee: Steffany (Chair), Bailey, Gracie

The fashion committee creates a permanent schedule that has the expected attire listed for each week. This remains the same all year and includes weights and practice attire. In the event of another team function, outfit requirements are sent out prior through GroupMe. Later this spring, the fashion committee also gives some extra input on uniform matchups.

“Look good; play good.”

Coaching Committee: Darby (Chair), Abi, Kat, Tess

The coaching committee sends out motivational messages through GroupMe, plans out “fun-day Friday,” gives suggestions for drills in practices, and communicates and clarifies any confusion regarding drills during practices.

Food Committee: Hannah (Chair), Kelly, Rachel, Meagan

The food committee sets up and cleans up when we have picnic lunches, provides suggestions the team has regarding restaurants, relays those options to teammates, and helps pass out food on the bus when we get meals to go.

Organization Committee: Carolyn (Chair), Hope, Ashton, Tess

The organizational committee is responsible for making sure the dugout is clean after games and practices; the locker room is picked up and lockers are organized; making rooming lists for away series in the spring; helping Sue with equipment list assignments for road trips, and making sure tees are picked up and bullpens are raked after use.

Entertainment Committee: Daphne & Rocket (Co-Chair), Payton, Kelsie

The entertainment committee is in charge of coordinating music for practices (making sure it is language appropriate); preparing everyone's walk up songs for the spring; selecting movies to watch on the bus; help plan fun day Friday activities with the coaching committee, and coordinate activities for team functions. Also they make team videos with the GoPro.

Cheer Committee: Darian (Chair), Erin, Alex, Madison, Jacie, Olivia

Create: Come up with new, fun, upbeat cheers that creates a positive dugout atmosphere.

Harmonize: Create a unified dugout through team cheers.

Energy and Enthusiasm: Bring energy and enthusiasm on every aspect of the game. Every out, every hit, every run.

Encourage: Ensure an encouraging and uplifting dugout culture.

Remain: Ensure that the energy in our dugout remains constant and positive no matter the situation.

In **Jeff Janssen's** book, *The Team Captain's Leadership Manual* he lists the following as options for choosing team captains:

- Coach chooses captains
- Players vote for captains
- Athletes nominate players and coaches choose captains
- Seniors are automatically named captains
- Create a team council of captains
- No official captains are named

Based on my leadership model, I fall into either the seniors are automatically named captains or no official captains are named options. I do view the seniors as having the most leadership KSAs and therefore the best option collectively to lead the team.

I give each of the seniors Jeff's book to read over the summer and use as a resource throughout the year. Some highlights from the book that I expect our senior class to do in their leadership role include:

- Ensure high standards and a strong work ethic
- Keep the team from crumbling under pressure
- Build better team chemistry
- Help the coaches take the pulse of the team
- Minimize and manage team conflict
- Set the mental and emotional tone for practices and games
- Keep the team focused on the mission, vision, values, and goals

Habitude: *The Waldorf Principle*

The Waldorf Principle is the foundational habitude for our upperclassmen. This habitude teaches that the way to the top with people is by serving them extravagantly and sacrificially. A simple clerk did this to Mr. Waldorf, and the rich tycoon returned to make that clerk his first hotel manager in New York. People expect good service from leaders. They are surprised when we serve sacrificially.

Leadership Handouts

Throughout the year I send the upperclassmen additional handouts or articles to read and videos to watch. I have them write a short summary including three ways they will incorporate the ideas into their leadership style. I have included a few of my handouts here:



LESSONS FROM GEESE

FACT 1: As each goose flaps its' wings, it creates an "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71 percent greater flying range than if each bird flew alone.

LESSON: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

FACT 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON: If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

FACT 3: When the lead goose tires, it rotates back into the formation and another goose flies to the point position.

LESSON: It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each others' skills, capabilities, and unique arrangements of gifts, talents, or resources.

FACT 4: The geese flying in formation honk to encourage those up front to keep up their speed.

LESSON: We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one's heart or core values and encourage the heart and core of others) is the quality of honking we seek.

FACT 5: When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to protect it. They stay with it until it dies, or is able to fly again. Then, they launch out with another formation, or catch up with the rest of the flock.

LESSON: If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.

MILTON OLSON



IMPACT OF A CAPTAIN

- Be first to lead by example and last to violate the team standards.
- Be first to be a lifeline of communication and last to withhold information.
- Be first to praise others and last to draw attention to yourself.
- Be first to protect and defend and last to criticize.
- Be first to encourage and last to become discouraged.
- Be first to serve and last to be served.

**THINKING BIG AND SUCCEEDING
IS A MATTER OF ATTITUDE.**

LEADERS...THE ANSWER

I went in search to become a leader.

I searched high and low. I spoke with authority, people listened but alas, there was one who was wiser than I and they followed her.

I sought to inspire confidence but the crowd responded, "why should we trust you?"

I postured and I assumed the look of leadership with a countenance that glowed with confidence and pride. But many passed me by and never noticed my air of elegance.

I ran ahead of others, pointing the way to new heights. I demonstrated that I knew the route to greatness. And then I looked back and I was alone.

What shall I do, I wondered? I've tried hard and used all that I know.

And I sat me down and I pondered long.

And then I listened to the voices around me. And I heard what the group was trying to accomplish. I rolled up my sleeves and joined in the work.

As we worked I asked, "Are we all together in what we want to do and how to get the job done?" And we thought together and we fought together and we struggled towards our goal.

I found myself encouraging the fainthearted. I sought the ideas of those too shy to speak out.

I taught those who had little skill. I praised those who worked hard.

When our task was completed, one in the group turned to me and said, "This would not have been done without your leadership."

At first I said, "I did not lead, I just worked with the rest." And then I understood. Leadership is not a goal. It is a way of reaching a goal.

I lead best when I help others to go where we have decided we want to go. I lead best when I help others to use themselves creatively. I lead best when I forget about myself as leader and focus on the group, their needs and their goals.

To lead is to serve, to give, to achieve, TOGETHER!

Author Unknown

A Story of Leadership

During the same Conference Championship I referenced earlier we had a senior starter dive for a ball in warm-ups before game two and break her wrist. She is an all-out, go-hard-on-everything-everyday kind of a player. She is our starting right fielder and hits in the three spot in our lineup. She is now injured and out the remainder of her senior year. I couldn't have been more proud of this young woman because she could have made the situation all about her and about "Woe is me," being the victim and drawing attention to her misfortune. Not once did I hear her take the victim role. Not once did I hear her complain, "Gosh, this is my senior year, and conference tournament, and I'm done."

She was about the rest of the team and was still the key to our leadership in how she acted and the things she said.

She came up to me right before the championship game started and said, "Don't worry, Coach, we've got this. This is our game." That was her leading me. That was her affecting my thinking. That was her having a positive effect on me.

This is a great example of how developing those leadership KSAs played out in her senior year and during a very difficult time.

SUPER LEADERSHIP: RELEASING THE TALENT AND ENERGY OF YOUR TEAM

The staff is the ultimate leaders of the team and are expected to have all of the aforementioned leadership KSAs and a few additional ones. I am constantly challenging myself and my staff to improve our leadership KSAs.

I like *The 8th Habit: From Effectiveness to Greatness* by **Stephen R. Covey** for some great ideas on how to build additional leadership KSAs for the staff. This book focuses on how to tap into the mind, body, heart, and spirit of every person within an organization and on the four roles of leadership:

- 1.** Modeling
- 2.** Pathfinding
- 3.** Aligning
- 4.** Empowering

Modeling: How to Build Trust

Modeling is about building trust and is the most important and central governing role of a leader. Modeling means living and leading by principles. Modeling answers these 4 questions:

1. Who would follow me?
2. Do I take responsibility?
3. Do I walk my talk?
4. Am I trustworthy?

Pathfinding: Creating a Vision

Pathfinding is the ability to link what you are passionate about delivering with what your athletes are passionate about getting. Pathfinding creates a shared vision and order without demanding them. Pathfinding answers these 3 questions:

1. What matters most to my athletes?
2. What is our purpose, and how will we act toward one another?
3. Where are we going, and how will we get there?

Aligning: Creating a System

Pathfinding identifies a path. Aligning paves that path. Through alignment you continuously communicate the vision and strategy you will use to be able to achieve your goals as a team. Aligning answers these 3 questions:

1. How does the whole system work together?
2. What are the parts of the system?
3. How do we align the parts to achieve vision and strategy?

Empowering: Releasing the Talent

The role of empowering means releasing the talent, energy, and contribution of people so they can travel the path. Empowering answers these 3 questions:

1. How do we cultivate an environment where our athletes can do their best and are committed?
2. How much responsibility and authority should our athletes have?
3. Who does what? How? With what resources and accountability?

Conditions that Affect the Team

As part of our leadership KSAs we must always be concerned with the conditions that affect the team including:

- Confidence: focus on strengths, successes, praise, preparation
- Challenge: create a mission, vision, goals and objectives
- Cohesion: ensure everyone feels important and valued
- Coordination: foster harmony through organization
- Communication: be direct, honest and open

As the ultimate leaders of the team, we keep bringing the focus back to these five things.

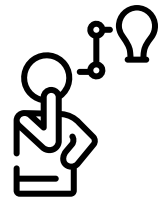
In Closing:

Leadership is a key part of developing the team and team members and directly links to success in performance. Creating a culture of leadership where everyone has a leadership role leads to an environment where everyone feels they have a personal responsibility to, and are a part of the process. It is said that people are more likely to buy into a world they helped to create. In this space everyone is inspired to achieve their own greatness.

Finally, let's create a management plan for those who are connected to the program: recruits, alumni, parents, and the community.



Chapter Reflection and Commitments



List your 3 biggest takeaways from this chapter:
1. 2. 3.
What resonated strongly for you from this chapter and why?
When reading this section it became clear to me I need to improve in the following area(s):
How will you improve in these areas? Is there a class you need to take? Is there a book you need to read? Is there a person you need to contact? Is there a video you need to watch? Name one action item you can commit to.
What will you implement immediately into your program, team, organization or club from this chapter?
How will you implement this? What steps will you take?
Step 1: Step 2: Step 3: