

## Captains Council 17-18 Calendar

Wed, 9/20: Year-opening retreat (8am-1pm)

Wed, 10/4: Morning Meeting

Wed, 11/8: Morning Meeting

Thurs, 12/7: In-School Speaker/Meeting (10am-12pm)

Wed, 1/10: Morning Meeting

Wed, 2/7: Morning Meeting

Wed, 3/14: Morning Meeting

Wed, 5/2: Morning Meeting

Friday, 5/18: Year-end Meeting (8-10am on 2-hr late start)

# Kennedy Catholic Captains Council

## Defining your personal leadership brand



Being a leader isn't quite as simple as just saying so. While anyone can be put in a leadership position, successful leadership starts with playing to your strengths and not trying to be someone you are not. Truth and authenticity ring true in all you do. This exercise is intended to help you define who you are as a leader – your leadership brand – and how you can use your strengths to positively influence your teams.

1. **What results do you want to achieve?** These are not generic team goals like, "win state", or even personal performance goals like, "lead the team in assists". When answering, try thinking about what people expect of you, not what your strengths are. These may be different. Example: *My teammates expect me to never be scared or intimidated by anyone or my coaches look to me to be a calming influence during tough times.*
  - a. Teammates:
  - b. Coaches:
  - c. Supporters (friends, family, teachers, etc)
2. **What do you wish to be known for?** None of you would be in this room if you didn't already have traits that are admired and respected by your teammates and coaches. Many of you are very skilled. Some are very outspoken. Some will never be outworked. But all of you also have traits that you wish to be known and that, let's be honest, aren't strengths yet. Use this section to highlight a few of those strengths and a few areas for growth.

<b>Known strengths</b>	<b>Areas for growth</b>
<i>Example: Responsible</i>	<i>Example: Dedication</i>
1)	1)
2)	2)
3)	3)

3. **Define your identity.** The next step is to combine your answers in question #2 into three two-word phrases that reflect your desired identity. This exercise allows you to build a deeper, more complex description: not only what you want to be known for, but how you will probably have to act to get there. *Example from above: Responsibly dedicated.*

a.

b.

c.

4. **Construct your leadership brand statement.** Here, you'll pull together your answers from #3 and what you had to say in question #1 to build a statement that shows who you are and what you are going to do as a leader. Fill in the blanks below:

*I want to be known for being* \_\_\_\_\_

*so that I can deliver* \_\_\_\_\_ .

Now look at the statement above, read it to yourself and ask the following questions, making changes as needed.

- a. Is this a statement that represents who I am and what I can do?
- b. Is this brand identity something that creates value in the eyes of my teammates and coaches?
- c. Can I live this brand?
5. **Make your brand identity real.** The worst thing you can do as a leader is talk a good game and not back it up, and your brand identity means nothing if it promises something that you can't deliver. Pair up with a partner that knows you well and read them your statement. Do they see you as you wish to be seen? Would others say similar things about you? These critical conversations may be the most important thing to come out of this exercise, so please be open and honest in both directions.

If done well, this statement can become almost a grounding point if you feel yourself drifting away from who you want to be or how you want to be seen.

**Your personal leadership brand is:**

## **Student-athlete leadership scenarios**

### **Scenario #1**

Quarter grades come out on the week of your biggest game of the season. It becomes known at that time that three key members of your varsity team have been deemed ineligible because they are failing more than one class.

Your coaches are frustrated and angry that those individuals let the team down and spend the majority of practice taking it out on the team with a really tough practice, while members of the team can be heard talking afterwards about how the team has no chance to win the next game without those kids.

What can you as a leader on your team do to lift everyone up? Think about all the groups involved (coaches, ineligible players, disgruntled teammates, JV players possibly forced into action, etc).

### **Scenario #2**

In the weeks after your season ends, the chatter begins about which of your teammates are considering transferring to another school and who is being "recruited" by who. Your coach calls an off-season meeting to give out the workout calendar and training plan leading up to summer and at that meeting it is obvious that some key members of last year's team are not there (they have not yet transferred).

Your coach makes a statement to the group about "only wanting players that are committed to the team and want to be here" and begins immediately making plans to move forward without the missing players.

How do you as a leader balance supporting the coach and showing commitment to the kids who did show, but also in not giving up on the missing players who you have competed with for years (or do you)? How could you work to repair the damaged relationship before it's too late?

### **Scenario #3**

In preparing for the new season, your coaches have been focusing on "toughening the team up" in order to "compete at the highest level", and in that have been energetically sharing how difficult tryouts will be and how hard the first few weeks of the season are going to be. It gets to the point where a number of people who were planning on playing – and had played in the past – are now thinking about not turning out because for them, past years have been more fun and less work.

How as a leader, do you balance asking for and expecting full commitment and buy-in from your teammates, while also realizing that to be successful participation numbers need to grow? Is there anything you can do in talking with the coach that would help ease the apprehension of kids that may be scared away, or is it better to focus on only those that want to be there regardless of the potential workload?

#### **Scenario #4**

As the season progresses, you start to hear consistent talk about some of your fellow varsity teammates and their extra-curricular activities on nights and weekends. To this point, your coaches, teachers and even parents have thought of this group of kids as smart kids making good decisions and because of that, no one is aware of what they are doing.

While these activities have yet to affect the team - and in fact the individuals in question are performing as well as ever - you know that if caught (or worse) the season and your teammates post-high school future could be in jeopardy.

Discuss ways in which you as a leader would look to deal with the situation, who you would talk to about it, and what you actions you would prioritize first and foremost.

#### **Scenario #5**

It's clear to everyone that watches your sport that you are the star athlete on your team. You are clearly head and shoulders above everyone else ability-wise, and in reality competing at an entirely different level as most of your teammates. Regularly in practice your coach will use you as an example, urging your teammates to "do it like (your name)". If that's not the case, the other option is usually you just doing your own thing while the coaching staff works with the rest of the team.

You as a leader, sometimes feel like it's difficult to push your teammates or ask too much of them because it's clear that what is easy for you is very difficult to them. At times, you feel they resent your ability and don't think of you as "one of them".

What are some strategies that you could take to 1) talk with the coaches about how they talk about you/coach you, 2) show your teammates that you are part of the team and need them to be successful, and 3) push them and build them up to be able to provide you the competition you desire.

## Student-Athlete Stereotypes

1. **The star player** – You are the most talented person on the team. When you do well, the team usually does well. When people think of your sport, they think of you first. With great power, comes great responsibility and your teammates and classmates look up to you and expect you to be the leader.
2. **Teacher’s pet** – You are the “perfect kid”. You never get in trouble and teachers and adults love you. You get good grades, are pretty popular and is a solid player in every sport you play. Because of that your teammates may wonder if you are “too good to be true.”
3. **All the talent, none of the work ethic** – You are naturally gifted and athletic. Things come easily to you. Whatever you try, you are pretty good at it immediately, however you don’t work hard enough or put in the effort to be great at anything.
4. **Hard worker, lacking in skill** – Nobody sweats more than you. You are the first one to practice and the last one to go on most days. You give 100% at all times. Despite that, your skill level never can get to where you want it, and because of that you are never “the star”.
5. **Misses practices and workouts** – Some days it’s your job, some days it’s a family vacation or taking care of your little sister. Other days it’s a band performance or a group project. Whatever the reason, you always seem to have something come up that causes you to miss practice.
6. **Always has excuses** – You didn’t eat enough today. You were up all-night studying. You need new shoes. Your dad was a jerk this morning. Whatever it is, you never take accountability for things and always have someone or something else to blame when things don’t go according to plan.
7. **Always has a different injury** – You are always “banged-up” or “just can’t get loose”. A sore knee, an ankle that needs treatment, a back that can’t get loose. Whatever it is, you seem to see the training room more than the practice floor.
8. **The complainer** – It’s always something. Practices aren’t hard enough. Practices are too hard. Coach doesn’t play people in the right positions. Our league isn’t good for us. If we had a better equipment. You always have to complain about something.

9. **Thinks they are better than they are** – You talk about playing DI, but coaches aren't knocking down your door. You think you should be the star player, but coach is holding you back or not putting you in a spot to succeed. When you tell people about how you did you always add a few points or take off a few seconds.
10. **Thinks they are better than everyone else** – You are god's gift to the team. You may be talented, but humble you are not. You will happily show and tell everyone how much better you are than the rest of them. Even if it's true, at some point people get tired of hearing you talk about it.
11. **Always has grade problems** – Are you going to be eligible to play this week? Who knows. That's how your teammates and coaches feel about you, as you always seem to be on the edge of passing your classes and staying eligible.
12. **Just in it for the PE Waiver** – Do you actually like competing? People wonder, as you don't seem too upset about losses, to concerned about playing time, or to interested in working to get better. You're fun to have around but at some point, people want you to be more serious.
13. **Always has a better idea** – Coach wants it this way, you know it would be better if we did it this way. He/she is captain? You would have picked someone different. It seems that whatever anyone wants to do, you always think it would be better to do it your way.
14. **Parties too much** – Are you more excited for Friday's game or the party after? You talk a good game, but choices you make and actions you take don't set your mind or body up for success and now your performance is suffering.
15. **Doesn't fit in** – You always find yourself on the outside looking in. While the majority of the team bonds over this or that, your interests are different and therefore you feel left out. Because of that you always struggle with whether you are accepted as part of the team.
16. **The transfer-threat** – You're thinking about transferring to school A. School B's coaches talked to your dad. Your club coach thinks School C would get you a scholarship. But yet, you are still here. You think the grass is greener elsewhere, but your teammates wonder if it's all talk since you are still here.

**Activity Name:** Tacoma Public Schools “Captains Council” – *A student-athlete leadership retreat*

**Synopsis:** A 1/2-day retreat bringing together selected student-athletes – potential leaders in an out of sports – from each sport & activity in a single middle school. Approximately 25 of the most dedicated student athletes in their respective sport would go through a 1/2-day leadership curriculum focused on teaching them to become stronger leaders of their teams, in their schools and throughout the city. This is a smaller version of the 2-day council that the high school students take part in over the summer, and some of those leaders will be on hand to assist.

- **When/Where:** Wednesday, February 18, 2015 @ Stewart Middle School; 10:30am-2:30pm

- **Outline:**

- **10:30am: Welcome**
  - Name tags
  - Introductions
  - Small group icebreaker (fast fingers)
- **11:00am: Lunch (provided)**
- **11:30am: Beginning presentation / ground rules – Sam Reed**
  - Purpose
    - Your role as a student-athlete and leader
    - Role of athletics in Tacoma – “one school, one love”
  - Ground rules
    - Open mind / take off your “cool jacket”
    - Be a leader among leaders
  - What it means to be a captain/leader?
    - Lead yourself
    - Lead others
    - Visualization exercise
- **12:00pm: Icebreaker/activity – Sam Reed**
  - ‘Get off my back’
  - Break into groups
  - Paper toss
- **12:45pm: Breakouts/rotations (15min each):**
  - Positive communication with coaches and teachers –
  - Fostering a close-knit team –
  - Eliminating bullying and hazing –
  - Building positive rivalries
    - Moderators set the stage, layout the topic and foster conversation
    - All topics should focus on:
      - Identifying the potential issues
      - Share stories from their teams/experiences
      - The role that captains have in fostering success
- **1:20pm: Supervised break**
- **1:30pm: Debrief and share out**
- **1:45pm: Teambuilding activity**
  - Human Calculator
  - Debrief
- **2:00pm: School culture evaluation (SWOT analysis - whole group conversation)**
  - Good things –
  - Things to improve – Potential dangers –
  - How to make a difference
- **2:20pm: Wrap-up and recognition**



**Activity Name:** 2<sup>nd</sup> Annual Tacoma Public Schools “Captains Council” – *A student-athlete leadership retreat*

**Synopsis:** A 2-day retreat bringing together selected student-athletes from each sport & activity in each of the five comprehensive high schools. 80-100 of the most dedicated student athletes in their respective sport would go through a 2-day leadership curriculum focused on teaching them to become stronger leaders of their teams, in their schools and throughout the city.

**Program benefits:** We will be fostering a culture of teamwork and camaraderie, so that the traditional pre-game handshake between the captains actually means something. Beyond improving sportsmanship within competition, we would be empowering some of the most influential leaders within the schools, and giving further importance to what it means to be a team captain. School climate will improve as the program will teach inclusiveness and communication skills that will no doubt trickle down to the large percentage of student athletes at each school.

**When/Where:** August 12<sup>th</sup> and 13<sup>th</sup>, 9:00am-3:00pm each day@ Baker Middle School (8001 South J Street, Tacoma, WA 98408).

### Day 1 Outline:

- **7:30am: Set-up**
  - Sign-in table
  - Breakout areas (corners of the cafeteria, tables and chairs)
  - Main area (100 chairs in auditorium seating, wireless mic/stand, projector and screen w/ wireless remote)
  - Breakfast and snacks set out
- **8:45am: Doors Open**
  - Staff sign-in table / name tags
  - Have music playing
  - Invite them to grab breakfast
- **9:10am: Let’s get started! (CAFETERIA)**
  - Group by schools – 5 minutes to practice favorite school cheer
  - Share cheers on stage
- **9:20am: Opening presentation / ground rules – Sam Reed (CAFETERIA)**
  - Background and Purpose
    - Last year’s quote
    - Why?
  - Ground rules
    - Open mind / take off your “cool jacket”
    - Be a leader among leaders
    - Social media ok, use your phones responsibly
- **9:35am: Welcome – Scott Heinze, School Board President (CAFETERIA)**
- **9:45am: Icebreaker/activity – Sam Reed (CAFETERIA)**
  - Circle up – “Soul Mates”
  - People/Tigers/Traps
    - 1 vs 1, 2 vs 2, 4 vs 4
  - In 8’s – team juggling (each ball represents a dynamic that can affect team success)
- **10:15am: KNOW THE WAY – Sam Reed (CAFETERIA)**
  - Roles of a leader
  - Traits of a leader
  - Impact on teams
- **10:45am: Activity - “Get off my back” (GYM)**
  - 2 groups, 2 leaders

- **11:10am: Debrief activity (GYM)**
- **11:15am: Quotes in action (GYM)**
  - In groups of 8, each group gets a leadership quote
  - Discuss what the quote means and share examples of in in the team context
  - Share out
- **11:30am: Lunch (CAFETERIA OR OUTSIDE)**
  - Subway box lunches delivered
  - Music playing, free sit
- **12:00pm: GO THE WAY – Sam Reed (CAFETERIA)**
  - **Activity – “Fast Fingers”**
    - 1 vs 1, 2 vs 2, 4 vs 4
  - **Breakouts/rotations (20min each):**
    - Improve communication – *Erin Jones, TPS*
    - Build a strong, inviting culture – *Brandon Ervin, TPS*
    - Create healthy rivalries – *WIAA Staff*
    - Impact others positively – *Will & Kyleen Niccolls, Sports In Schools*
      - Moderators set the stage, layout the topic and foster conversation
      - All topics should focus on:
        - Identifying the potential issues
        - Share stories from their teams/experiences
        - What captains can do to “GO THE WAY”
- **1:30pm: Snack/bathroom break**
- **1:40pm: Motivational Speaker – Amanda Beard, US Olympic Gold Medalist**
  - Story (20-30min)
  - Q&A (10min)
- **2:25pm: Motivational Speaker – Arvin Mosely Jr, Dreams In Sight**
- **2:50pm: Day 2 logistics and closing – Sam Reed**
- **3:00pm: Closing and dismissal**

#### Day 2 Outline:

- **8:45am: Doors Open**
  - Staff sign-in table / name tags
  - Have music playing
  - Invite them to grab breakfast
- **9:00am: Icebreaker/activity – Sam Reed (CAFETERIA)**
  - Warm-up
  - Fast fingers
- **9:15am: Recap Day 1 – Sam Reed (CAFETERIA)**
- **9:30am: Capture the Flag (FIELD)**
  - Line up by birthday, count off
- **10:15am: Working Snack/Presentation – Emily Edison, WINForum (CAFETERIA)**
  - Benefits of improved nutrition habits
- **10:40am: Activity – “Human Calculator” (GYM)**
- **11:15am: Debrief activity/Introduce SHOW THE WAY (CAFETERIA)**
  - Examples/parallels to your teams
- **11:20am: School breakouts (CAFETERIA)**

- Discuss issues holding back your school/teams from success
- Commitments to change/"SHOW THE WAY"
- Share out
- **12:00pm: Lunch (CAFETERIA OR OUTSIDE)**
  - Pizza Delivered
  - Music playing, free sit
- **12:30pm: PSA Project (CAFETERIA then BREAKOUT CLASSROOMS)**
  - Introduce project and purpose
  - Show example
  - Break into groups/introduce adult moderators
    - Drug use -
    - Eating disorders –
    - Sexual Abuse/assault –
    - Bullying/cyberbullying -
    - Academic fraud -
    - Inappropriate use of social media –
    - Racism/racial profiling –
    - Harassment –
    - Depression –
    - Self-harm –
- **1:45pm: PSA project performances (CAFETERIA)**
- **2:00pm: KNOW THE WAY, SHOW THE WAY, GO THE WAY – Sam Reed (CAFETERIA)**
  - Final presentation
  - Where do we go from here?
  - Parting words
- **2:45pm: Closing and dismissal**