



HUMAN PERFORMANCE PROJECT

— Illinois —

Student Leadership Manual

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PROGRAM DESCRIPTION



PROGRAM DESCRIPTION



Founder, John Underwood

The Human Performance Project (HPP) is a comprehensive prevention program developed by Olympic Trainer John Underwood. His passion for teaching the science behind optimal performance in youth started at the beginning of his career and has remained a pivotal component of his work. John takes his 35 years of experience studying elite performers and shares the secrets of their success with the up and coming generations.

Since his work in designing a Human Performance Project for the US Navy Seals, John has partnered with veterans of his training program and founders of Applied Performance Sciences (APS) to help share his message. APS has been instrumental in complementing John's science-based research with the leadership training and skill development that every person could benefit from. The combination of these two themes, science and leadership, are the key aspects of HPP that allow students the opportunity to not only live a healthy lifestyle first hand, but influence their peers in positive ways to do the same.

HPP takes a proactive approach to improving school climate by coordinating all aspects of high school student life including: teachers, administrators, parents, communities, prevention professionals, and students themselves. The program is centered on developing student leadership and providing them the skills to lead their peers to healthy lifestyle choices.

This is a program that gives staff and students the tools to learn the academic side of human performance, practice and teach integral leadership skills, and serve younger students and the community. Ultimately, when adopted comprehensively, the Human Performance Project has the ability to create a positive, respectful culture where students become energized to make a difference for themselves, their peers, and generations to come.

PROGRAM CONTENT

Science, Leadership, and Policy

The Human Performance Project is all about providing individuals with as much knowledge and as many skills as possible to become strong leaders and optimal performers in all that they do. John Underwood's messages focus on compelling facts and applicable details of how nutrition, mood and mindset, chemical health, and sleep impact our day to day performance.



The leadership training taught and modeled by the APS team brings John's science to a real world application. These trainings teach the value of creating a culture where students are leaders of positive change and hold one another accountable to being the best they can be. There are many leadership development trainings available with this program. Some of the topics include commitment and accountability, resilience, conflict management and confrontation, and leadership facilitation.

Step-by-step training modules for both science and leadership topics can be downloaded from ilhpp.org. Trainings come complete with facilitator notes, worksheets, and activities to help build the knowledge and skill sets of your student leaders.

PROGRAM CONTENT

Science, Leadership, and Policy

The ultimate goal of the Human Performance Project is to create a culture where positive lifestyle choices are the norm in your school and community. Students thrive in an environment in which there are clear boundaries and expectations. Strengthening policies is an important component of this program because it ensures that all are committed to promoting healthy choices among youth. Putting these policies in place, in collaboration with faculty and student leaders, will show everyone supports the decision to make healthy choices and strive for optimal performance.

There are three policy components to this program. The IL HPP Team can help you incorporate each into your school and community.

Code of Conduct

The first step in addressing the policy component of this program is to review your school's extracurricular code of conduct. Revisit your school or district's code to ensure clear language and expectations.

Pledge

Create a pledge that outlines the values and commitments required to be considered a representative of this lifestyle. This process should be led by the students who will make the commitment to sign the pledge.

Restorative Justice

This level of policy will ensure that in the event of a code or pledge violation, the response will be restorative, rather than simply punitive. This approach addresses the underlying reasons for the violation and connects the individual to further support.

PROGRAM STRUCTURE

The Chapter Model

The next level of this program, beyond simply teaching the materials provided, is developing a school chapter. The beauty of this program is that it means whatever each school wants it to mean. Each school and chapter has the flexibility to turn this initiative into what fits best for their community. We often say that the best way to get a clear picture of what your HPP chapter could look like is to see what other schools are doing. These perspectives are available online, at in-person trainings, and through conversation with the IL HPP Team.

There are, however, a couple common components that make many of these chapters successful. First and foremost, this is a **student led, staff supported initiative**; meaning the greatest influence of change is the students. If students have buy-in and feel empowered to lead this movement, then that is what will drive the positive culture that this program is all about.

Getting students trained in this program will help them become motivated and ready to take the lead. Staff supported means that it is important for student groups to have faculty advisors and even the support of administration. The role staff advisors play in each chapter varies, but the liaison from students to adults is vital to the success of this program.

One more important component of the chapter model is the motto: **“This program is not a club, it is a lifestyle!”** Sometimes, the term *club* sets the tone of being *in* or *out*, and adds an element of exclusivity. The ideal HPP chapter creates a lifestyle that *anyone* can adopt and sets a positive culture that becomes the norm for all students.



THE COMMITTED MODEL

Students Committed

The committed model is a foundational aspect of the Human Performance Project. Making a commitment to live the values of HPP is an important step in becoming a student leader. Check out the model below to understand what it means to be a **student committed**.

STUDENT COMMITTED

Being **committed** means to hold ourselves and others accountable to:

- Make optimal decisions about health and wellness
- Role model positive behaviors and attitudes
- Be dedicated to the process of establishing a culture of excellence and living high standards

As **students committed**, we will:

- Challenge ourselves to make healthy decisions to perform our best in academics, extracurriculars, and athletics
- Strive to understand how our own actions and the actions of our peers shape the culture of our community
- Take initiative to lead beyond ordinary expectations by empowering our peers to live out a positive lifestyle

Student committed is a model for all students to follow. As a student leader you are taking initiative to go a step further and *lead beyond ordinary expectations by empowering our peers to live out a positive lifestyle*. Having the ability to take initiative is what sets you apart as a student leader. Being a leader is not simply about maintaining your program as it already exists, instead it is about envisioning peer and program growth.

Are you ready to put in extra effort and take initiative to bring your visions to life? Will you leave your mark on your school and in your community? This Student Leadership Manual will help you develop leadership qualities that will bring you closer to achieving those goals.



STUDENT LEADERSHIP



STUDENT LEADERSHIP OVERVIEW

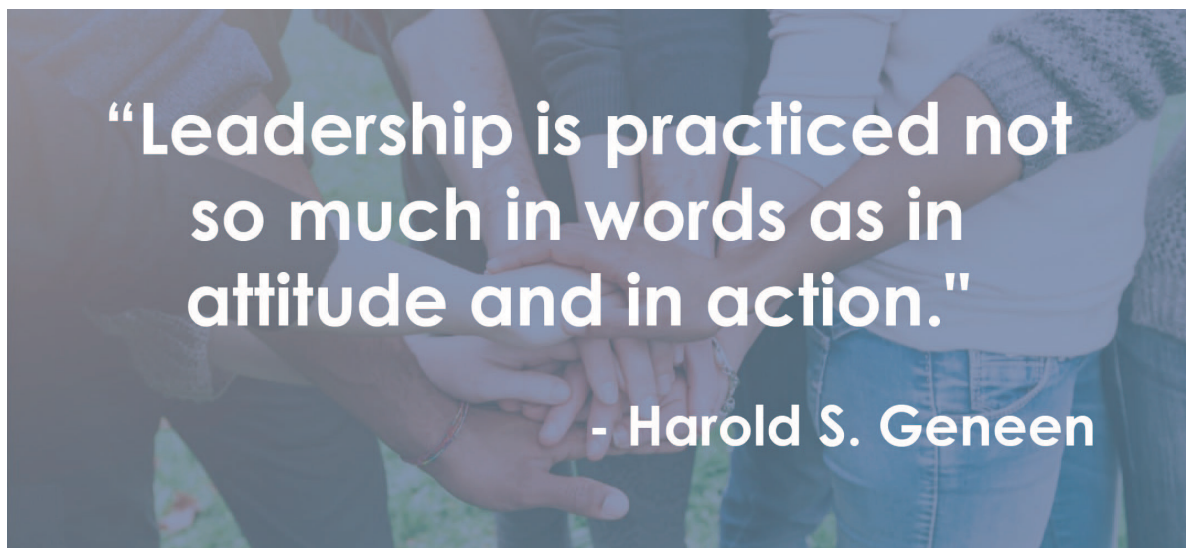
An Introduction to Leadership

Leadership is about having the ability to work hard. It is about a willingness to make sacrifices, and a commitment to becoming the best version of yourself. Although it may seem like certain personalities naturally lend themselves to leadership, being a leader is not a set of innate qualities and characteristics. Instead, leadership is made up of skills that can be developed in *anyone*.

Being a leader is about inspiring confidence in your peers, encouraging your team through successes and failures, and keeping your group focused on its goals. Leadership development is an ongoing process that requires honest self-reflection and a willingness to step outside of your comfort zone. Student leaders are asked to address conflict and are expected to set high standards by role modeling positive behaviors for their peers. Student leaders might be required to make unpopular and difficult decisions, however, they should remember that these decisions are ultimately enhancing the culture of their community. ¹

As a student leader, it is important to remember that you must be trusted by your peers and respected by your adult advisors. When you accept the role of a student leader, you are accepting a responsibility to represent your HPP chapter, your extracurricular groups, your school, and your entire community on a daily basis. Being a student leader is an honor and privilege that comes with many rewards, but it is not always an easy task. This manual will help develop your leadership skills by laying out the roles and responsibilities associated with being an HPP student leader.

You will notice that throughout this manual, we often refer to “the team.” As student leaders you are likely involved in many different groups and extracurricular activities. Your *team* is whatever group you are looking to lead and is a term that can be used differently by everyone.



¹Janssen, J. (2007, 2014) The Team Captain’s Leadership Manual. Cary, NC: Winning The Mental Game.

STUDENT LEADERSHIP OVERVIEW

*Exploring Leadership Activity*²

Before you dive into learning what it means to be a student leader for your HPP chapter, take a few minutes to explore the ideas you already have about leadership.

1. What does it mean to be a leader? How do you define leadership?

2. Who do you respect as a leader? Ex. parents, siblings, coaches, teachers, civic leaders, etc.

3. What characteristics make these people effective leaders? List at least six

- _____
- _____
- _____
- _____
- _____
- _____

4. How do you perform and feel when you have an effective leader guiding your team?

Leadership is about bringing out the best in others. Think about the people who have modeled effective leadership for you. Is there a way to incorporate what you have learned from them into your own leadership style? What did they do that gave you the courage to strive for success? By exploring the qualities of the effective leaders that already surround us, we can begin to narrow our understanding of what it means to be an effective leader.

Share your definition of leadership with your chapter advisor and fellow HPP student leaders. Take time to compare the list of characteristics you just developed and see what your group definition of leadership becomes.

² This activity is adapted from Janssen, J. (2007, 2014) *The Team Captain's Leadership Manual*. Cary, NC: Winning The Mental Game.

FOUNDATIONS OF A LEADER

The 5 C's of Leadership

Now that you have spent some time exploring your own ideas about leadership, let's turn to understanding a framework that may be used by your chapter advisors, staff mentors, or school administrators to recognize your leadership capabilities.

The IL HPP Team encourages staff mentors to identify student leaders by using the 5 C's of Leadership Assessment tool. The 5 C's stand for *competence, character, civility, citizenship, and chemical health*, which are qualities that lay the foundation for effective leadership. Student leaders tend to be strong in some areas, and weaker in others. The important thing about being a leader is making a commitment to further develop and improve each of these areas on a daily basis.

When using the 5 C's of Leadership Assessment tool it is important to realize that the objective is to improve the leadership skills of the individual being evaluated. No student leader is ever perfect, and it is the role of staff mentors to help their students grow. This assessment will point out the strengths of students, which as a student leader will likely be a very gratifying experience. However, this tool is not meant only to compliment individuals on their strengths. Both the evaluator and the student who is being evaluated should know that the intention of this assessment is also to identify areas for improvement. In other words, this tool is a way to provide and receive *constructive criticism*.



Constructive Criticism

Merriam-Webster defines constructive criticism as *feedback that promotes improvement or development*.³ As a leader you can practice the art of receiving constructive criticism for your own benefit, but you can also help your teammates get comfortable with the idea by modeling the behavior.

While it may be difficult to receive constructive criticism, it is absolutely vital to your growth and improvement. It is okay to feel emotional when receiving criticism, but it is important to remember that in this situation the criticism is not a personal attack. It does not say anything bad about who you are as a person or a leader.

³ Constructive. (n.d.). Retrieved April 23, 2018, from <https://www.merriam-webster.com/dictionary/constructive?src=search-dict-hed>.

Do your best to listen to the feedback provided through this assessment without getting defensive or giving excuses. Once you have received and processed your feedback, set goals for yourself and make plans for how you are going to improve on the weaknesses identified through the assessment. The ability to receive constructive criticism positively and use it as an opportunity for growth is a very strong leadership skill that will benefit you all throughout your life.

Below is a summary of the 5 C's that your staff mentors will be using to provide feedback on your leadership skills. The actual 5 C's of Leadership Assessment tool can be found at the end of this manual in the Appendix.

5 C's of Leadership Definitions

COMPETENCE	Competence means having the necessary knowledge and understanding of HPP and indicates an ability to teach the lifestyle.
CHARACTER	Character means demonstrating attitudes and behaviors that relate to moral strength; including responsibility, accountability, dedication, trustworthiness, and self-control.
CIVILITY	Civility means demonstrating behavior that exemplifies consideration for others through respect, fairness, and caring.
CITIZENSHIP	Citizenship means representing social responsibility to extracurriculars and the community through commitment, teamwork, and role modeling.
CHEMICAL HEALTH	Chemical Health means supporting zero tolerance of substance use individually and for the group through role modeling, communication, and enforcement.

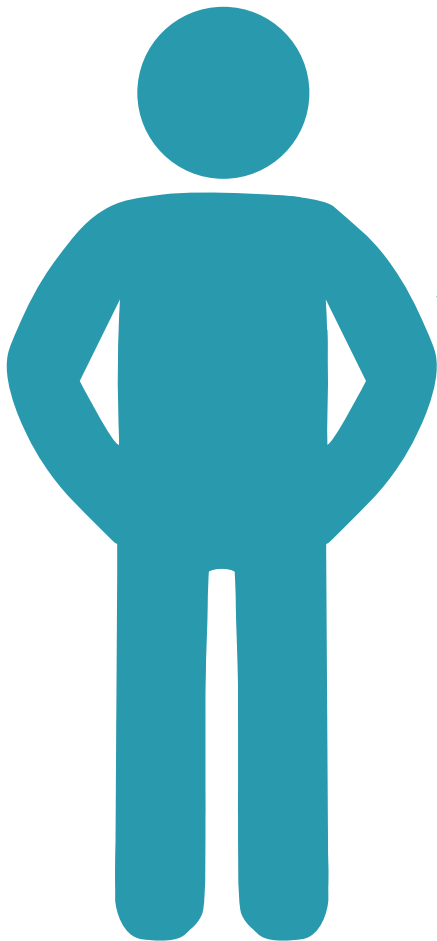
LEADERSHIP STYLES

Quiet and Vocal Leaders

There are often two types of leaders that emerge within a group. Both leadership styles are vital to the function and success of the team. It is important to understand the different aspects that make up a quiet leader versus a vocal leader because it will help you understand who you are as a student leader, how to recognize and work with other leaders, and the role you fill for your HPP chapter and extracurricular groups.

Qualities of a Quiet Leader ⁴

Quiet leaders are those who lead by example. They are role-models for their peers because of the way they act on a daily basis. Not only do quiet leaders show commitment, confidence, composure, and character while at school, but they maintain this positive example in all environments.



Commitment: These individuals are self-motivated, self-disciplined, hard workers on the team, care passionately about the success of the team, and always want the group to be the best it can be.

Confidence: These individuals believe in themselves, want to perform well under pressure, and are mentally and emotionally resilient after failure.

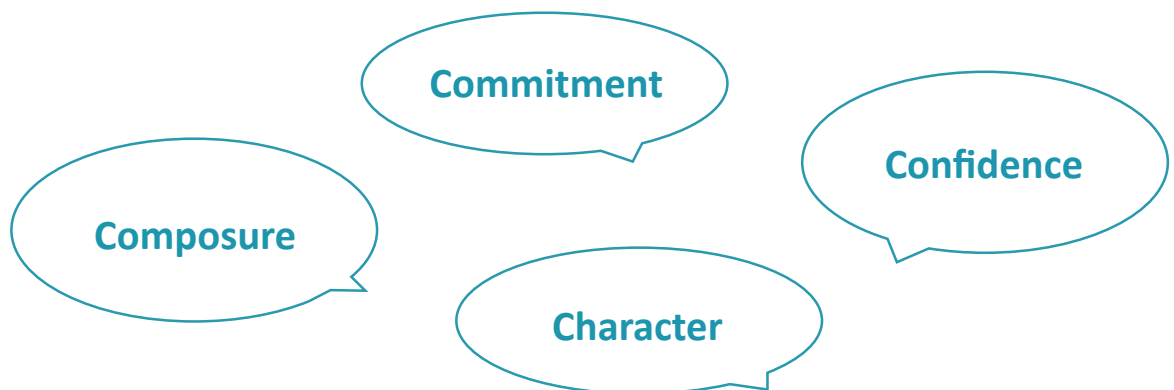
Composure: These individuals are able to keep their emotions in check and control their expression of negative feelings.

Character: These individuals do the right thing whether adults are watching or not. They are responsible, accountable, reliable, honest with peers and adults, and always treat people with respect.

⁴Janssen, J. (2007, 2014) The Team Captain's Leadership Manual. Cary, NC: Winning The Mental Game.

Qualities of a Vocal Leader ⁵

Vocal leaders have all of the qualities of quiet leaders. They have an equal responsibility to lead by example and be a positive role-model for their peers. The difference is that vocal leaders are the individuals who take leadership a step further. Vocal leaders are the encouragers and enforcers of the group. Anyone who identifies as a quiet leader has the potential to become a vocal leader if it is something they want and are willing to work for!



Encourager: These individuals put the needs of the team before themselves. They are willing to do small tasks and work hard. They take time to mentor younger students. Encouragers are confidence builders. They understand each team member and work to make them feel good about themselves. These individuals are the ones who reach out when a team member is struggling. Encouragers help keep team members tough and focused when things get difficult. They are team builders that unify the group around a common goal.

Enforcer: These individuals have the courage to confront their peers for the good of the team. They hold themselves and team members accountable to their commitment to high standards. These individuals know how to constructively confront their peers when they witness a behavior of concern. Enforcers are fair, firm, direct, and consistent in their peer interactions.



⁵Janssen, J. (2007, 2014) The Team Captain's Leadership Manual. Cary, NC: Winning The Mental Game.

Understanding Your Own Leadership Style ⁶

Use this self-evaluation tool to understand your own leadership style and identify areas of strengths and weaknesses. All leaders have room to improve, so do not worry if you find yourself scoring low in certain categories. Identifying areas to improve is the first step to becoming a stronger leader! Please take the time to answer the reflection questions after completing the assessment.

Use a scale of one to four to rate yourself as a student leader.

1 - Strongly Disagree 2- Disagree 3 - Agree 4 - Strongly Agree

COMMITMENT

	SD	D	A	SA
1. I am one of the hardest workers on my team	1	2	3	4
2. I care passionately about my team's success	1	2	3	4
3. I am a competitive person who wants to succeed	1	2	3	4

CONFIDENCE

	SD	D	A	SA
4. I believe in myself as a person and my ability to lead	1	2	3	4
5. I want to perform well under pressure	1	2	3	4
6. I bounce back quickly following mistakes and errors	1	2	3	4

COMPOSURE

	SD	D	A	SA
7. I stay calm and composed in pressure situations	1	2	3	4
8. I stay focused when faced with distractions, obstacles, and adversity	1	2	3	4
9. I keep my anger and frustration under control	1	2	3	4

CHARACTER

	SD	D	A	SA
10. I consistently do the right things in and out of school	1	2	3	4
11. I am honest and trustworthy	1	2	3	4
12. I treat my peers, advisors, coaches, and others with respect	1	2	3	4

⁶This activity is adapted from Janssen, J. (2007, 2014) The Team Captain's Leadership Manual. Cary, NC: Winning The Mental Game.

ENCOURAGER

SD D A SA

Servant

- | | | | | |
|---|---|---|---|---|
| 13. I reach out to my peers when they need help | 1 | 2 | 3 | 4 |
| 14. I take the time to listen to my peers | 1 | 2 | 3 | 4 |

Confidence Builder

- | | | | | |
|---|---|---|---|---|
| 15. I regularly encourage my teammates to do their best | 1 | 2 | 3 | 4 |
| 16. I regularly compliment my peers when they succeed | 1 | 2 | 3 | 4 |

Refocuser

- | | | | | |
|--|---|---|---|---|
| 17. I communicate optimism and hope when my team is struggling | 1 | 2 | 3 | 4 |
| 18. I know what to say to my peers when they are struggling | 1 | 2 | 3 | 4 |

Team Builder

- | | | | | |
|---|---|---|---|---|
| 19. I have developed an effective relationship with each of my team members | 1 | 2 | 3 | 4 |
| 20. I am a team player who seeks to unify the group | 1 | 2 | 3 | 4 |

ENFORCER

SD D A SA

- | | | | | |
|--|---|---|---|---|
| 21. I hold my peers accountable for following the code of conduct and the HPP pledge | 1 | 2 | 3 | 4 |
| 22. I am willing to address and minimize conflict between my peers | 1 | 2 | 3 | 4 |
| 23. I am fair, firm, and direct when dealing with conflict | 1 | 2 | 3 | 4 |

Reflection Questions:

1. What leadership qualities do you most strongly identify with? (questions answered Agree/Strongly Agree)
2. How can you use these leadership qualities to benefit your team?
3. What leadership qualities do you least identify with? (questions answered Disagree/Strongly Disagree)
4. Set a few personal goals that will help you improve the leadership qualities you least identified with.

ROLES AND RESPONSIBILITIES

Student Leadership Role Overview

Taking on the role of a student leader is both a privilege and a major responsibility. Whether you have been identified as a leader by your staff mentor, or you are taking it upon yourself to build your own leadership skills, preparing yourself will help you step into a variety of roles.

The topics listed below are important leadership qualities that you must recognize as your responsibility if you are to be the strongest student leader you can be. This leadership manual will walk you through each of the topics in order to help you better understand what your role as an HPP student leader entails.



ROLES AND RESPONSIBILITIES

Maintaining Credibility and Integrity

As a leader it is your responsibility to maintain credibility among your peers. Student leaders are expected to live the modules of HPP. It is important that you make an effort to achieve optimal *sleep habits*, model healthy *nutrition choices*, maintain a *positive mindset*, and choose to be *substance free*. If the identified group leader is visibly working hard to achieve these goals it increases the chances that other group members will do the same.

In addition to living out the HPP lifestyle, student leaders should make an effort to maintain positive relationships with all of their peers. In order to be an effective leader it is important to recognize that you represent all of your team members equally. Maintaining credibility means earning and sustaining the respect of your entire HPP chapter, the members of any extracurricular group you are a part of, and your school as a whole.

Not only does a student leader need to maintain credibility among their peers, but they must earn and sustain the respect of their chapter advisors, staff mentors, school administrators, and community members. Being a student leader means being a liaison between your peers and other key community stakeholders. In order to be the most effective leader possible you should always work to maintain positive relationships with the adults in your community.

Leading with integrity is a great way to maintain your credibility with peers and key community members.



Merriam-Webster defines integrity as *the quality of being honest and fair*.⁷ As a leader you should always be honest in your actions by practicing what you preach, and being fair in your representation by maintaining positive relationships with your peers and adult community members.

⁷ Integrity. (n.d.). Retrieved March 13, 2018, from <https://www.merriam-webster.com/dictionary/integrity>

ROLES AND RESPONSIBILITIES

Commitment and Accountability

Whether you identify most with being a student leader for your HPP chapter, athletic team, or club, ultimately you are working with a group of people that share a common goal. *Commitment* and *accountability* from all team members are building blocks to achieving these common goals with positive results.

As a student leader, not only do you need to model personal commitment and accountability, but it is part of your responsibility to foster and maintain group commitment and group accountability among your peers. Commitment and accountability can be thought about in these five steps.



1

Personal Commitment⁸ means having buy-in for and promise to a particular cause. Commitment goes beyond *interest* by requiring a sacrifice to adequately contribute to a particular goal. Commitment answers questions like **"what are you doing?"** and **"why are you doing it?"** Personal commitment is about the promises you are willing to make on an individual level. Those promises are what dedicates you to a passion.

2

Personal Accountability⁹ is the follow-through of a commitment. Personal accountability answers the question **"how?"** by identifying the steps necessary to complete the promised commitment. Without accountability and follow-through, a commitment would simply be an interest and nothing significant would happen. Both commitment and accountability work hand in hand to achieve a goal.

⁸ Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass, 2002.

⁹ Worrall, Di. *Accountability Leadership*. Carlton NSW Australia: The Accountability Code, 2013.

3

Group Commitment has the same meaning and intention as personal commitment – but the audience shifts. Instead of what matters to you, it is now "**what matters to the team?**" Instead of why something matters to you, it becomes "**why does it matter to the group?**" Group Commitment is all about finding common goals and values among those you are working with.

4

Group Accountability focuses on how you get these group commitments accomplished and the attention shifts to how **you all** fulfill your goals **together**. Group Accountability is about being able to hold one another to the agreed upon commitments.

5

Leadership Commitment and Accountability means taking the initiative to facilitate and support forward movement among your peers. Through *leading by example, being a role model, mediating discussions, and delegating project tasks*, you help your peers learn commitment and accountability while making progress toward success.

Important Notes for Student Leaders

As a student leader, pay close attention to the final step in this process. In order to become a leader in commitment and accountability, you first need to build the concepts on the personal and group levels. Knowing what it means to make commitments and be accountable to yourself and to a group will lay the foundation for you to teach and exemplify those skills to others.

Understanding and recognizing how your role as a facilitator and leader can impact the outcomes of your team is an important aspect of being a student leader. Strong leadership commitment and accountability will help move your team forward and take you closer to your goals.

For a more in-depth leadership training about *Commitment and Accountability*, please visit our website ilhpp.org. You will be able to download powerpoints with presenter notes, worksheets, experiential activities, and more for this topic.

ROLES AND RESPONSIBILITIES

Leadership Communication Skills

In order to have the effective communication skills of a strong leader you must understand the different aspects of communication. Communication is much more than just words, communication is a whole-body activity.

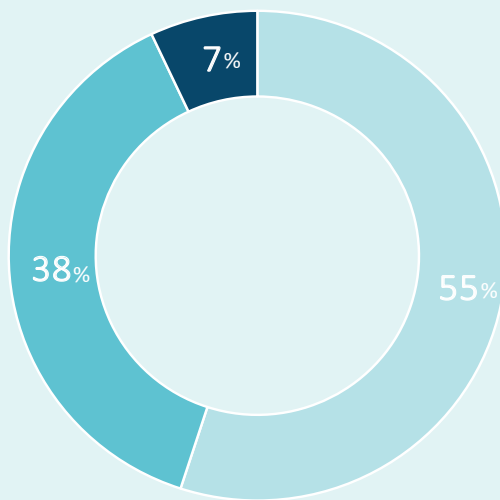
There are three commonly understood elements in any face-to-face human communication: words, tone of voice, and body language. The first category, the words, can be thought of as verbal communication, and the last two categories, tone of voice and body language, can be thought of as non-verbal communication. The non-verbal elements help communicate information that forms a receiver's understanding of the feelings, attitude, or intent behind the communication.¹⁰

Positive Body Language

Posture

- Standing tall with shoulders back
- Keeping your body open –arms at your side, legs slightly separated and relaxed
- Head nods
- Leaning in slightly when someone is talking to you

Percent of Receiver's Understanding



□ Body Language ■ Tone of Voice ■ Verbal Content

Eye Contact

- Focused, solid, and with a “smiling face”

Gestures with Hands and Arms

- Purposeful and deliberate
- Holding objects to the side of your body

Breathing

- Slow and shallow

Facial Expressions

- Neutral, interested, positively expressive (smiling and laughing) when needed

¹⁰ Bowden, M. (2010). *Winning body language: Control the conversation, command attention, and convey the right message, without saying a word*. New York: McGraw-Hill.

Take a moment to reflect on what you just learned about communication. Think about how communicating over text message or social media may influence the receiver's understanding of what you are trying to say. Non-verbals are an extremely important aspect of the way we communicate, so keep that in mind when you are deciding whether a conversation should take place through technology or face-to-face.



Sometimes being a leader means that you have to communicate difficult messages to your peers, teammates, or even staff mentors face-to-face. Here are four communication strategies that you can use to help maintain a positive leadership position if you find yourself in a difficult conversation.

Communication Skills ¹¹

- 1. Time Out:** If you are in a situation where you or the other person is escalating, that is the perfect opportunity to take a time out, take a break, and calm down. If you need to have an important discussion, it is always best to do so with a calm and clear mind. This technique is a way to help you be successful even in challenging circumstances.
- 2. Speaker-Listener Technique:** When you are in an argument, what you want more than anything is to be listened to, which is the same thing the other person wants. This technique is a way for both of you to get what you want. The basic principle is that one person speaks while the other person listens. As a leader, it is important that your teammates feel heard. Effective leadership communication often comes from focused and intentional listening. Try to take the listener position as often as possible while in your leadership role.
- 3. Effective Complaining:** A complaint is an opportunity for one person to let another person know how and why something affects or bothers them. We recommend using the WWA approach when making a complaint. The objective is to think about the **what** (specific behavior), the **when**, or **where** (it happened last), and to state how it **affected** you. This is a great approach to take when you need to express a concern to your advisor, coach, teacher or parent. Adults are much more likely to hear your complaint if it is presented respectfully.
- 4. Simple Problem Solving Model:** Effective problem solving needs to be divided into two parts. The first part is to have a **good discussion** about the problem or issue so you understand what's going on with the other person. This discussion helps you understand the perspective and concerns of the other person. Many times we don't really understand why something is important or bothering someone, or why someone did something. The Speaker/Listener Technique is an excellent tool to use. The second part involves **brainstorming solutions** until you find one that works for everyone involved in the conflict.

For a more in-depth leadership training on *Communication Skills*, please visit our website ilhpp.org. You will be able to download powerpoints with presenter notes, worksheets, experiential activities, and more for this topic.

¹¹ Pearson, Marline. (2016). Love Notes (Evidence-Based Program). Berkeley, CA: Dibble Institute.

ROLES AND RESPONSIBILITIES

Conflict Management and Resolution

There are two important components of conflict resolution and management to navigate as a student leader. The first is effectively resolving your own conflicts, and the second is knowing how to manage and assist in resolving the conflicts of others. In order to gain the perspective necessary to develop the second level of conflict management and resolution, you must first spend time understanding and improving the approach you take to addressing conflict in your personal life. This will put you in a strong position to effectively lead others in conflict management and resolution.

Understanding *Personal* Conflict Management and Resolution ¹²

- 1 Crucial Conversations** - What are they and why are they important?
 - What makes a conversation crucial and not simply challenging, frustrating, frightening, or annoying – is that the result could have a huge impact on the quality of your life. Despite the importance of crucial conversations, we often back away from them because we fear we'll make matters worse. We've become masters at avoiding tough conversations.
 - Crucial conversations occur when ***stakes are high, opinions vary, and emotions run strong***. Recognizing when these dynamics are at play can lead to more productive conversation and prevent an immediate rise to conflict.

- 2 Learn the Signs of Crucial Conversations** - Can you recognize when you start to react in these ways?
 - Physical Signs - stomach tightens, eyes get watery or dry, face gets flushed and/or red
 - Emotional Signs - scared, hurt, angry, may react to suppress these feelings
 - Behavioral Signs - raising of voice, pointing of fingers, or becoming quiet

- 3 Start with the Heart** - Know that you are the only person you can control. If you are going to be successful at solving a personal conflict, you must first understand *yourself* and the emotions you have tied to the situation and the people involved in the conflict. Always **stop and ask yourself**:
 - What do I really want for myself?
 - What do I really want for others?
 - What do I really want for this relationship or group dynamic?

- 4 Confrontation Skills** - A confrontation about actions should be specific and timely. It should be conducted in a way that helps the other party examine the consequences of their behavior rather than causing them to defend their actions.

¹² Patterson, K. (2012). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

Understanding *Group Conflict Management and Resolution* ¹³

1 Learn to Spot Crucial Conversations Between Others - As a leader, not only do you have the responsibility of managing your personal conflicts but you also take on the responsibility of helping to manage and resolve conflict among your team members. Learning to recognize the signs of crucial conversations will help you know when to intervene and deploy your conflict management skills. Here are a few examples of crucial conversations:

- Talking to a peer who behaves offensively or makes inappropriate comments
- Giving a teammate feedback about their performance
- Critiquing a peer's work
- Talking to a group member who is not keeping commitments

2 Finding Mutual Purpose and Respect - Mutual purpose and respect is an important conflict resolution tool for you to implement as a student leader.

- Mutual Purpose means both sides of a conflict perceive **everyone** is working toward a common outcome and care about the team's goals, interests, and values.
- Mutual Respect requires all parties to believe there is reciprocal respect present in the conflict. Sometimes it is easy to identify mutual purpose and respect in conflict, and sometimes it is very challenging.

As a student leader you have the ability to create mutual purpose in a conflict by reminding team members that everyone is working toward a common goal. All teams, clubs, and groups form around some common purpose. When managing conflict, it may be helpful to bring this original purpose back into the conversation.

3 Preventing Conflict Before it Happens - All of the tools that you have used to understand your personal approach to conflict can be used to help your peers understand theirs. Here are some ideas that as a student leader, you can introduce to give your team conflict management skills:

- Use the ***Style Under Stress Test*** with your group prior to the rise of conflict. This will put everyone in a better place to take a step back and work toward a solution that is beneficial to all when conflict arises. This resource can be found in the Appendix or on ilhpp.org.
- Lead a workshop on conflict management and resolution with your HPP chapter and other extracurricular groups. This workshop will not only help you resolve conflicts, but it may even make the idea of conflict less intimidating.

For more in-depth leadership trainings about *Conflict Management*, please visit our website ilhpp.org. You will be able to download powerpoints with presenter notes, worksheets, experiential activities for this topic, and more.

¹³ Patterson, K. (2012). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

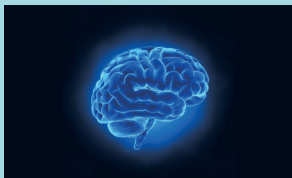
ROLES AND RESPONSIBILITIES

The Bystander Approach

The ultimate goal of HPP is to ensure that the culture of your school and community is one where making healthy lifestyle choices is the norm. As an HPP student leader, you have the opportunity to influence this culture change by addressing behaviors that violate the HPP lifestyle.

You may be familiar with the terms bystander and bystander intervention. Most of us recognize bystander intervention as taking action when we see a peer behaving in a way that is harmful to themselves or others. As a student leader, intervening when you see or learn about a behavior that violates your chapter's pledge is an important responsibility, but the opportunity to influence culture change does not stop there.

The **bystander approach** encourages you to do more than step-in when you witness a code violation. The bystander approach is a strategy that involves changing culture by shifting social norms. The bystander approach encourages you to speak out against indicators of pledge violations before they happen.¹⁴ As you know, the foundation of the HPP lifestyle is making positive choices related chemical health, sleep, nutrition, and mood and mindset. Below is an example about how to use the bystander approach for each of the HPP lifestyle components.



You hear your friends talking about throwing a party and asking an older sibling to provide alcohol. *The bystander approach asks you to speak out and remind your friends how alcohol negatively impacts their ability to perform.*



Your classmates are complaining at lunch because school administration decided to take pizza off the menu. *The bystander approach asks you to speak out and remind your friends that nutrition impacts their mental performance and eating healthy will help them succeed in their academics.*



Your team is having a sleepover before a big game and people want to pull an all-nighter. *The bystander approach asks you to speak out and remind your peers that sleep is vital to your team's ability to perform during the game.*



You are working on a class project and your group keeps talking about how hard the assignment is and saying you are all going to fail. *The bystander approach asks you to speak out by reminding your classmates to stay positive because mindset can impact the outcome of the project.*

¹⁴The critical importance of changing social norms. (2015). Retrieved March 27, 2018, from <https://www.mvpstrat.com/the-bystander-approach/>

ROLES AND RESPONSIBILITIES

Behavior of Concern Intervention Process

As a student leader it is part of your responsibility to address when team members are not living up to their HPP commitments. Being a part of the Human Performance Project means making healthy lifestyle and leadership choices on a daily basis, including the choice to be drug and alcohol free.

The behavior of concern process is prevention-based and helps deal with situations of concern that arise in groups. It is a positive intervention method that builds a bridge, rather than a barrier, to those involved in the behavior of concern. It is a highly successful way to confront a peer in a constructive manner. The IL HPP Team recommends you practice this intervention process with your chapter advisor to better prepare for your role as a student leader.

Behavior of Concern Intervention Process



LEADERSHIP TRAINING RESOURCES

Illinois Human Performance Project Resources

The Illinois Human Performance Project Team is dedicated to providing comprehensive leadership training to all IL HPP student leaders. Further resources with detailed trainings on a variety of leadership topics can be found on our website at ilhpp.org/leadership-modules.



Commitment and
Accountability



Group Facilitation



Communication
Skills of a Leader



Resilience



Team Building



Conflict Management



APPENDIX



PERSONAL LEADERSHIP EVALUATION ¹⁵

Your Leadership Can Always Improve

Use a scale of one to five to rank yourself as a student leader.

1 - Strongly Disagree 2- Disagree 3 - Undecided 4 - Agree 5 - Strongly Agree

1. HOW I SEE MYSELF AS A LEADER

- I am one of the hardest workers on the team/in my extracurricular activity
- I care deeply about the group's success
- I am a competitive person who strives to succeed
- I have confidence in myself as a person and my ability to be a leader
- I perform well under pressure
- I bounce back quickly following mistakes and failures
- I stay calm and composed in pressure situations
- I stay focused when faced with distractions, obstacles, and adversity
- I keep my anger and frustration under control
- I consistently do the right thing in all environments
- I am honest and trustworthy
- I treat classmates, teachers, and others with respect

Section One Total: _____

2. HOW I SEE MY PEERS AS A LEADER

- I reach out to peers when they need help
- I take the time to listen to peers
- I regularly encourage my peers to do their best
- I regularly compliment my peers when they succeed
- I communicate optimism and hope when the group is struggling
- I know what to say to peers when they are struggling

¹⁵ American Athletic Institute Leadership Evaluation (Adapted from Janssen 2005)

- I have developed an effective relationship with each group member
- I am a group player who seeks to unify the group

3. PERSONAL AND GROUP ACCOUNTABILITY

- I hold peers accountable for following group rules and standards
- I constructively confront peers when necessary
- I am willing to address and minimize conflict between peers
- I am firm, fair, and direct when dealing with conflicts and problems

4. CHEMICAL HEALTH

- I am committed to ensuring that our group/team is drug free at all times
- I will constructively confront any group member who uses drugs
- I will discuss chemical health issues with my peers
- I am willing to bring drug use issues to the attention of staff mentors

Sections Two-Four Total: _____

This is just an evaluation to show where there is room for growth as a leader. A low score does not mean you should give up, but instead work harder to improve. Anyone can become a strong leader!

“Me as a Leader”

This self evaluation measures critical areas you need have to be an effective leader. To compute your personal leader score, add your ratings for section one.

12- 44 = Not Yet a Strong Leader

45 - 52 = Solid Leader

53 - 60 = Spectacular Leader

“Team Leader”

The total score for sections two-four will give you a rating to show how *assertive* you currently are in your leadership role.

16 - 37 = Not Yet an Assertive Leader

38 - 58 = Solid Assertive Leader

59 - 80 = Spectacular Assertive Leader



The 5 C's of Leadership:

An assessment tool to assist in the identification of student leaders.

Because a leader needs to have more than skills, this assessment tool frames student excellence around five educational aims or characteristics (the 5 C's) for an effective leader: competence, character, civility, citizenship and chemical health.

This instrument is designed to be used by chapter advisors, staff mentors, coaches, athletic directors, or administrators to assess an individual's potential as an effective leader.

Usage:

- A chapter advisor should observe a potential student leader for a limited period of time.
- Circle the appropriate number that best describes the potential leader on each of the five components.
- Determine average and calculate the total of the average scores.
- Make a recommendation whether the student should be an HPP chapter leader, has potential, or should not be considered based on the average scores.
- Be sure to include comments about both positive and negative behaviors of the things that were observed.

Student Name _____

Athletic and Extracurricular Involvement: _____

Surveyor Name _____

Calculation: (To calculate average take total score of each category and divide by number of questions in category.)

Competence average	_____
Character average	_____
Civility average	_____
Citizenship average	_____
Chemical Health average	_____

Total Average Score _____

Scoring Key: Student Leader 4.0 – 3.0; Leader in Training 2.9 – 2.1; Would not Recommend ≤ 2.0

Recommendation: Student Leader Leader in Training Would Not Recommend

Circle the number that best describes the evidence of the character of the potential leader.

1= not evident 2 = sometimes evident 3 = mostly evident 4 = strongly evident

COMPETENCE

(Has the necessary knowledge and understanding of HPP, and indicates an ability to teach the lifestyle)

Knowledge of HPP

- Has actively engaged in learning the core science modules 1 2 3 4
- Demonstrates the skills necessary to teach others how to integrate HPP into their lifestyle 1 2 3 4

Knowledge of the Extracurricular

- Demonstrates knowledge of rules and guidelines related to chosen extracurricular 1 2 3 4
- Demonstrates knowledge of strategies related to chosen extracurricular 1 2 3 4

Healthy Behaviors

- Demonstrates a commitment to living a healthy lifestyle 1 2 3 4
- Shows commitment to health in multiple areas of their life, i.e. nutrition and chemical health 1 2 3 4

Competence Score Average: _____

CHARACTER

(Demonstrates attitudes and behaviors that relate to moral strength including: responsibility, accountability, dedication, trustworthiness, and self-control)

Responsibility

- Dependable in fulfilling obligations and commitments 1 2 3 4

Accountability

- Accepts responsibility for consequences of actions; doesn't make excuses or blame others 1 2 3 4

Dedication

- Strives to excel 1 2 3 4
- Is committed 1 2 3 4
- Perseveres, gives 100% effort; doesn't give up in the face of setbacks 1 2 3 4

Trustworthiness

- Demonstrates truthfulness 1 2 3 4
- Respects the rules and doesn't cheat 1 2 3 4

Self-control

- Controls anger and frustration; refrains from displays of temper and bad language 1 2 3 4
- Accepts success/failure gracefully 1 2 3 4

Character Score Average: _____

Circle the number that best describes the evidence of the character of the potential leader.

1= not evident 2 = sometimes evident 3 = mostly evident 4 = strongly evident

CIVILITY

(Demonstrates behavior that exemplifies consideration for others through respect, fairness, and caring)

Respect

- Practices good manners in all environments 1 2 3 4
- Treats all persons respectfully, regardless of individual differences 1 2 3 4
- Shows respect for legitimate authority (e.g. teachers, coaches, and other adults) 1 2 3 4

Fairness

- Is fair; treats others as one wishes to be treated 1 2 3 4

Caring

- Listens to and tries to understand others; is sensitive and compassionate 1 2 3 4
- Actively supports peers 1 2 3 4

Civility Score Average: _____

CITIZENSHIP

(Represents social responsibility to extracurriculars and the community through commitment, teamwork, and role modeling)

Commitment

- Is faithful to the ideals of HPP, including having a positive attitude 1 2 3 4
- Keeps commitments 1 2 3 4
- Shows school/team spirit (encourages others, contributes to good morale) 1 2 3 4

Teamwork

- Puts the good of the group ahead of personal gain 1 2 3 4
- Works well with classmates/teammates to achieve group goals 1 2 3 4

Role Modeling

- Sets a good example for peers, younger students, and the school community 1 2 3 4

Citizenship Score Average: _____

Circle the number that best describes the evidence of the character of the potential leader.

1= not evident 2 = sometimes evident 3 = mostly evident 4 = strongly evident

CHEMICAL HEALTH

(Supports zero tolerance of chemical use individually and for the group through role modeling, communication, and enforcement)

Role Modeling

- Follows the chemical use standards for the school code of conduct 1 2 3 4
- Signs the HPP pledge and follows the guidelines for higher standards 1 2 3 4

Communication

- Speaks of standards of behavior especially of chemical health issues among peers 1 2 3 4
- Acts as a conduit between the peers and staff mentors 1 2 3 4

Enforcement

- Confronts any group members/teammate that discourages or fails to comply with chemical health standards 1 2 3 4
- Takes any behaviors of concern or noncompliance of code of conduct to adult authority 1 2 3 4

Chemical Health Score Average: _____

Additional Notes

Areas of Strength:

Areas for Improvement:

Additional Comments:

Styles Under Stress Assessment



Take the first step to improving your crucial conversations skills by learning your Style Under Stress™. This 12-question quiz reveals your natural tendencies to move toward inward (masking, avoiding, or withdrawing) or outward (controlling, labeling, or attacking).

- Identify a Relationship. Before you begin, think about the relationship you want to explore with your teammate, coworker, coach, friend, or family member.
- Identify a Circumstance. Next, think of a tough circumstance—one where you either stay silent or perhaps lash out with anger, a raised voice, sarcasm, etc...
- Apply. With that relationship and circumstance in mind, respond to the following statements.

1. At times I avoid situations that might bring me into contact with people I'm having problems with.	True	False
2. I have put off returning phone calls or e-mails because I simply didn't want to deal with the person who sent them.	True	False
3. Sometimes when people bring up a touchy or awkward issue I try to change the subject.	True	False
4. When it comes to dealing with awkward or stressful subjects, sometimes I hold back rather than give my full and candid opinion.	True	False
5. Rather than tell people exactly what I think, sometimes I rely on jokes, sarcasm, or snide remarks to let them know I'm frustrated.	True	False
6. When I've got something tough to bring up, sometimes I offer weak or insincere compliments to soften the blow.	True	False
7. In order to get my point across, I sometimes exaggerate my side of the argument.	True	False
8. If I seem to be losing control of a conversation, I might cut people off or change the subject in order to bring it back to where I think it should be.	True	False
9. When others make points that seem stupid to me, I sometimes let them know it without holding back at all.	True	False
10. When I'm stunned by a comment, sometimes I say things that others might take as forceful or attacking—terms such as "Give me a break!" or "That's ridiculous!"	True	False
11. Sometimes when things get a bit heated I move from arguing against others' points to saying things that might hurt them personally.	True	False
12. If I really get into a heated discussion, I've been known to be tough on the other person. In fact, they might even feel a bit insulted or hurt.	True	False

Scoring the Assessment

Please fill out the scoring sheet. Each domain contains two questions. Next to the question number is a (T). For example, under Masking, question 5, you'll find a T. This means that if you answered it true, check the box. Your style under stress score will show you which forms of inward or outward you turn to most often. A high score (one or two checked boxes per domain) means you use this technique fairly often.

Inward	Outward
Masking	Controlling
<input type="radio"/> 5 (T)	<input type="radio"/> 7 (T)
<input type="radio"/> 6 (T)	<input type="radio"/> 8 (T)
Avoiding	Labeling
<input type="radio"/> 3 (T)	<input type="radio"/> 9 (T)
<input type="radio"/> 4 (T)	<input type="radio"/> 10 (T)
Withdrawing	Attacking
<input type="radio"/> 1 (T)	<input type="radio"/> 11 (T)
<input type="radio"/> 2 (T)	<input type="radio"/> 12 (T)



Life of an Athlete
Human Performance Project



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PERFORMANCE
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