

Empowering the Iowa Girl



Leadership - Culture - Character - Performance



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Leadership. Culture. Character. Performance.

Accountability

Featuring  **EXCELLENCE WITH INTEGRITY™
TOOLS & ASSESSMENTS**

Drake
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The Robert D. and
Billie Ray Center





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Iowa Girls High School Athletic Union

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ighsau.org

Every Iowa Girl deserves the opportunity to participate in athletics and activities that positively impact her growth and development physically, mentally, and socially.

For decades, coaches across the state have worked tirelessly to provide that experience, and have shaped the lives of thousands of Iowa Girls. As part of the IGHS AU strategic plan, we want to provide additional educationally-based resources to help our coaches continue to do this important work.

The Iowa Girl's High School Athletic Union is proud to offer these culture-shaping and leadership development resources for coaches of all Iowa girls' athletics. The topics addressed in these resources were chosen by coaches across the state, and the content shaped by feedback from coaches and other stakeholders. These resources are not a program. They are tools to be adopted and adapted in support of the great work you are already doing. Use these materials to help you shape the culture of your program and enhance the experience of the Iowa Girls on your team.

Empowering the Iowa Girl today, to lead tomorrow!

Erin Gerlich
Executive Director

Taylor Anderson
Assistant Director



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INTRODUCTION

The materials in these resources are based on 25 years of applied research and development in various educational, workplace, and sport environments by Matthew L. Davidson, Ph.D., Vladimir T. Khmelkov, Ph.D., and their colleagues at the Excellence with Integrity Institute. Over the years, we expanded our grounded theory framework, designed new assessment instruments, and developed and implemented a vast range of instructional resources that help leaders develop the strengths of culture and character needed for optimal performance.

We received feedback from many athletes and coaches who successfully implemented our work in competitive collegiate athletics and in pre-collegiate settings. We are also grateful to our talented partners at The Robert D. and Billie Ray Center at Drake University. Special thanks to Scott Raecker who has contributed to our theory, practice, and assessment since the very first versions of our work. We are especially grateful to Jeff Kluever, whose extraordinary talents and abilities have helped shape these resources.

Our Approach

In 1969, the University of Nebraska hired Boyd Epley as the first intercollegiate strength coach at a time when most everyone believed that strength training would *undermine* athletic performance. Less than a decade later, the National Strength Coaches Association was formed in 1978, still fighting the prevailing opinions of the day, which believed that building strength would undermine rather than aid athletic performance. Fast forward to today, strength and conditioning programs are an essential component of every college athletic department, every professional and Olympic sport, and most high school and pre-collegiate experiences. What started with one coach in Nebraska is now the art and science of diverse strength practices that are customized to the athlete, the sport, the style, and conditions.

At the Excellence with Integrity Institute, we believe that the science and practice around the formation of character, culture, and leadership has the potential to impact pre-collegiate and intercollegiate athletics much like the physical strength field has done over the last 50 years. What was once defined by myths, half-truths, and un-truths is now becoming a critical facet of individual and team performance, with the potential to enhance or undermine physical strengths, athletic ability, and team strategy. Physical strength and conditioning is essentially the art and science of proactively designing programs to target and develop the strength, endurance, flexibility, and mobility needed to avoid injuries and achieve success. ***Avoid injuries and achieve success:*** these twin goals form the foundation of the work to intentionally shape the art and science of strength and conditioning for culture and character.



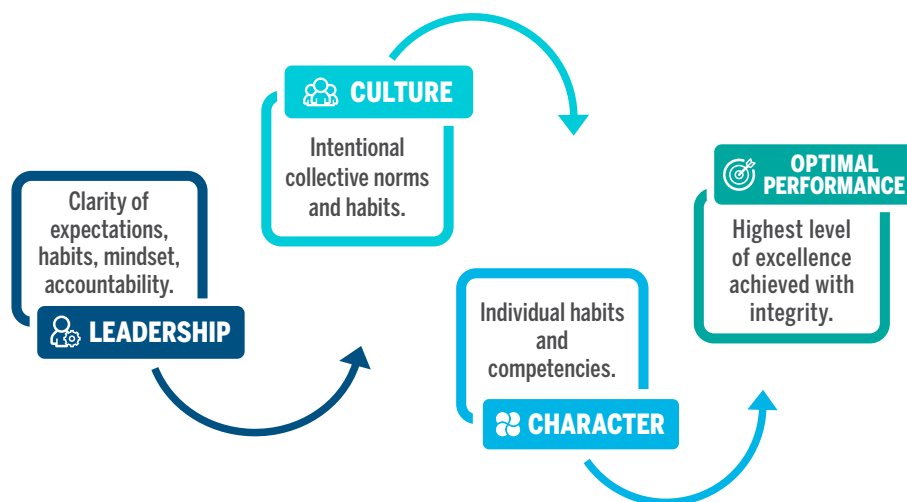
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Coaches have always known the importance of teamwork, leadership, accountability, work ethic, and resilience. Talent obviously plays a role in the success of individuals and teams, but talent will always be strengthened or weakened by the strengths or weaknesses of culture and character on that team. We have a very good understanding about the strengths of culture and character that contribute to optimal performance, as well as an understanding of the most common culture and character weaknesses that undermine optimal performance and lead to psychological and moral injuries.

The emphasis and importance of athletics has increased. Student-athletes compete more, and the competition is intense, with more media coverage, public interest, scrutiny, and pressure. That is why coaches need to work more intentionally and deliberately to ensure that their teams and student-athletes have the culture and character needed for the pressure and intensity of today's competition to maximize the potential of their team and student-athletes to avoid injuries and achieve success.

What is culture? In simple terms, culture is your ***collective values in action, your way, your collective norms and habits***. Culture is your values in action—not simply your stated values, but your operational values, what you truly value as reflected in your actions. For example, I can say my team values accountability, but if team members are rarely or inconsistently held accountable for their actions, then our operational value (loose standards and expectations) is more real than our stated value of accountability. Knowledge of your values isn't enough to shape culture; you must practice your values every day. That's how culture is intentionally created and improved. **Leaders shape culture, culture shapes (or corrupts) character, and character drives optimal performance—the highest level of excellence we can achieve with integrity.**

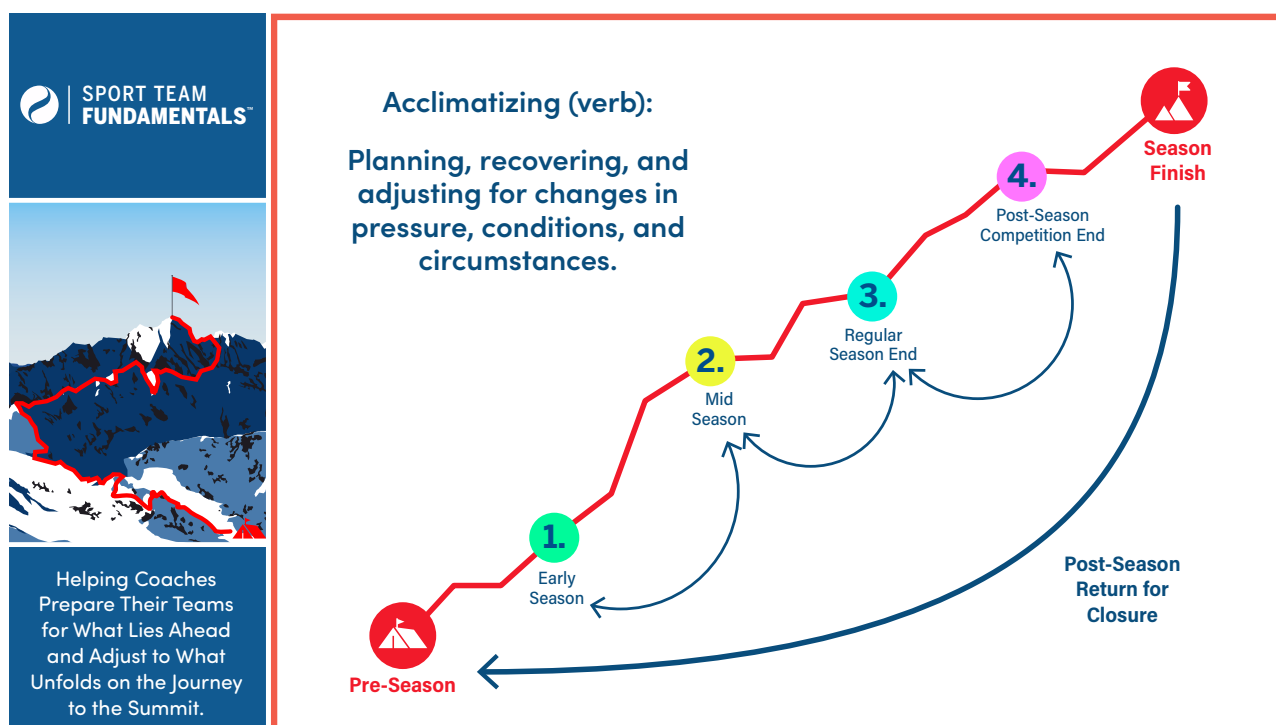




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This model helps to frame the *what* and *how* of shaping culture and character. But what is also essential is an understanding of *why* and *when*. Why are coaches shaping culture and character in competitive teams? So that teams and their team members have the strengths of culture and character to achieve their goals—without injuries. We think about a team journey as the process of “acclimatizing team cultures to summit.” Competitive seasons are a journey from base to summit, from the pre-season to the post-season. Pursuing summits safely is what coaches and teams are striving to accomplish. Coaches operate as expeditionary leaders guiding their teams towards new heights, new challenges, and uncharted territories, and they have a responsibility to ensure that teams can summit safely—without physical, mental, emotional, or interpersonal meltdowns or breakdowns.



The famous quote says, “It is not the mountain we conquer, but ourselves.” Competitive teams need lofty goals and the challenge of new summits to overcome their weaknesses and forge new strengths of culture and character that simply will not be developed pursuing the “low peaks.” Competition means “striving with”—with teammates and with worthy opponents—to bring out new levels of strength and to develop our abilities fully.

So, we develop the strengths of culture and character to summit safely by using the journey of a season to continuously prepare for what teams will encounter at the summit: further elevated pressure at the end of a long journey marked by the inevitable highs and lows, victories and defeats that are part of a typical season.



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We believe that strength and conditioning for culture comes to life when coaches understand that they are building strengths that can withstand the pressure of competition needed to summit safely. Coaches aren't just doing some good, nice, important work on culture and character. They're developing the strengths of culture and character needed to summit safely. If teams don't have sufficient culture and character assets for the pressures and duration of a competitive season, then breakdowns and injuries are inevitable! It's not about developing some nice assets that could help in life in the future; it's about developing the strengths of culture and character **needed for** the journey from base to summit for this team in this season. If we don't properly target and develop assets like psychological safety, leadership, resilience, self-awareness, accountability, then we should not be surprised when we don't reach our performance goals. More importantly, we shouldn't be surprised when we see breakdowns and psychological injuries within the team and among its members.

There are many nuances to the emerging art and science of shaping culture and character strengths needed to summit safely. But the essence of the approach can be summarized quite simply as the continuous intentional process of balancing **demandingness and responsiveness**. On the journey of a season, from pre-season to post-season, coaches must apply pressure sufficient to forge the team and individual assets needed for the challenge. But they must be able to temper, adjust, and respond when the demandingness is no longer landing or working with the team. What was optimal in the pre-season may not be in the middle of the season. What was too demanding in the pre-season may be perfect as we approach the post-season (or vice versa).

 **SPORT TEAM FUNDAMENTALS™**



Helping Coaches
Prepare Their Teams
for What Lies Ahead
and Adjust to What
Unfolds on the Journey
to the Summit.

ACCLIMATIZING TEAM CULTURE FOR OPTIMAL PERFORMANCE

**Coaching that is both
Demanding and Responsive**
to changes in the team,
which creates
Collective Safety and Confidence
that are needed to summit—to achieve
Excellence with Integrity!



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Optimal performance coaching, or coaching to summit safely, is the art of balancing demandingness and responsiveness, which requires an ongoing dialogue between coaches and team members. *Demandingness* reflects the coaching practices used to forge a culture of competitive excellence and drive the team towards greatness; *responsiveness* is how coaches listen, observe, and engage the team in dialogue to determine necessary adjustments to the intensity, duration, and tactical effectiveness of coaching practices and strategies. Optimal performance coaching isn't just what you do, it is *how well your demandingness lands with your team*. Coaches ensure their coaching is landing, by being demanding **and** responsive.

Resources

The “workouts” presented in this resource are activities designed to help you engage your team in the culture work *needed for* the journey of a season from base to summit, from pre-season to post-season. Culture is always a work in progress. These workouts can help you shape your team culture consistently and intentionally, and will ultimately help drive the performance of your team.

The workouts are organized into the following broad categories: leadership, teamwork, accountability, work ethic, communication, and resilience. Within each category you will find several short, focused workouts to conduct with your team. The workout categories are not scaffolded as a sequence, meaning you need not start with a certain workout, then progress to another in the order, and so on. You can start with any workout and move between categories as you see fit. Likewise, each workout can be conducted in a variety of environments: the court, the field, the locker room, a classroom, a film session, or even on the bus. If time is an issue, each workout can be divided into shorter, multiple segments.

The keys to effectively using this resource:

1. **Target where you are on the journey from base to summit.** If you're in the pre-season, you might have more time to select particular workouts, dig deeper, or return for several workouts. If you're in the middle of the season having just experienced a couple of tough losses or big wins, you might choose a different workout or focus.
2. **Be consistent.** Like strength conditioning, a heavy dump in the pre-season won't inoculate your team. To truly impact your culture, you must consistently address culture where it is most needed, targeting weak areas like you would weak muscles or weak strategy. As Pete Carroll once said, “If you're not coaching your values each day, then those aren't your values.”



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Each topic includes an activity to engage your team in active learning that incorporate research-based tools and strategies. Relationship-building questions and activities can be found throughout the workouts, so that your team can form connections with one another. Each category also includes optimal performance self-studies, so your team can reflect on how they are demonstrating the key values of your culture as individuals and as a team.

Finally, there are workouts you can use to engage parents, who are key stakeholders in the culture of your team. Some of the team workouts for student-athletes can also be extended to parents if desired. And there are two workouts to help get feedback on the culture of your team. Culture is ever-changing, so having simple, effective ways to gather information from student-athletes, other coaches, and parents regarding their perceptions of team culture is a useful tool.

In short, we've sought to include everything you need to consistently and positively shape your culture with simple, direct, and meaningful workouts. **Leaders shape culture, culture shapes character, character drives performance.** Now, the work is up to you. Your journey begins by working more intentionally to develop the strengths of culture and character needed to summit safely! Onward and upward!

The journey of a thousand miles begins with a single step.

~ Laozi

Traveler, there is no road; you make your own path as you walk.

~ Antonio Machado



CHAMP APPROACH

Building and sustaining culture requires intentional coaching. The Excellence with Integrity CHAMP approach suggests that developing skills like accountability requires the use of four separate but connected coaching processes.

First, coaching for optimal performance with accountability requires establishing CLARITY of expectations specifying what accountability looks, sounds, and feels like for your team in the various times and situations it will be required. Accountability is a big concept with many potential applications, so don't assume everyone on the team agrees with what accountability means — get clarity, about what accountability in action is, and is not!

Second, everyone on the team must have real opportunities to practice putting accountability into action. As the ancient wisdom asserts: *We are what we repeatedly do*—not what we repeatedly know. “Do this, don't do this” HABITS that simulate the skills we will need under game circumstances must be created, along with mentoring feedback on the deliberate practices.

Third, there must be ACCOUNTABILITY to ensure team members hold themselves and each other accountable to the standards we have established. If we know what accountability expectations are (clarity), and we know how to put these expectations into action (habits), then it is essential to make sure we hold self and others accountable.

Finally, the MINDSET must be continuously shaped so that student-athletes understand the deeper why behind our habits, expectations, and accountability, which helps cultivate buy-in and supports rapid recovery when mistakes are made or obstacles arise. Shaping the mindset is essential (why it matters and how we respond when it is put to the test): accountability is important *to us, our team, and for achieving our goals*—but it won't happen easily or without some effort and persistence!

A sample CHAMP tool for accountability is below, but you should use the blank CHAMP tool provided in each category to think about how you want to coach accountability on your team. To coach accountability consistently, you must be clear about what it means on your team, what it looks like, why it matters, and how you will hold each other accountable to your expectations.



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Clarity, Habit, Accountability, Mindset → Performance

Example



CLARITY

1. Challenging one another to invest in the team's goals.
2. Accepting challenge and accountability from team members.
3. Respectfully holding teammates accountable for the team's standards.



HABIT

1. Do what you supposed to do.
2. Own mistakes (no excuses or explaining).
3. Say it like you'd like to hear it.

Accountability



ACCOUNTABILITY

1. Measure, monitor, rate, and revise.
2. Praise and polish feedback ensures continuous improvement.



MINDSET

1. There's JUST-US.
2. We are not strong alone.
3. A weak fist is stronger than any five fingers.



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Clarity, Habit, Accountability, Mindset
→ **Performance**



CLARITY



HABIT



ACCOUNTABILITY



MINDSET



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RELATIONSHIP-BUILDING ACTIVITY – ACCOUNTABILITY PARTNERS / GROUPS

Scope: 3-5 minutes daily, weekly, or at any other consistent time period.

It's important for students to learn how to hold both themselves and others accountable. These two skills are critical for student and team development. One way to help students practice both skills, while also engaging in relationship building, is to create accountability partners or groups. This can be done in many different ways, including:

1. Randomly assign partners at the end of each practice, game, week, or other period and ask them to engage in personal reflection and team assessment.
2. Assign long-term accountability partners who meet regularly to assess personal and team performance.
3. Create small accountability groups within your team. It's often best to have groups be a mix of upper and lower classmen, both to increase relationships, and have older students model self-awareness and reflection for younger students.

Once partnerships or groups are established, ask students questions like:

1. What went well at practice today?
2. What was your best moment during today's practice?
3. What's a performance/athletic mistake you made today? How will you correct it tomorrow?
4. What's a teamwork, leadership, or effort mistake you made today? How will you correct?
5. What grade would you give our team for our performance today? Why did you choose that grade?
6. What can you do to help the team improve tomorrow?
7. On a scale from one to ten, how would you rate your (pick one): effort, resilience, competitiveness, toughness, leadership, teamwork, sportsmanship, etc.?



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8. On a scale from one to ten, how would you rate our team's (pick one): effort, resilience, competitiveness, toughness, leadership, teamwork, sportsmanship, etc.?
9. How well did you demonstrate our team values this week? Provide an example of a time you demonstrated our values well, and a time you could have done something better or differently.
10. What mistake did you make today that you are grateful for because you learned something from it?

Accountability partners should be utilized consistently, both to strengthen relationships and give students opportunities to practice the skill of accountability. You can use accountability partners or groups before or after practice, on the bus ride home after games, before or after film sessions or workouts, in team meetings, or any other convenient moment where you have 3-5 minutes to ask students to engage in conversation. As a coach, you should participate in these conversations by joining a different group each day. Model accountability by evaluating your own performance and providing feedback to students as they learn how to engage in their own self and team-awareness.

Extension

Ask each student to create an accountability card. On this card, students must write their answer to the following questions:

1. What goal do you want to achieve this year?
2. Why do you want to achieve that goal? Why does that goal matter to you personally?
3. Describe at least three ways you will know you are making progress towards your goal.
4. What can your accountability partner do to help you measure your progress and stay on the right track?

Once each student has completed their card, post them somewhere public. Incorporate questions about accountability cards into your accountability partner conversations. You may also ask students to provide periodic progress reports to you, other coaches, or the team.



ACCOUNTABILITY ACTIVITY WORKOUT – INTEGRITY BALL

Scope: 15-20 minutes once per season.

Divide participants into groups of 5-10 and ask each group to form a circle. Give each group one or two small objects or balls they can easily throw and catch. Tell the group they are going to throw the objects around the circle and try to avoid getting out. Group members are out if they break one of the following rules:

1. No one can speak or make a sound of any kind.
2. No one is allowed to move except to throw or catch the ball.
3. No one may make a bad throw or catch.

If a participant feels they have broken a rule, they must step back from the circle and sit down. No one can decide for anyone else that someone should be out.

Once participants play one round of the game, invite everyone to rejoin the circle. Ask participants to think about the previous round, specifically about how other people in the group played the game. Tell them that they are going to play a second round, and if they think they need to adjust their play to how the others on the team are playing, they can.

After a second round, ask participants to raise their hands if they feel they did a pretty good job following the rules. Typically, most individuals will raise their hand. Then, ask participants to raise their hand if they believe someone else in the group did not follow the rules as well as they did. Again, most individuals usually raise their hand. Ask how it is possible that everyone feels they followed the rules, but everyone also thinks someone else didn't follow the rules.

Note: If individuals do not think that others did not follow the rules, you can interject that you heard many sounds and saw many movements where individuals did not eliminate themselves. Or, point out that you noticed a time when the ball was on the



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ground, indicating that there was either a bad throw or catch, and no one took themselves out.

Process the activity by reminding participants that the rules were fairly simple and straightforward, and yet we had individuals interpret those rules in different ways. You could interpret “make a sound of any kind,” as your jacket swooshing when your arms move, or you could interpret it to mean you just can’t talk. You could interpret “can’t move except to throw or catch” as only moving your arms, or you could decide that taking a step to catch the ball is acceptable too. No matter how each person interpreted the rules, each person believed they were right. That’s why we can’t rely solely on self-accountability. We need help defining and holding each other to the standard.

The second important point is this: human beings typically look around and change their behavior based on the behavior of others. Round two of the game is often less strictly interpreted than round one because everyone looked around after the first round and said, “That person stayed in the game when they made a sound, so can I!” If one played the game repeatedly, you may get to the point where no one ever removes themselves because we keep adjusting our behavior to the worst tolerated behavior.

Extension

With partners, in small groups, or as a team, ask students what behaviors they’ve observed that have gotten worse over time and need to improve. Maybe focus in the weight room has drifted, causing the pace of workouts to get too slow. Maybe attendance at open gyms has diminished over the summer. Or, maybe the team has started spending more time on trick shots during open gym than working on their craft. Once behaviors have been identified, establish the standard that needs to be met moving forward.



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SWOT ANALYSIS WORKOUT

Scope: 15-20 minutes once or periodically throughout the season.

A SWOT Analysis is a simple exercise that can help individuals on your team hold themselves and others accountable by providing a safe framework for reflection and discussion. The activity described below can be conducted by individuals engaged in self-reflection, or by a group to collectively analyze the team.



CHARACTER SWOT ANALYSIS

To be your best and do your best, continuously reflect on character strengths, weaknesses, opportunities, and threats:





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1. Ask your team to evaluate their strengths and weaknesses using the character competencies on the SWOT Analysis tool, or using their own words and descriptions. Provide a time frame for them to consider – what have our strengths and weaknesses been this week, the last three games, this season, etc. If working with a large team, split the team into smaller groups and ask each group to come to a consensus on their top 3-5 strengths and weaknesses.
2. Now, ask team members to identify one strength from the list that they could capitalize on and/or one weakness that could be improved. Then, ask how they could capitalize on that strength or improve their weakness. Challenge them to be specific. If work ethic is a weakness, “work harder” is not an acceptable answer. Participants should come up with specific, “do this, not this” actions to hold themselves and others accountable to.
3. Finally, ask what might threaten their ability to get better. Is the team distracted by prom or finals? Are there cliques within the team that are causing issues? Is the team tired or stressed? Once they identify the threats, ask them what can be done to mitigate, remove, or overcome those threats. Create a plan to make improvements and evaluate progress consistently.

Extension

A SWOT Analysis can be used in many ways. Once students are familiar with the process by practicing the steps above, you can ask them to use the SWOT framework to engage in self-reflection, team assessment, to evaluate their character skills, to examine their athletic performance, gameplans, and so on.



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INTEGRITY-IN-ACTION CHECKLIST WORKOUT

Scope: 15 minutes at any point in the season.

Students make hundreds of decisions each day. Many of these decisions are simple with relatively straight-forward right answers. But, there are other decisions where the right answer isn't quite so clear, or where other factors make it difficult to make the right choice.

The Integrity-in-Action Checklist provides a practical guide for decision-making and behavior. It includes nine tests to use as a guide for putting integrity into action.



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INTEGRITY-IN-ACTION CHECKLIST

Would my decision pass each of these tests?

Golden Rule Test: If the situation was reversed, is this how I would want to be treated?


☐

☐

Fairness Test: Is this fair to everybody involved in and affected by my actions?


☐

☐

Truth Test: Does this represent the whole truth — no distortions, omissions, or spin?


☐

☐

Conscience Test: Would I feel good about this afterward — no regrets, no guilt?


☐

☐

Role Model/Mentor Test: Would the people whose integrity I respect most be proud of this?


☐

☐

Front-Page Test: Would I want this reported on the front page of the newspaper?


☐

☐

Consequences Test: Would this lead to positive consequences and avoid negative consequences now and in the future?


☐

☐

What-If-Everybody-Did-This Test: Would I want to live in a world where everybody did this?


☐

☐

Guiding Beliefs Test: Would this be supported by the philosophical, religious, political, and/or ideological worldviews guiding my life?


☐

☐

What if it's still not clear what to do?

1. Stop!
2. Think it over some more.
3. Seek additional insight from individuals whose integrity you respect.



Adapted from Lickona & Davidson (2005)



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Why a checklist? Research, such as Atul Gawande's book, *Checklist Manifesto*, finds that checklists improve consistency of results by ensuring thorough and efficient thinking under real-world pressures. Once you've shared the checklist with students, ask them to watch the following video clip about a softball player who tore her ACL rounding first base after a homerun, and the decision both teams faced in response to her injury.

Video Clip: <https://www.youtube.com/watch?v=ttkBP2XDZvE>

At the conclusion of the clip, ask students to list all the potential responses both teams had to consider after Sarah was injured. Then, evaluate those decisions by using the Integrity-in-Action Checklist. As you work your way through the checklist, highlight instances in which choices become complicated. For example, one could argue the fair decision would be to award her the homerun. After all, she did hit it over the fence. On the other hand, one could argue that both teams agreed to play by the same rules, it's not the opposition's fault that she was injured, so the fair thing is to replace her with another runner and rule it a ground rule double.

The point of the exercise is to help students see how asking different questions can help them evaluate decisions from multiple perspectives. Ask students to list instances in which they have struggled to make a decision. Examples could include everything from deciding whether to get up for an early morning workout or stay in bed because they were up late the night before (recovery is important, after all), to whether to keep playing a second or third sport.

It's not realistic to ask students to memorize all nine questions on the checklist. Instead, encourage students to choose three questions that will help them evaluate their decisions. Or, pick three questions as a team that you can use to hold yourselves and each other accountable. Then, choose one of the difficult decisions students identified and use those three questions to evaluate different choices and make the right decision.



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Extension

Create relevant, hypothetical scenarios that may challenge your participants' or teams' integrity and decision-making. Use the Integrity-in-Action Checklist or the three questions you've chosen to help them find good solutions. At times, you may need to play devil's advocate to help them experience the conflict being in that situation would actually cause. Sample scenarios are below.

1. If your friend doesn't pass an upcoming test, they will be academically ineligible to compete in the next game. Your friend asks you to help them cheat on the test so they can pass. What is the right decision in this scenario?

Most students know that cheating is wrong, so you may have to challenge them to think about how they (or someone else) might justify cheating. For example, is it fair to the rest of the team that their teammate can't compete? The rest of the team didn't do anything wrong, why should they be punished because their teammate got a bad grade, etc.

2. You are out with a friend and accidentally hit and dent the bumper of a parked car. No one but your friend saw you do it. What is the right thing to do in this situation?
3. You are invited to a party where there will be drinking and drug use. You know that some of your teammates plan to attend the party. If they get caught under the influence, they will be kicked off the team and seriously hurt your team's chances to have a successful season. What options do you have? What should you do?



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DRIVERS AND PREVENTERS FISHBONE WORKOUT

Scope: 15-20 minutes once or periodically throughout the season.

Teams evolve as a season progresses. Use the Drivers and Preventers Fishbone to help your team recognize what habits, behaviors, and mindsets are driving them towards their goal, and what is preventing or slowing their progress. Then, create a plan to emphasize your drivers and mitigate or overcome your preventers.



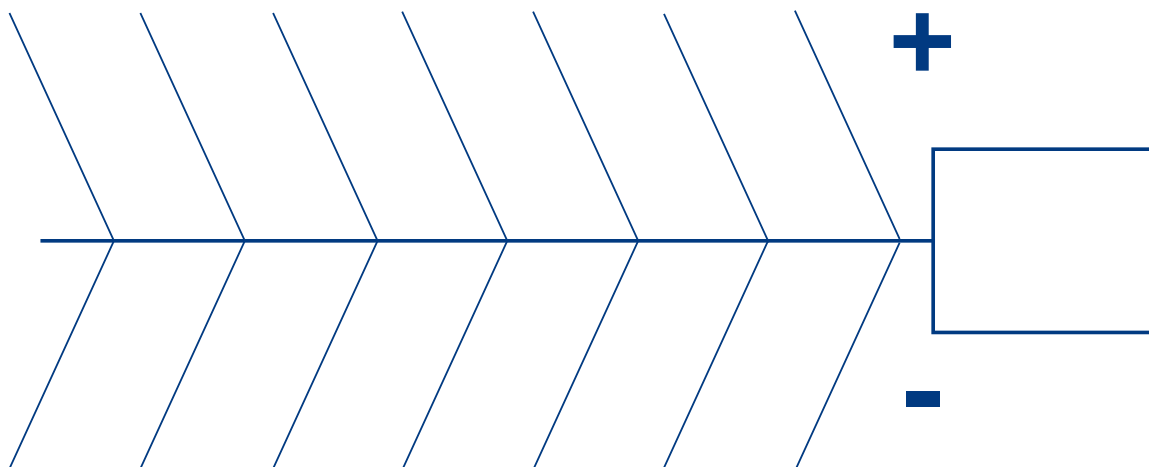
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DRIVERS & PREVENTERS FISHBONE AUDIT

Step 1: Brainstorm using the focus prompt, filling in each “fishbone” with one contributing factor. Brainstorm until no new ideas can be generated. (Add extra “fishbones” as needed).

List below habits, practices, or assets that drive, or contribute to...



List above habits, practices, or assets that prevent, or detract from...

Step 2: Circle three of the most important drivers and three of the most important preventers.

Step 3: Discuss strategies to positively influence each of these factors.

Adapted from Holcomb (1999). *Getting Excited About Data*.



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1. Write your team goal in the box on the right side of the fishbone. Then, ask your team to identify what habits, behaviors, and mindsets are driving the team towards that goal. In other words, what are you doing right? What is helping you make progress? If you have a large team, split them into small groups to create a list of drivers to add to your diagram. As your team shares their drivers, write them on the top lines of the fishbone.

Then, ask your team to name the habits, behaviors, and mindsets that are preventing you from reaching that goal. As your team shares their preventers, write them on the bottom lines of the fishbone.

2. Ask your team to identify and circle the top three drivers and the top three preventers on the fishbone. Come to a consensus on what drivers are most important and what preventers are most problematic.
3. Create a plan for how you will emphasize your three most important drivers as a team. The plan should consist of “do this, not this” behaviors so that each team member knows what to do to keep driving towards the goal. Likewise, create a plan for overcoming, removing, or mitigating your top three preventers. What needs to change for each preventer so that you can keep driving towards your goal?
4. Post your plan and reference it consistently so that the team can hold itself accountable to the behaviors you identified. You can also reference your fishbone in your accountability partner conversations.

Extension

You can also have individuals on your team to complete a fishbone for a personal goal. This could be a competitive goal (be a starter, improve shooting percentage, etc.) or a personal development goal like being a team captain. Once the goal is established, ask students to identify what is driving them towards that goal and what is preventing them from reaching that objective. Finally, create a plan for capitalizing on their drivers and overcoming their preventers.



OPTIMAL PERFORMANCE SELF-STUDY – ACCOUNTABILITY

Scope: 5 minutes.

Ask members of the team to fill out the following reflection about their accountability. Give them a time frame to consider as they reflect (last week, month, quarter, etc.). When complete, have student-athletes share with a partner what they are doing well and what they could do better or differently to demonstrate accountability moving forward.

This activity can be done multiple times per season to help student-athletes continually reflect on how well they are doing. Likewise, you can use this reflection in multiple ways:

- You could ask student-athletes to evaluate their own accountability or overall team accountability.
- Coaches could also fill out the reflection to evaluate the accountability skills of players.

The Optimal Performance Self-Studies should not be used as a weapon, rather as a way to engage in meaningful conversations about what is going well and what can be improved.



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ACCOUNTABILITY SELF-STUDY

Select a PERIOD OF TIME that
you will focus on: _____

Part A) Rate your performance on the following:

1 = POOR

10 = OPTIMAL



1) ... being reliable, doing what I said I would do when I said I would, and preserving trust by timely communication when I am unable to fulfill my commitments.

1 2 3 4 5 6 7 8 9 10

2) ... doing the right thing; not doing anything that might hurt others (bullying, hazing, spreading rumors) or myself (breaking rules, engaging in unsafe behaviors).

1 2 3 4 5 6 7 8 9 10

3) ... presenting events/facts truthfully, without distorting, omitting, or blowing things out of proportion.

1 2 3 4 5 6 7 8 9 10

4) ... admitting mistakes or actions that might have done something hurtful to others or the team; not making excuses; holding myself accountable for the consequences of my words and actions.

1 2 3 4 5 6 7 8 9 10

5) ... respectfully confronting those who engage in wrong, unethical, or unsafe behavior; holding teammates accountable for doing the right thing.

1 2 3 4 5 6 7 8 9 10

Part B) List what you could do **BETTER or DIFFERENTLY** in the future
for more optimal **accountability**:



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About the Consortium

Almost two decades ago, the Excellence with Integrity Institute and The Robert D. and Billie Ray Center at Drake University, created a consortium partnership to advance our respective visions and missions. Together, we pursue strategic opportunities in youth leadership, employment readiness, athletics, education, and organizational development in community and workplace environments.

The Institute's main focus is on research and development of instructional and assessment tools and strategies that help leaders shape culture, build character, and achieve optimal performance.

The Ray Center's main focus is on coaching, training, and expanding our collaborative implementation projects across Iowa and around the globe.