

Give your team a
leading
edge.

**DEVELOPING
ATHLETE
LEADERS**

At DAL, we believe that:

- Student-athlete leadership yields a sustainable competitive advantage,
- Leadership can be developed like any other athletic skill, and
- Sports are an ideal “learning laboratory” where student-athletes can test and hone transferable leadership skills.

We want to team up with you to help you develop the leaders you need to win. We can help you build a leader development playbook that is simple, efficient, and grounded in a set of skills that have been research-validated to promote team success.

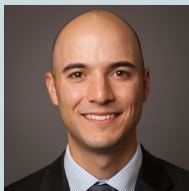
Our mission is to help everyone leverage the opportunity afforded by an athletic experience to develop into the type of leader who has a positive impact on both their team and community.

About us:



A graduate of the U.S. Naval Academy, **Jen Baker** began her career in the Navy, serving as both a pilot and an engineer. After the Navy, she has had experiences as an entrepreneur, in a Fortune 100 company, and in collegiate athletics. While completing her graduate work at Cornell University, she was a Roy H. Park Leadership Fellow.

Jen currently serves as the Associate Vice Provost for Student Affairs and Director of Athletics & Recreation at Johns Hopkins University in Baltimore, Maryland.



Evan Bruno played DIII baseball at Amherst College before joining the Navy, where he served for four years. After the Navy, he joined the baseball coaching staff at Cornell University while also completing his MBA. Evan went on to earn his doctorate in Leadership and Organizational Behavior from the Darden School of Business at the University of Virginia.

Before starting DAL, Evan taught leadership development and communication as an Assistant Professor of Management at James Madison University.

Leadership is Your Competitive Advantage

Ask any coach, “How important is leadership to the success of your team?” and you’ll categorically hear it’s among the most critical factors determining whether or not they achieve their goals. Yet, if you follow up by asking “What is your process for developing leaders?”, too often the answer lacks the specifics needed to really obtain the leaders they need to win. The question then becomes, if leadership is so critical, why do we largely rely upon chance to develop it?

I attended the US Naval Academy, where there is an entire academic building devoted to the study and practice of leadership, and rightfully so: 100% of the Academy’s graduates are hired by the military and placed in charge of very expensive equipment, as well as the lives of others. If the job of a military officer is to lead others, then it logically follows that leadership skills must be robustly developed to ensure the success of the mission.

When I first arrived at the Academy, I believed that leaders were born and not made. My experience since has shifted that perspective dramatically. Likewise, leadership scholarship once focused on Thomas Carlyle’s “great man” theory, which argued that leaders were simply people who were born with the correct traits to emerge as leaders.¹ Though personality traits can impact leadership ability,² the overwhelming emphasis of research on leadership has focused on the skills and behaviors that anyone can employ.³

After serving in the military, I spent time as an entrepreneur, a high school teacher, a coach, and in business. I was part of some very high performing teams and others that greatly underachieved. The common denominator for those that were most successful was leadership. Organizational research supports my anecdotal observation. For instance, Jim Collins, researcher and author of *Good to Great*, famously began his seminal investigation into what transforms good organizations into great ones “biased against leadership,” but he could not ignore the extensive evidence for how great an impact leadership had on elevating a company to the next level.⁴ It follows that developing great leaders is of foundational importance for teams to perform their best.

What if we spent as much time developing leaders on our teams as we do working on physical skills? Leadership is what allows teams to perform within a margin of excellence that exceeds what their talent alone dictates.

Since leaving the military, I’ve come to appreciate that the focused leadership development I experienced is not widely available to the general population. Are there leaders to be found outside of the military? Certainly. But how many more might there be if more people had the opportunity to learn in such a structured way? I believe we can do better, and have striven for that throughout my athletics career.

If we acknowledge that leadership is a skill, then clearly it can be learned, nurtured, developed,

¹ Carlyle, T. (1840). “The Hero as Divinity” in: *Heroes and Hero-Worship*.

² Judge, T.A., Piccolo, R.F., & Koslka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *The Leadership Quarterly*, 20(6), 855-875.

³ Day, D.V., Fleenor, J.W., Atwater, L.E., Sturm, R.E., & McKee, R.A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63-82.

⁴ Collins, J.C. (2001). *Good to great: Why some companies make the leap... and others don't*. New York: Harper Business.

and honed. Much like any athletic skill, we must be introduced, be able to understand where and how to use it, and afforded the opportunity to practice it, fail, and improve through continued feedback. What if we spent as much time developing leaders on our teams as we do working on physical skills? Leadership is what allows teams to perform within a margin of excellence that exceeds what their talent alone dictates. More leaders create more success!

Ask any coach whose team falls short of competitive expectations, and you'll often hear "we just didn't have the leadership this year." During my first year as a collegiate coach, I observed that we were "hoping" for strong captains. If we knew the leadership skills we wanted a player to have as a senior, it was our responsibility to develop them, beginning their first year. In that spirit, I created the first of several athlete leader development programs that I have built over the last decade. All have been designed with one similar strategy: to leverage the athletic experience to teach and grow leaders. If we need leaders to win, we have to step into our role as educators and provide them the framework to learn and develop those skills.

In our current landscape, we are all searching for a winning edge—not just in competition, but also with NIL, facilities, the transfer portal, and media exposure. Most advantages gained can be fleeting as others match or exceed our investment. What opportunities do we have for a truly sustainable advantage? If leadership is what best positions us for success, and we can develop it in a way that is uniquely ours, then it can truly be a sustained competitive advantage. Leadership cannot be scouted; there is no film to be studied, and there is no in-competition strategy to neutralize it. It is unique to an organization, the development of leaders is within our control, and the resources required to develop leaders are minimal. You can spend a lot of money, but greater spend doesn't mean greater leadership. Leadership quickly becomes a differentiator when an intentional development model is implemented. Wins are never guaranteed, but if leadership provides an edge, why not put as much emphasis on that as you would on other elements?

I believe my own leadership education was so formative because of two things: (1) an academic understanding of the skills, and (2) the continued practice of the skills. We have an incredible opportunity to develop leaders given the arena in which the skills can be practiced, observed, and critiqued. Unlike the military, the stakes in athletics are not life and death, so there is greater freedom to fail, learn, and grow. Teams are diverse. Thus, you must learn to lead, and be led by, those who are similar, and more importantly, those who are not. Challenges and conflicts are guaranteed; budding leaders continually have the opportunity to navigate difficult conversations while working to preserve relationships. Perhaps most importantly, the opportunity to lead is accessible to everyone, regardless of athletic talent, minutes played, or injury. In an age where inclusivity is paramount and student-athletes have the option to transfer so readily, leadership development can meaningfully enhance their experience, help them to discover the best of themselves, and prepare them for lifelong success.

Leadership is our sustainable competitive advantage, and as educators, developing leadership skills is what we owe to our student-athletes. We clearly should be doing this, but how we actually do it in a way that is measurable and impactful, is far more challenging. In future installments of this column, Dr. Evan Bruno and I will guide you through some leader development best practices: identifying desired outcomes, mapping curriculum, creating structure, and the implementation of an overall paradigm. We'll take a research-informed approach, and help you to build your toolkits so that you can be intentional about developing the leaders you need on your teams to win now, but more importantly, to win for life.

Target the Leadership Skills Your Student-Athletes Need

In our previous article, Dr. Evan Bruno and I made the case that developing student-athlete leaders can create a sustainable, competitive advantage. The concept that leadership is useful is straightforward. However, where to actually begin may be daunting as leadership is a broad construct. There are countless skills one could consider enhancing, and what is valued in a leader may vary from campus to campus.

Begin with the End in Mind

Skill development typically begins with a clearly defined outcome (the specific application of a skill in context). The process for developing that skill starts with foundational elements and builds toward more complex, situational applications. For example, scheme “installs” begin with an outline of the scheme, which the student-athlete learns in a series of progressive steps. Leader development is no different; it’s therefore helpful to begin with the end state you’re trying to achieve. What do you need student-athlete leaders to actually *do*?

This can be a challenging question. We all recognize leadership when we see it but we rarely have to articulate the component skills. A development program can’t be effectively implemented, however, without a clearly-defined learning objective. As in a classroom, a curriculum flows from learning objectives. This article shares a path to defining your own leadership learning objectives.

Ground Your Learning Objectives in Validated Research

Leadership is a wide and well-researched field of study, and many scholars have focused their efforts on distilling these diverse ideas and theories into leadership competencies that an “effective leader” might possess. While much of the literature focuses on the military or business, these research-backed leadership competencies provide valuable conceptual frameworks for collegiate athletics, too.

Focus on one or two themes to start, design your curriculum, implement a pilot, test the concepts, and then iterate as appropriate. It is better to start small and do it well than to try to address all things at once and risk diluting the impact.

For instance, early leadership research emphasized *task* and *relationship*-based categories of behavior such as “initiating structure” and “consideration.” These categories speak to standards and accountability, such as setting expectations clearly and enforcing appropriate repercussions for rule violations.

These categories also suggest what makes team members feel included and cared for, traits like asking questions and being approachable.¹

¹ Fleishman, E. A. (1953). The description of supervisory behavior. *Journal of Applied Psychology*, 37(1); Halpin, A. W., & Winer, B. J. (1957). A factorial study of the leader behavior descriptions. *Leader behavior: Its description and measurement*, 39-51; Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of Leadership & Organizational Studies*, 9(1), 15-32.

Other competencies that can easily apply to a sports context include *change*-oriented behaviors (think motivation, and turning teams around). Here, behaviors like adequately articulating a vision or inspiring others to follow that vision are how effective leaders change a team, getting it out of its status quo.²

These three categories of leader behaviors – task, relationship, and change-based – can be a useful way to start thinking about the types of behaviors to develop on your teams. For example, logistics, rules, player roles, and overall team organization (all of which fall under initiating structure), are daily considerations for any coach or team captain.

How effective a leader is can be directly connected to how well one communicates and enforces these standards. And, when it comes to training, these behaviors can be measured and developed in captains and other teammates, especially if something like accountability is a prioritized team value.

But where to start? What leadership outcomes do you want? Are they the “right” outcomes? Below are four ways we like to answer these questions, and next time we will help you think about how to reverse engineer these desired outcomes into a leadership curriculum for your student-athletes.

Engage Your Coaches and Student-Athlete Facing Staff

Anyone who works directly with student-athletes will be able to tell you what the best athlete leaders do, and where your athletes may be falling short. One of the most effective strategies for gathering this data is to meet with each coaching staff, as well as other student-facing staff, and ask “If I observed your practice, what would show me you had the leaders you actually need? What would the leaders be *doing*?” Because leadership is a practice, it is helpful to picture what it actually looks like when it’s happening. It is often easier to describe leadership in tangible actions rather than name big picture concepts.

Four ways to reverse engineer what leadership outcomes you need for your team and turn them into a leadership curriculum for your student-athletes:

- ⇒ Engage Your Coaches and Student-Athlete Facing Staff
- ⇒ Solicit the Student-Athlete Voice
- ⇒ Get Some Alumni Perspective
- ⇒ Identify Themes and Start Small

² Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1(2), 107-142; Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. California: Jossey Bass.

Solicit the Student-Athlete Voice

While it's true that many student-athlete leaders "don't know what they don't know," a quick survey can still provide valuable information. Good insight will be gained by asking "where do you need more support?" and "what leadership skills do you want to further develop?" It is amazing how aware they are, and they'll appreciate you asking questions and being approachable to input and ideas.

Get Some Alumni Perspective

Alumni (particularly recent alumni) can provide valuable insight about how well-prepared they felt transitioning to professional life, and where they could have used more development. Consider surveying this group, asking what leadership skills they learned while competing that they've already used in their professional life, as well as what skills they wish they would have spent more time developing while on campus. This may identify some gaps and opportunities, which can then be cross-referenced with feedback received from coaches and the academic competencies.

Identify Themes and Start Small

It will quickly become apparent that there are countless skills and competencies which could be the focus of a leader development program. There is no need to try to address them all! Aggregate all of the data and identify themes, much like the early organizational scholars did. Of course, you don't have to connect your own themes to the formal research themes – we just provide those as a starting point grounded in research.

From those themes, look for the concepts that – if more fully developed – would make all teams better in the short-term, and better position student-athletes for professional success in the long-term. For instance, if a team is on a good trajectory and the goal is to maintain, change-oriented leader behaviors may be less valuable to emphasize than relationship-oriented behaviors.

Focus on one or two themes to start, design your curriculum, implement a pilot, test the concepts, and then iterate as appropriate. It is better to start small and do it well than to try to address all things at once and risk diluting the impact. If early value is created for student-athletes and coaches, buy-in will follow and easily present future opportunities to scale the effort.

One Size Does Not Fit All

It's important to remember that the focus of your program should reflect the particular needs and application of leadership on your campus. Each campus has a unique climate and culture, and leadership is not "one size fits all." While the skills themselves may be universal, the application and emphasis of those skills is not. Build a program that uniquely reflects the needs your coaches, staff, student-athletes, and alumni have identified.

Create A Curriculum

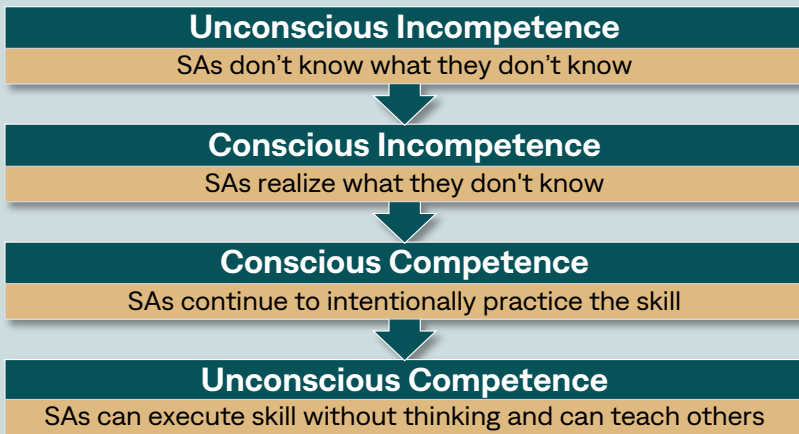
Where next? Working backwards from the desired ends will help you determine what's necessary to develop effective leaders. In our next article, we will share some best practices when creating an impactful curriculum for student-athletes.

Developing a Curriculum to Coach Student-Athletes

Over the last two articles, Dr. Evan Bruno and I have outlined why an intentional leader development paradigm matters to the success of your programs. We also have described where and how to identify the specific skills that would be most valuable to your student-athletes (SAs). We now walk you through how to start constructing a holistic, fleshed-out “curriculum” to build the leaders you need.

Consider Learning Theories and Styles to Accelerate Success

There are many ways to learn and develop a skill, and individuals have natural preferences and strengths between learning styles. Often, learners are categorized four ways: (v)isual, (a)uditory, (r)ead/write, or (k)inesthetic. For example, when trying to install a new offensive play, some SAs may learn best by seeing the play drawn on a whiteboard (visual), others may need you to explain it on the field/court (auditory), some may need to draw it themselves in their playbook (read/write), and still others may simply need to walk through it in real-time (kinesthetic). For the purposes of our discussion, we will not tailor our strategies to a specific learning style, but if you are interested, you may find it helpful to take advantage of the many free “VARK” assessments online.¹



We believe leadership is a skill that can and should be developed methodically like any other skill. A model we like for conceptualizing how SAs progress in their learning is the Conscious Competence Model. The Conscious Competence Model was developed by Noel Burch of Gordon Training International in the 1970s and often is visualized as a ladder.²

For the purposes of our discussion, we'll equate each of the levels to a year in school (first year student-athlete through 4th year senior) although, of course, your SAs could show up at any of these developmental levels at any time.

¹ For example, one we like to use: <https://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-athletes/>

² <https://www.gordontraining.com/free-workplace-articles/learning-a-new-skill-is-easier-said-than-done/>

Target Your Coaching Practices towards Student-Athlete Development

Your own best practices as a coach have a great impact on how successfully SAs progress between these development levels. Consider these key points when trying to move a student-athlete from “Unconscious Incompetence” to “Unconscious Competence”:

- **Practice Makes Perfect.** Create opportunities for your student-athletes to get “daily reps” of necessary skills. Allow them to practice, make mistakes, get feedback from you (or ideally, their peers), and continue to advance their learning. Small things that can be done daily at practice will work best; the more reps, the better!
- **Coach Them Up!** Especially if your SAs are practicing every day, they need to know what they’re doing well, and where they need to keep working. The more feedback your staff—as well as their peers—can provide, the more likely you’ll see improvement.
- **Start Small and Scale.** Begin with a micro-application of the skill, and gradually scale to a macro-application. You’ll see this concept in practice in the next section’s example. Try to create a system of levels where, if the student-athlete mastered the opportunity at hand, but failed to develop beyond that level, they could still make a meaningful impact on the team.
- **Connect to the “Why.”** SAs want to know the reason behind anything they’re asked to do; leadership practice is no different. They’ll be more likely to buy in if you explain why mastering the task at hand will help them to become better leaders, better teammates, and contribute to the program’s success. As you provide feedback, always connect it to the bigger picture.

Develop Skills Systematically

While there are any number of skills that you might decide are most important for your teams and programs, here we will focus on the development of accountability, because of its outsized impact on leader efficacy and team success. For instance, there is a strong connection between the level of leader accountability and other team-oriented behaviors like looking after subordinates’ well-being and helping the team win at personal cost.³ Conversely, lower leader accountability can degrade team trust, decrease motivation, and increase stress levels.^{4,5} In short, accountability is so important because it has outstanding compounding effects. Similarly, lack of accountability has equally powerful effects in the opposite direction.

On the next page, we outline how to build opportunities at every level of the Conscious Competence Model to hone accountability as a skill, and move your SAs from “Unconscious Incompetence” to “Unconscious Competence.”

Tailor These Frameworks and Evaluate Your Teams to Get Started

We hope that this helps you to start mapping out the ways in which you’d like to develop the leadership skills relevant to your own programs. Framework thinking helps to organize your strategy and ensure that there is a logical sequence to your work. If you still need help determining where along the Conscious Competence continuum your student-athletes lie, a 360-degree evaluation can be a helpful tool for leaders looking to identify areas for focused growth. In our final article, we will highlight how to use these—and other feedback mechanisms—to help to move your student-athletes toward higher level competence across a range of leadership skills.

Year in School	Development Level	Focus	Sample Application
First Year	Unconscious Incompetence	Self-accountability Collective accountability	Show up to scheduled team events together, on time, with all required gear
Sophomore	Conscious Incompetence	Collective accountability Mentor & support First Years in their self-accountability efforts	Create a schedule to ensure all required equipment makes it to/from practice; assign teammates to responsibilities For ball sports: every ball is accounted for at the end of practice
Junior	Conscious Competence	Collective accountability; holding others accountable Mentor & support first years and sophomores in their efforts	Direct competition day logistics: time to report, travel uniform/gear requirements, packing list, ensure all needed equipment is loaded onto the bus Ensure locker room is maintained to an appropriate standard of tidiness
Senior	Unconscious Competence	Collective accountability; holding others accountable Mentor & support lower classes in their efforts Directly support juniors and the direction they give for logistics and locker room oversight	Ensure that all of the previous levels of action occur Vocally support teammates who are working on their skills Be the teammates who set the example, and help others to reach the standard

³ Giessner, S. R., Van Knippenberg, D., Van Ginkel, W., & Sleebos, E. (2013). Team-oriented leadership: The interactive effects of leader group prototypicality, accountability, and team identification. *Journal of Applied Psychology, 98*(4), 658.

⁴ Hall, A. T., Blass, F. R., Ferris, G. R., & Massengale, R. (2004). Leader reputation and accountability in organizations: Implications for dysfunctional leader behavior. *The Leadership Quarterly, 15*(4), 515-536.

⁵ Lerner, J. S., & Tetlock, P. E. (1999). Accounting for the effects of accountability. *Psychological Bulletin, 125*(2), 255.

Get Your Student-Athletes the Feedback They Need to Develop as Leaders

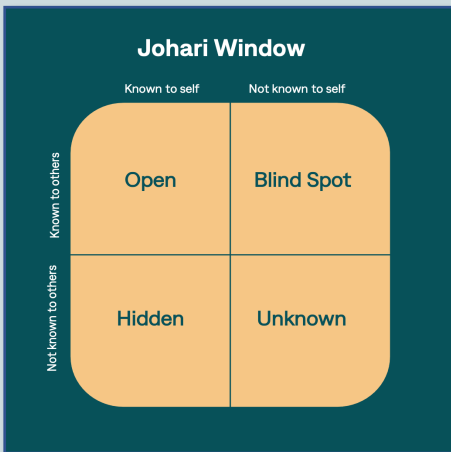
In the previous three articles of this four-part series, Dr. Evan Bruno and I made the case for prioritizing leader development on your teams, outlined how to identify skills to focus on, and detailed how to systematically create a leadership development program.

Teammates who are self-aware and constantly trying to grow or improve tend to be the most effective leaders. In our final installment, we make the case for why feedback is important and why 360-degree evaluations may be one of the most helpful tools for leaders to identify areas for focused growth.

Structure Meaningful Feedback by Fostering Openness

One of the key benefits of feedback is to help leaders identify blind spots that they may not be able to discover on their own, increasing self-awareness. Making feedback easily available can help your leaders map clear goals for growth and development. Specific feedback identifies areas where your student-athletes need to improve as leaders, helping them to focus their efforts on targeted areas instead of trying to improve all possible leadership skills without a clear plan. More broadly, a culture of giving and receiving feedback on your team can also promote communication, trust, and accountability.

A useful framework to think about the role feedback can play on your team is the Johari Window, a tool used by organizations around the world to improve communication and understanding among individuals in a team.¹ This model for self-awareness comprises four quadrants or windows, each representing a different possible combination of awareness between the leader and their team.



The first window represents the "open" self, which is known to both the leader and others on the team. The second window is the "blind spot", which is unknown to the leader but known to their teammates. The third window is for insights that the leader knows but others do not (the "hidden" area), while the last window represents the "unknown", which is where we all don't know what we don't know. Generally, the goal of the Johari Window is to increase the size of the "open" window by increasing information sharing and feedback among teammates. Getting feedback from others is a crucial way to shift knowledge from the "blind spot" window to the "open" window, but that is sometimes easier said than done.

¹ Luft, J. & Ingham, H. (1955). "The Johari window, a graphic model of interpersonal awareness". Proceedings of the Western Training Laboratory in Group Development. Los Angeles: University of California, Los Angeles.

Crucially, achieving a larger “open” window on one’s own can be difficult, and sometimes may even backfire. The Dunning-Kruger Effect is a pervasive subconscious tendency where we tend to overestimate ourselves in a particular area, making it less likely that we will seek feedback on our own that would help us to improve.²

Leaders particularly susceptible to the Dunning-Kruger Effect often are less competent, and are also unlikely to recognize this shortcoming. The Dunning-Kruger Effect highlights the importance of self-awareness (the “open” window, especially), and it underscores the value of having feedback structures in place that don’t require leaders to actively seek out feedback on their own. This is where 360-degree feedback tools can be particularly helpful.

Understand the Difference With 360-Degree Feedback Evaluations

Coaches provide feedback to their student-athletes every day, offering them perspective on their performance, focusing on areas where they may need to make changes to be more effective, and helping them to improve skills that will elevate team success. The same approach can and should be given to leadership skills, which will encourage self-awareness and help leaders to understand how their actions impact others, ultimately facilitating better communication, teamwork, and programmatic success.

One of the most useful tools to help your student-athletes identify areas for leadership growth is the 360-degree feedback evaluation. This type of evaluation collects feedback from multiple sources. In this case, it is not just an advice session from their head coach (although that is always useful, too), but feedback coming from multiple teammates that is based on specific observed behaviors. That is, the feedback isn’t “I don’t like this person” but rather “I see this person doing this behavior (in)frequently”.

Coaches provide feedback to their student-athletes every day, offering them perspective on their performance, focusing on areas where they may need to make changes to be more effective, and helping them to improve skills that will elevate team success. The same approach can and should be given to leadership skills.

The accumulated feedback can then be compared to the leader’s own self-assessment, and often results in a more comprehensive understanding of strengths, weaknesses, and areas for improvement, both from the point of view of their teammates and from their own introspection.

Having these two perspectives side-by-side can be a really powerful combination, where a student-athlete can reflect on the differences between their self-perception and how others see them, why these differences might exist, and what (if anything) should be done about it. For example, one of the most common scenarios with the 360 that we have developed is that captains tend to overestimate how accountable they are; many captains believe they are “very accountable” while, on average, the rest of the team tends to see their captains being accountable “only some of the time”. This type of insight can really drive improvement in accountability behaviors on your team.

² Kruger, J & Dunning, D. (2000). Unskilled and unaware of it: How difficulties in recognizing one’s own incompetence lead to inflated self-assessments. *Journal of Personality and Social Psychology*. 77. 1121-34.

Start a Virtuous Circle with 360-Degree Feedback Evaluations

360-degree feedback evaluations can provide your student-athletes with a more complete perspective on their leadership. Instead of relying solely on their own reflections or their coach's opinions, they get insights from multiple vantages all at once. This can be especially helpful to increase self-awareness and identify blind spots as well as other areas for improvement that may not have been readily apparent.

Additionally, having regular (e.g., pre- and/or post-season, or in-season annually) 360s can grow a feedback-centric culture, beyond the formal survey. Having a good feedback culture on your team can improve overall communication and foster continuous learning and growth for your leaders, while increasing overall team trust and accountability among team members.

Corporations have been doing these 360s for years with much success, but affordable options specific to college athletics are difficult to find. Given that leadership effectiveness can be a significant competitive advantage for a team and that the same skills developed in collegiate athletics are highly transferable to the workplace, Developing Athlete Leaders (DAL) has created a cost-effective, relevant tool to help coaches and administrators assess a student-athlete's relative strengths across a set of leadership skills that have been research-validated to promote team success.

At DAL, our mission is to help everyone leverage the opportunity afforded by an athletic experience to develop into the type of leader who has a positive impact on both their team and community, and one who is set up for success in life after athletics.

Combining 360-degree feedback evaluations with other approaches like mentoring or training your leaders in 1-on-1 sessions is a great way to maximize leadership development on your team, similar to a sport-specific film review session. To that end, Developing Athlete Leaders also provides free guidance and tips for how to debrief the reports your athletes get from their 360. We make this guidance document available to anyone who requests it, even if you don't do a survey with us. We also have a recommended reading list relevant to feedback and leadership development, which can be found at <https://developingathleteleaders.com/resources>.

As we've emphasized over the course of this series of articles, leaders must be developed with intention, and doing so can provide a sustainable, competitive advantage to a team. A 360 survey tool is a great first step in a strategic approach to leader development, and DAL now offers one that is grounded in research-validated leadership traits that are known to impact the success of a team.

Have more questions? Let us know how we can help! Contact us at:

info@developingathleteleaders.com

We hope you enjoyed these articles and found them helpful. More resources like these can always be found at:

www.developingathleteleaders.com

A handwritten signature in black ink, appearing to read "Jen".A handwritten signature in black ink, appearing to read "Evan".

