

## Building Blocks Box

<b>MASTER PROGRAM</b> <b>Essential Variables of</b> <b>Team Context</b>	<b>Model I</b> <b>FOLLOWERSHIP ORIENTATION</b> <b>Leader-Centric / Ego-Centric</b> <b>Process-Driven</b> <b>Mechanistic / External Forces</b>	<b>Model II</b> <b>LEADERSHIP ORIENTATION</b> <b>Leadership-Centric / Eco-Centric</b> <b>People-Driven</b> <b>Humanistic / Internal Forces</b>
<b>Governance</b> The core of your approach to leadership is found in the way you exercise power, use authority, and exert influence; to control or to liberate, or both!	Inclination for Autocratic (directive) style. Power over others. Biased to favor technical expertise— transactional management. Dominant mode of interaction is order-giver order-taker. Unilateral, directive style. <i>“Coaches coach, players play.”</i>	Willing and able to use Democratic (participative) style. Power with others. Adept at administering coaching support—transformative nurturance. Synergistic, collaborative style.
<b>Order</b> The intrapersonal and interpersonal way of organizing the context.	Seeks certainty. Practices control to modify behaviors. Difficult time giving up authority. Reluctant to empower others. Adheres to command and control.	Embraces cooperation and accepts ambiguity. Strong interest in teaching for the long-term. Is not primarily concerned with always having full authority. Social context supports pro-activity.
<b>Relations</b> The role of leader-follower interactions. Does the coach create, in the mind of the athlete, an external locus of control, or an internal locus—empowerment?	Traditional / Hierarchical. Coach should be out in front. Status driven. Power in form of athlete dependence on coach. Concerned with how things get done. <i>“Coaches coach, players play.”</i>	Servant Leader. Sensitive to serving others. Mission driven. Responsive to the needs of others and the environment. Concerned with what events and decisions mean to all involved.
<b>Change and Improvement</b> Flexibility or inflexibility? Do you empower your student-athletes? Do you demonstrate the need to have others do what you want, or the capacity to collaborate via trust/respect?	<u>Unilateral control.</u> Achieves his/her goals through coaxing and authority. Drives development through personal directives. Focus is on task performance. Feels more effective telling or demanding. Seeks efficiency. Team captains either “sink or swim.”	<u>Mutual learning.</u> Has the courage to listen and learn from others (including student-athletes!). Works hard to understand others’ perspective. Focus on people. Willing and able to ask or persuade. Functions well in turbulent environments.
<b>Organizing Framework</b> The internal dynamics of tasks, people, and relationships. What is the degree of interdependence among team members?	Tribe: hierarchy with strong kinship ties. Coach as patriarch or matriarch. Presumes relational ties of brotherhood/sisterhood. Majority of interactions are about task issues.	Human resource: design experiences with and for student-athlete growth and development. Able to blend interpersonal and task interactions. Building right relationships is a focal point of teaming.
<b>Motivation</b> Activated by your assumption: The student-athlete does / does not really want to assume responsibility and accountability.	“Working on” (do to) student-athlete. Get them to do things by coercion or manipulation. Short-term perspective. Control resources. Over use of “carrot and stick” motivation.	“Working with” (do with) student-athlete. Get them to want to do things. Long-term outlook. Provide resources. Integrates self-correction and self-generation into team player activities.
<b>Growth and Learning</b> Nature and scope of what is worth learning. What priorities are conducive to the learning process?	Short-term orientation—habit and routine driven. Exercises authority by controlling what is to be learned and when. Uses obligation as necessary. Maintains emotional distance. Transactional ethos. Seeks to control the environment.	Long-term orientation—learning by action and reflection. Devotes energy to designing authentic learning space for student-athletes. Supports autonomy. Strives for emotional connection. Transformational ethos. Seeks to learn from the environment.