

PREFACE

Leadership is all about ATTITUDE.

The daily attitude of a leader makes all the difference in the performance of any organization.

Having been a basketball coach for ten years at the high school level and thirty – four at the collegiate level, along with serving as the athletic director, athletic chair, and assistant to the president, I have spent a great deal of time studying the important role that attitude plays in leadership. In this book I will use the word attitude as an acronym, giving each letter of the word a characteristic that exemplifies a good attitude. Most of my examples will come from my world – the world of athletics and education. I ask you to translate these characteristics to your particular role of leadership. I hope you will find that these characteristics transcend athletic leadership and can be applied to leadership in any organization.

I believe any presentation, oral or written, has merit if it makes you think. I hope you will think about these characteristics of a leader’s attitude and consider integrating them into your leadership position.

Before I get to the attitude acronym, I would like to share two concepts that encompass all the traits of leadership that will be addressed in this book.

The first concept comes from St. Francis of Assisi. [If you are not of the Christian faith, substitute your faith- based word for the word “gospel.”] He wrote, “Preach the gospel, if necessary, use words.” Certainly the words of a leader are important, but of far more importance is the daily example of the leader. I have been fortunate to work with some great leaders and there is no question that the values these leaders exhibited on a daily basis far outweighed their words. They lived the characteristics of a great leader and their example spoke much more loudly than their words.

I was in my first year as a head high school basketball coach, a young naïve twenty – six year old. Our Chicago area conference mandated that all head coaches attend the September meeting of the Chicago Officials Association. This was my first experience observing a man who did not need words when he got up to speak. There were at least one hundred referees in the

room and the entire conversation was about what bums, we, the coaches, were. The referees were all agreeing that the coaches were yelling at them way too much and that the only way to deal with them was to give them technical fouls. Every referee who spoke reiterated this same sentiment and the conversation was very animated! Then an older, African American official with gray in his hair stood to speak. At the time, I had no idea who he was but I knew he was “somebody,” because the entire room immediately became silent and this happened before he spoke! It was obvious he had the respect of everyone in the room. He did use words but what happened in that room before he spoke was truly incredible. His words were few but they changed the entire tenor of the conversation. He said to his fellow referees, “I disagree with you fellows. When a coach gets out of line, I walk over to him and tell him I have a technical for you in my pocket. Don’t make me use it.” I found out later his name was Art White and he was a highly respected Big Ten official. That incident taught me at an early age that if you earn the respect of your co – workers by the values you live by, you don’t need a whole lot of words.

The second overall concept came from the 75th anniversary edition of Forbes magazine. The entire issue was dedicated to one of the most important things that a leader does, i.e. decision – making. They interviewed leaders from the business, education, political and military worlds on their theories of decision - making. In my opinion the most insightful comment came from Jim Collins, the author of From Good to Great. He stated that the best decisions made in American business board rooms over the past twenty – years, regardless of what their business might be, all began with the same three words. Those words were, “I don’t know.” I have worked with leaders who believed they “knew” but no one else “knew.” They were convinced they were experts and they rarely listened to their constituents. These leaders were literally impossible to work with. I also worked with leaders who were not afraid to say, “I don’t know.” Not only did they listen to their co – workers, they actively sought out their opinions. I felt these men and women were the strongest, the most secure leaders that I worked with and I truly enjoyed my time with them.

We had to beat a certain team to get to the NAIA National Basketball Tournament in the early 1990’s. They had the best offense I had ever coached against in college basketball. As we were preparing to play them, one of our assistants came to me suggesting a very different way to defend them. Initially, I thought it was the worst suggestion I received from my staff during the entire year! I “knew” how to guard their offense. I was the boss and I “knew.” That night I got to thinking more about his idea and finally came to the conclusion that maybe he was right and I was wrong. We did put it in the game plan, and to this day I believe it was the single most important reason why we advanced to the nationals. Jim Collin’s three words were certainly true in this case...I didn’t know.

“Preach the Gospel; if necessary, use words.” The values that a leader lives by define him more than his words. The daily example he sets and the way he treats people are how he preaches the Gospel. Leaders not afraid to say “I don’t know” are the strongest leaders and the leaders that people enjoy working with. They do know one thing for sure. They don’t have all the answers. So, they pick the brains of their team because they don’t want to find answers; they want to find the best answer. They also realize you never know where the best answer will come from.

A-ATTITUDE

The A stands for the word Attitude and the very first thought is does one person's attitude truly make a difference? I think with all the negativism and cynicism that abound in our country today, many people would say no, my individual attitude really doesn't make a difference. If you believe that, the following are some examples to think about.

If you saw the movie or read the book, Schindler's List, or if you have read Leon Uris' Exodus or Armageddon, or if you have a general knowledge of history, then you probably agree that Adolf Hitler's attitude made a difference. The attitude that he was able to permeate through Nazi Germany certainly made a difference for 6,000,000 people of the Jewish faith. In 2010 I worked a basketball camp in Austria. Because I had read so much about the holocaust, I asked the coaches if we were near a concentration camp and if so, could they take me there. We were and they did. It is impossible to put into words my feelings as we went from room to room. Suffice it to say that the expression, "what man has made of man" said it all. You could not believe that man could do the horrific things that he did in that camp to his fellow man.

A good friend of mine encouraged me to read Helter Skelter, a book written by the prosecuting attorney in the Charles Manson trial. When I finished the book, I could not believe that anyone could inculcate the attitude that Manson inculcated in his "family" to commit some of the most heinous crimes in the history of our country. But he did.

On the other side of the coin, when then Prime Minister Winston Churchill was asked to speak to a class reunion during the worst bombings of London during World War II, his speech consisted of four words. With 2,500 people assembled in the room he said, "Never, never give up." Those four words may have epitomized the attitude of England during World War II more than all the volumes that were written on the war.

Fast forward to Busch Stadium in St Louis, Missouri. It is the third game of the 1967 World Series between the Cardinals and the Red Sox. I grew up with and played college baseball with a utility infielder on the Cardinals, Ed Spiezio, who went on to have great years with the Padres and White Sox. Ed got tickets for me and my dad to see the game. Carl Yastrzemski was

Boston's third hitter of the first inning and Bob Gibson was on the mound for the Cardinals. The first three pitches were thrown at Yastrzemski's knees and almost hit him. You knew something was going on and sure enough, Gibson hit him on the next pitch. That incident made me think of another player because when he played opposing pitchers regularly threw at him, with two differences. They threw at his head, not his legs and he wore no batting helmet because there were no helmets in his day. Furthermore, he played arguably the worst position he could have played, second base. When opponents tried to steal second, they did not slide into the base. Instead, they came with their spikes high trying to spike him in the face. To further exacerbate his dilemma he signed a contract saying he would not fight for three years. So, opposing pitchers could throw at his head and base runners could attempt to spike him and he could not fight. But he was a fighter. He was a great running back at UCLA and on his death bed, while fighting heart disease and diabetes, Jackie Robinson was fighting for all the civil rights concepts he believed in. I believe the attitude of Jackie Robinson made a big difference for the black athletes in the Negro League, giving them the opportunity to advance to the Big Leagues.

One of the great difference makers of our time was Mother Teresa. Her attitude certainly made a difference for the poor of Calcutta as she dedicated her life to serving the lepers and dying. By 1970 the order of the Missions of Charities that she founded had over 1,000 nuns serving in 60 centers in Calcutta and 200 worldwide centers. Her example literally taught the world the meaning of service.

When she refused to move from her seat on a Montgomery, Alabama bus on December 1st, 1955, the attitude of Rosa Parks made a difference. Her courage was the catalyst for a movement that literally changed the history of our country. That woman's attitude definitely made a difference for the Civil Rights Movement in America.

I was serving as the head basketball coach and assistant principal to Father Roger Kaffer { later Bishop Roger Kaffer } at Providence High School in the early 1970's when I saw first – hand how one person's attitude does make a difference. We were fortunate to win the Chicago Private League championship in a great game where the crowd could not fit into our small gym. We played in a gym with a tile floor and seating on only one side of the floor. So, for this game we had the stands filled, people standing four deep around the periphery of the gym and an estimated 400 people sitting in the cafeteria listening to the radio broadcast of the game. That night Father Kaffer decided we needed a new gym. In the summer we developed a position paper delineating the reasons why we needed a gym. We thought we had a great rationale for this addition. In the fall we assembled sixteen of the most influential people in our community at the home of Father Kaffer's parents. Father cooked the dinner, we passed out our report and the discussion began. We expected full cooperation from this original committee. After two hours of discussion, Father called for a vote on whether we should initiate the plan. The vote

was 16 – 0 that, due to the poor economic times, we should not proceed. The committee felt there was absolutely no way we could raise the money in that economic environment.

There is only one reason why Providence has a gym today – Father Roger Kaffer. Against all odds, he showed how one person’s attitude definitely makes a difference. He got the tradesmen in our area to volunteer their time to help build the gym; he got parents, coaches and faculty to volunteer their time; and he worked side-by-side with all the volunteers. He worked so hard, he literally broke his finger one day while running a backhoe! In addition to doing all this physical labor, he was almost singlehandedly responsible for all the fundraising to finance the building.

Therefore, I do believe that the attitude of one person does make a difference and the attitude of the leader especially makes a difference. But the critical point is that the leader’s attitude can be a positive or a negative influence on the organization. Some leaders build up an organization and some tear it down.

If a leader’s attitude does make a difference then how he communicates with his people is very important. Especially important is how he criticizes those whom he leads. As a coach, I have to criticize the play of those who play for me and as a leader I have to critique the work of those who report to me. How do I criticize players and still have them keep their confidence and how do I criticize employees and have them continue to come to work with a positive attitude? Because these concepts are vital to the success of a team or a business, I think it is important that a coach or a leader in any organization develop a Philosophy of Criticism.

I certainly do not think we had the only or necessarily the right decision on a Philosophy of Criticism, but we did come to this conclusion. When would we criticize a player? If a player was physically lazy, we felt that had to be addressed. For example, if a player was lazy getting back to the defensive end of the court (everyone wants to run to the offensive end because they might get a shot!), he was not fair to his teammates and that was not acceptable. In a business environment, being late to work or to meetings or constantly delinquent in turning in reports is analogous to physical laziness on the basketball court. The second scenario in which we felt we had to criticize players was when they were mentally lazy. Once we taught a concept and we knew the player understood it, then if he failed to execute it, he was again being unfair to his teammates. This had to be addressed. My late father-in-law, a CEO of a company, called these mentally lazy people “brain lazy.” So, our criticisms were founded in either physical or mental laziness.

Our next decision was what to criticize. In that great allegory, The One Minute Manager, the authors stress that leaders should criticize the action, not the person. However, many leaders in my profession do not believe this. A number of coaches believe that you critique both the

action and the person. They believe the only way you can win in athletics is to make players mentally tough. They believe athletics are like military boot camps, where the leaders break the soldiers down to build them up later. There is no question that athletic competition is tough and that coaches must develop mental toughness in their players to be successful. But players can take only so much personal criticism before they tune out the coach. I know on some teams the seniors would actually tell the freshmen that they had to tune out the coach when he was attacking their personhood, but to tune him in when he was teaching basketball. I played for a coach who believed in criticizing both the action and the person. I found it true that to keep my proper attitude and my confidence, I definitely had to tune him out when he was ripping me as a person. But I also found that when he began teaching basketball, I often still had him tuned out. Therefore, critiquing the action, not the person, made sense to me from both a personal and a teaching viewpoint.

From everything I read, one of the toughest coaches in American football history was the man for whom the Super Bowl trophy is named, the Green Bay Packers legendary coach, Vince Lombardi. In his book , Instant Replay, author Jerry Kramer, an offensive lineman on some great Lombardi Green Bay teams, adds another element for leaders to consider when critiquing their team. Kramer wrote that Lombardi could really be tough on you in practice, however when the practice was over, he often would put his arm on your shoulders and tell you,“ Some- day you will be the best lineman in the entire NFL.” He added praise to the critique to uphold the player’s confidence.

Morgan Wooten, the eminently successful high school basketball coach at DeMatha Catholic High School in Hyattsville, Maryland, was the first person I heard mention the “sandwich theory.” This theory states that we praise, critique, and then praise again, thus sandwiching the critique with praise. The praising affirms the person we are addressing, but still voices our criticism. I may tell our point guard, “You know you are a fine player, but why would you throw the difficult pass instead of the easier pass to keep our offense moving? Now get back out there and show everyone how an All Conference player plays!” I affirmed his ability and success, but let him know the difficult pass was not acceptable....Being of Irish descent, my temper did sometimes get the best of me and I did forget the praise!

I had two personal examples of criticism that I still remember from fifty years ago. One was negative, the other positive.

I had just made the All-Star team in a Christmas Holiday basketball tournament. We were at practice after the tournament and working on our press offense. Now I very well may have been the worst dribbler in the history of the game! One dribble and I was done! So, needless to say, my dribbling skills were destroying our press offense. Then I hear from the coach, “That’s it. Just throw the ball to the All-Star.” The emphasis was pure sarcasm on the words, “All-Star.”

This was nothing more than what we heard daily. It was very difficult to maintain a positive attitude in this environment.

Two years later, I was playing baseball at Lewis College. We had an outstanding team, one of the best in the country in NAIA baseball. We were playing in the Chicagoland Collegiate Athletic Conference tournament. We were the favorite team in the tourney and we did in fact win it most years. I was a sophomore pitcher on the team and I entered the game in the seventh inning with the score tied. It was still tied in the bottom of the ninth and we had our 3,4,5 hitters, great hitters, coming to bat in the top of the tenth inning. I had retired eight batters in a row, only to have the next three hitters to get consecutive hits to give our opponents the win. Before I could leave the mound - feeling awful because I had let our team down - Gordie Gillespie, our coach who eventually became the winningest coach in college baseball history, met me in the infield and told me, "Walk off this field with your head up. You will win more games for Lewis than you will ever lose."

Two critiques. I remember them both to this day. I was obviously more influenced by the latter critique. I am sure that is why when we lost a basketball tournament game in New York to the third ranked NCAA Division II team in America, I had this comment to our best shooter. We lost the game on an opponent's shot right at the buzzer and our best shooter took ten shots in the game and missed them all. If he has anything close to his normal shooting night, we win. We had to play again the next night, so I told our shooter after our loss that if he were open the next night and he did not shoot, I would take him out of the game. I assured him he was going to shoot us to the national tournament at the year's end. He did just that.

Our Philosophy of Criticism led us to address, and often harshly, physical and mentally lazy actions, not the person. We also often couched the criticism with praise.

My college coach and co-worker for twenty-five years, Gordie Gillespie added another element in his Philosophy of Criticism – humor. When a player performed poorly, Gordie would tell him, "We're going to trade you for a dog, and shoot the dog." Through the years his players often heard this refrain!

I hope these examples will lead you to think about your own Philosophy of Criticism because how we talk to our people, especially when we have to correct them, is both a critical and a sensitive element of leaders.

One person's attitude, and especially the attitude of the leader, does make a difference. The leader's attitude can enhance or impede the progress of his or her organization. How a leader communicates with his people, primarily in criticizing their performance, may be the singular most important concept in the morale of the organization. Giving time to evaluating their Philosophy of Criticism is something leaders should strongly consider.

T-TEAMWORK

“Individual commitment to a group cause is what makes a team, a business, a church or a country work.”...Vince Lombardi, Green Bay Packers.

“The main ingredient of a star is the rest of the team.”...John Wooden, UCLA

“It’s amazing how much we can get accomplished when nobody cares who gets the credit.”...John Wooden, UCLA

“Either we all go uptown together or no one goes uptown at all.”...Al McGuire, Marquette

Each of the above three coaches are speaking to the most essential ingredient in sport, i.e. teamwork.

In the sport that I coached, basketball, the greatest shooter I ever saw play was Jerry West. He played sixteen years in the NBA and played on one championship team. Possibly the best player I saw play next to Michael Jordan was Oscar Robertson. He actually averaged a triple double one year, which is truly remarkable! He also played sixteen years in the NBA and played on one championship team. But Bill Russell played with the Boston Celtics for thirteen years and his teams won the NBA championship in eleven of the thirteen years he played. We were very excited in Chicago with the six championships captured during the Jordan era, so it is hard to imagine eleven championships! I do not think you can win in athletics or in business without talent. You have to have talent to win but the corollary to that statement is that talent alone will not win. Only talent that is willing to play together will be successful. The Celtics knew they had talent and that their talent was committed to teamwork, so during Russell’s thirteen years they made only two trades.

In the decade from 1980 – 1990, two players changed the entire image of the NBA. During this decade one or both of their teams played for the NBA championship nine times. Both these players, Magic Johnson and Larry Bird, were consummate team players. They truly made the players around them better with their unselfish team play. The same can be said for Michael Jordan. I had tickets for all the playoff games during the Jordan era. So, I did see the best – ever player at the most trying of times – the playoffs – and my conclusion was that Jordan, like Magic and Bird, was a great team player. He is the leading assist man in the Bulls history and, in this coach's opinion, he was not just the best defensive player on the Bulls. He was the best defensive player in the entire NBA! In addition to his passing and defense [we all know he was a prolific scorer], he was the leader of the team and he led by example with his outstanding work ethic at practices.

The essence of athletics is definitely teamwork but I believe teamwork transcends athletics. In his book, The Seven Habits of Highly Effective People, Stephen Covey writes that when he consults with businesses, he finds three types of people – independent, dependent, and interdependent. The businesses that excel, Covey writes, are those that develop interdependent people. They develop people who understand that excellence is reached only when everyone in the organization pulls together.

I served as the assistant principal at Providence High School in New Lenox, Illinois when Father Roger Kaffer was our principal. He had two signs on his desk that literally described his management style. One we all have seen, “We can disagree without being disagreeable.” The second I had never seen until I saw it on his desk. “None of us is smarter than all of us.” And that is precisely how he led our school. He made the final decisions but prior to making them, he actively sought the opinions of his staff and intently listened to their ideas. His management style was distinctly teamwork oriented.

In his book, Rising Sun, Michael Crichton states there is quite a difference in the way American and Japanese businesses initially look at a problem. In America, we tend to ask who is the blame for this problem, who caused it and whose heads have to roll. In Japan, their first impulse is to say how do we solve the problem? There is a vast difference between these two paradigms. One, the American way, can destroy teamwork, whereas the Japanese philosophy can enhance teamwork. All leaders can chose which of the two ways they want to deal with problems because two things are for sure. There will be problems and leaders must be problem solvers.

I thought it was very interesting when a friend sent me a note from the Creative Educational Foundation that listed the skills desired by Fortune 500 companies when they were looking to hire personnel. The criteria were listed in their order of importance. Among the thirteen listed skills were problem solving, creative thinking and listening, but the number one skill desired

was teamwork. This particular skill definitely proved to be true with my children. When my daughter, Colleen, went to the Sidley & Austin Law Firm in Chicago and my daughter, Katie, to the Arthur Andersen Accounting Firm, everything they did involved teams. The same was true for my daughter, Anne, when she joined the Deloitte and Touche Accounting Firm and for my son, Pat, with IBM. My daughter, Bridget, a former college lecturer and current competitive runner, credits her team of runners for helping her to develop into an elite marathon runner. The lesson of teamwork learned from my children's athletic experiences carried right over to their business careers.

My mother and father certainly had teamwork in raising me and my brother and sister. We didn't have much financially but we wanted for nothing. If we were poor, we sure didn't know it. As a nine year old, I definitely did not help our family finances. I had bothered my mom for weeks to buy a baseball. She finally relented and gave me \$2 to get one. I walked to town, bought the ball, returned home and had batting practice with a friend. We managed to break a window that cost \$5! That was a tough walk home trying to figure out how I was going to tell mom about that window.

Mom and dad did not have much of an opportunity for education. Dad had a sixth grade education and mom went to her sophomore year in high school, but they were totally committed to our education. My siblings and I went to Catholic grammar school and high school and it was just expected that we would go to college. All three of us became college graduates and spent our careers in education. Despite financial hardships, our parent's commitment to our education never wavered.

I don't remember mom or dad ever telling me they loved me. But they did not have to tell me because they showed it every day in every way. Today, I tell my children after every conversation that I love them. I surely think that is important, but far more important is that I hope, like my parents, that I show it in all my interactions with them.

Mom and dad exemplified their teamwork financially, educationally and most importantly with their unconditional love.

As a twenty – four year old teacher and coach, I saw the importance of teamwork while working at Providence High School. In 1969 there were ten Catholic high schools in the Joliet, Illinois diocese. Times were tough financially, so the Bishop formed a committee to study the finances at each of the ten schools. The committee's final decision was that Providence was too much of a financial risk for the diocese and it had to be closed. But we had great spirit at our school. Parents, students, faculty and administrators all united to oppose this decision. That spirit prevailed as the Bishop vetoed his own committee, kept Providence open and named Father Roger Kaffer principal. Father Kaffer was an extraordinary leader and he took Providence

from near bankruptcy to financial solvency. Today, Providence Catholic is a thriving high school in the Chicago Catholic League with an enrollment over 1,200 students. The teamwork to keep Providence open was so unselfish that I do not remember one teacher ever talking about losing his or her job. The fight was never personal; the fight was to work as a team with students and parents to keep a school we all believed in open. This was a great learning experience for me as a young educator to see what can be accomplished when motivated people work as a team.

Finally, teamwork is not always as Al McGuire used to say, “seashells and balloons.” It is not all roses. Often there is adversity on teams but if that adversity can be handled properly, it can actually bring a team closer together. I always appreciated the concept of “deposits in the bank” that Stephen Covey examines in his book, The Seven Habits of Highly Effective People. Covey’s theory says that we all have “emotional bank accounts” with friends, family and co-workers. These accounts start with a neutral balance and just as with any bank account, we can make deposits and withdrawals. However, instead of dealing with units of monetary value, we deal with emotional units founded on trust. In other words, if we build up trust with someone over time, we are afforded mistakes that won’t destroy the relationship as a whole. If we have put deposits of friendship, integrity, care and concern with people then we can overcome adversity. Although I cannot remember the specific incident, I do remember the president of the University of St. Francis, Dr. Jack Orr, pounding the table and telling me in no uncertain terms, “Sullivan, let me tell you what you don’t understand!” He then proceeded to give me quite a ripping. When he finished, I was so angry I said to him, “Are you done? Let me tell you what you don’t understand.” I must have had a lot of deposits in the bank because Jack could have fired me on the spot. But that was how he led. There were no hidden agendas with Jack. Everything was on the table and you knew exactly where he stood. Today we remain great friends because we were truly a team trying to serve our students as best we could.

We had a similar situation on our basketball team. It occurred at the end of our season as we were preparing for our conference tournament. We had a fight between two of our starting players. One was black and the other white, so it had the potential to racially divide our team. But when we got to the crux of the problem, it had nothing to do with race. It was a conflict between post and perimeter players. If the players had not put sufficient deposits in the bank, this adversity could have torn our team apart. Instead, once we got everything in the open, we became a closer, stronger team because a problem that had been festering for a long time was now addressed and put to rest. We were fortunate to win the conference tournament and advanced to the NAIA National Basketball Tournament. Deposits in the bank do allow teams to stare adversity in the face and beat it!

Former United States president Ronald Reagan had teamwork pretty well summed up when he told one of his favorite stories about two young men hiking in the mountains of northern

California. As they were hiking, they came across the biggest bear either of them had ever seen. The one fellow sat down and pulled a pair of running shoes from his backpack and his buddy asked if he thought those shoes would enable him to outrun the bear. His response was, "No, but they will enable me to outrun you!" I would not want that guy on my team!

Teamwork, to a great extent, begins with planning. The more inclusive the planning, the more we are going to get everyone on the same page. Once everyone is on the same page, the great leader gets out of the way and allows his team to work. He has built an environment of trust and he trusts his team. When excellent results come to fruition, the great leader gives all the credit to the team. He gave them the responsibility and now he acknowledges, appreciates and commends their work. Strong leaders build strong teams.

T-Toughness

The great English poet, John Dunne, wrote an essay about people who constantly complain. Nothing is ever good-their back hurts, their knees hurt, the weather is lousy. They simply are always complaining. I thought he aptly titled the essay when he called the complainers "The Screechows." The second T is the antithesis of people who complain all the day long. It stands for toughness and the tough-minded people I have worked with complain very little because they are so busy doing. Sister Rosemary Small is a Franciscan nun with whom I worked for thirty years at the University of St Francis. She became wheel chair bound during her tenure with us. I have nothing but the highest regard for her and for her toughness. In all the years that I have known her, I never once heard her complain.

I always liked the differentiation between managers and leaders. Managers try to do things right but leaders try to do the right things. It is tough to do the right things. We once had to dismiss six players from a team at the University of St Francis. Obviously, we did not want to be in this situation because we had recruited these athletes and we cared about them. But due to their actions, we felt the right thing to do was to dismiss them. When leaders try to do the right things, there is one outcome that they can be certain of. They will have critics!

Leaders have to be tough-minded when it comes to their critics. I think it helps to understand that all great leaders have had their critics. You are not alone. Dr Martin Luther King had a great insight into critics when he began his "Letter from the Birmingham Jail" by stating that he very seldom took the time to answer his critics, because if he did take that time, that is all he would have time for. Father Theodore Hesburgh, President of the University of Notre Dame for twenty

– six years, wrote an essay titled, “College Presidency – Between a Rock and a Hard Place.” He had this insight into leadership and critics. He wrote that for twenty – six years he did all he could to help his faculty – better benefits, better salaries, etc – and through all these years, he received only two thank you notes from faculty. However, when he made decisions that faculty did not agree with his office was inundated with their letters.

Leaders cannot spend a great deal of time worrying about their critics. Maybe the Irishman had it figured out when he wrote “The Irishman’s Philosophy.” It may be a good philosophy for leaders to consider:

There are only two things to worry about, you are either well or sick.

If you are well, there is nothing to worry about, but if you are sick, there are two things you have to worry about.

You will either get better or you will die.

If you’re going to get better, there is nothing to worry about, but if you are going to die, there are two things you have to worry about.

You are either going to heaven or you are going to hell.

If you’re going to heaven, there is nothing to worry about, but if you are going to hell, you will be so damn busy shaking hands with all your friends, you will not have time to worry.

Leaders will always have critics and worrying about them will not make them go away.

Toughness has always been a major aspect of sport. Games are tough. Competition is tough. We always liked to hear our players tell recruits that the practices were harder than the games. We had to be demanding and tough on our players during practices to adequately prepare them for games.

Leaders have to understand that being demanding and tough with their employees, students or team is a good thing. Think about the best teacher you ever had.... Think about the best coach you ever had.... Would you say that teacher or that coach was easy on you? Or would you say he or she was demanding and tough? I believe most of us would say that teacher or coach was demanding. And it was precisely that teacher/coach’s toughness that brought out the best in us. We may have reached levels that even we did not think we were capable of. The end result was that we were proud of our accomplishment.

While in college, I had two teachers who were especially tough and demanding. One was in the academic realm and the other in the athletic arena. Brother Paul French of the Christian Brothers order was an English professor who later became president of Lewis College, now Lewis University in Romeoville, Illinois. I had him for a class in Shakespeare, the comedies and the history plays. We studied one play per week for the semester and I never worked harder in any class than I did in that class. I also learned more in that class than any other class I ever had, including graduate courses. I came to have a genuine appreciation of Shakespeare, especially the depiction of his great characters and his bawdy humor. I can still remember literally studying twenty hours for the final exam to prove to myself that I could earn an “A” in the most challenging class I ever had. Despite Brother Paul’s demands, I actually felt bad that I could not take him the next semester for the Shakespeare tragedies because the English Department assigned the tragedies to another professor. I wanted to study with the best teacher for the best of Shakespeare’s writing. He was truly an extraordinary teacher.

Coaching is ultimately teaching and I was blessed in college to have a coach, Gordie Gillespie, who was equally as extraordinary as Brother Paul. When I played for Gordie he was a three – sport coach – high school football at Joliet Catholic High School and basketball and baseball at Lewis College. Gordie coached for 59 years, became the winningest coach in college baseball history, has been inducted into seventeen Halls of Fame, coached his teams to an unbelievable 2,402 wins, and these facts represent only a fraction of his achievements. Gordie was demanding. Our practices were tough and he expected you to give your best effort every minute of these practices. He never stopped demanding your best effort even to this point. I was pitching in a summer game, Gordie was coaching third base, and it was a very hot, humid night. It was the top of the ninth inning, we had a big lead, something like 9 – 1, and I was on first base with two outs. Now I had been pitching a good game, was a little tired, and had to get only three outs to get the win for us. A fly ball was hit right at the left fielder and it was pretty obvious that it was going to be caught to end the inning. So, instead of running hard, in the event the left fielder might drop the ball, I pretty much trotted to second base. The inning was over and as I crossed the field to get my glove in the third base dugout to pitch the bottom of the ninth, I met Gordie. Now I was fatigued, had pitched eight quality innings and needed only the final three outs. As I met Gord, he said only five words, “Don’t ever do that again.” It was not acceptable that I failed to run hard. Forget the heat, forget the game I was pitching, forget the fact that that ball was going to be caught 99% of the time. None of that mattered. Gordie always demanded your best effort; he demanded excellence and I had loafed on a play. I never have forgotten Gordie’s reaction. Excellence was not to be a sometime thing.

Three friends have taught me what toughness is about in life. My good friend and fellow coach with whom I worked with for twenty – four years at the University of St. Francis, Jack Hermanski, is one of the toughest people I have ever met. Seventeen years ago, Jack was

diagnosed with M.S. Because he had taught Special Education children for twenty – five years, he knew first- hand where this disease could lead. His vision and his ability to walk were just two of the pitfalls he might have to face in his future. Jack had and has the toughness to meet M.S. head- on. He never complains and he will absolutely not allow the disease to defeat him. Coach Jack and I still conduct Shooting Clinics. He teaches with a walker now and his teaching is so good that as the clinic progresses you don't notice the walker. His toughness is a daily inspiration to me and to all who know him.

I worked with a great professor at the University of St. Francis, Dr. Jim McCabe. The students loved Mac and he was totally respected by his fellow faculty members. I also coached a basketball player at the University, Pat Quigley, who earned the same respect as Jim. Quig's teammates, coaches and the professors who taught him thought the world of him. He was everything you could possibly want in an athlete or a student. Jim and Pat showed me the meaning of extraordinary toughness at the most trying time of their lives. I was at the bed – side of both of them days before they died. The great majority of our conversation, at a time like this, was laughter. How they found the courage to laugh, given their circumstances, I will never know. But laugh they did!

Leaders must accept the fact that they will have critics and that the line may be a long one! In my second year as a head high school basketball coach, our time-keeper inadvertently let time slip away at the end of a game that we were winning. The opposing coach called the referees over and told them time had to be put back on the clock. The referees then approached me and I simply said put on the time that you think is fair. They did, we went on to win and after the game a parent of one of our players came to me and criticized my allowing the referees to put time back on the clock. His rationale was that if we were on the road, time would never be put back on the clock for us. My answer was that the players on the bench and the coaches knew the time- keeper had erred and what kind of example would I be giving the kids if I argued about something that I knew was wrong. He did not buy it but that was okay. We did what we knew was right. All coaches want to win, we certainly are no exception to that desire, but I always believed that we wanted to win the right way. Time slippage occurred a few more times in my career and my answer never changed. Put the time back on the clock and let's play.

While coaching during a game, it was very rarely that I ever heard the crowd, especially my plethora of critics in the stands. However, there was one exception to this. We were playing at the University of North Dakota and their student section was sitting directly behind our bench. All night long, I heard the refrain, "Hey Pat," followed by a humorous statement about my lousy coaching. Those kids were really creative. Once on a North Dakota free throw I yelled to our players, "You big men block- out!" The next thing I hear is, " Hey Pat, You ain't got no big men!" Toward the end of the game there was a time- out, the gym was relatively quiet and I hear,"

Hey Pat” again, followed by, “What junior high did you coach at last year?” The very end of the game was not fun at all because we lost on an illegal, dead ball shot, but my critics that particular night did a great job!

Gordie Gillespie heard a vocal critic one night that he liked to quote when his Joliet Catholic High School football team was playing Chicago Mount Carmel. The fan was continuously ripping Gordie’s coaching as the game progressed. Finally, he came out with this unforgettable, erudite line, “Gordie, I’m leaving. These kids are playing like high school kids.” Gord never forgot that one-liner!

Coaches will always have their critics and I can honestly say they never bothered me. I always felt that if they came to our practices and heard and saw the game plan, they may not have understood one half of what the players had to absorb. I believe coaches and leaders have a lot in common when it comes to our critics.

There is a final reason why a leader’s toughness is good for the people whom he leads. The leader’s toughness can make his people tough and if leaders do give the gift of toughness to their people, they are truly giving them a life – long gift. The title of Dr Robert Schuller’s best-selling book attests to this concept: Tough Times Don’t Last but Tough People Do . Scott Peck begins his book, The Road Less Traveled, by stating that, “Life is difficult.” All the people we lead have either experienced tough times or they will. There is no question that there is a lot of adversity out there and no one is exempt from it. Leaders who give the gift of toughness to the people they lead automatically equip them with a great asset.

However, there must be a balance. I graduated from college in the “old days!” We were literally told that when we entered that classroom as a teacher, we had to be so tough that we would not smile until Christmas! Teachers, coaches and leaders have to be demanding. But it is okay to smile before Christmas! We must balance our toughness with kindness, care and concern for those whom we lead beyond the narrow confines of a classroom, a football field or a work place. Once people know you genuinely care for them, they will understand and accept your rationale for demanding the best from them.

An anonymous author wrote the following about a smile: “A smile costs nothing, but it gives much. It enriches those who receive, without making poorer those who give. It takes but a moment , but the memory of it sometimes lasts forever....It cannot be bought, begged, borrowed or stolen for it is something that is of no value until it is given away.” Leaders must be tough and demanding or the goals of any organization will not be reached. But at the same time, they must give away their smile and let their people know how much they care about their welfare. A classic representative of this toughness/compassionate integration was the

former Registrar at our University, Sister Margaret Duffy. The sign she had in her office let our students know they were walking into harms- way when they entered her office. That sign read, “What part of no don’t you understand?” She could be tough on the students, but at the same time she loved them and they loved her.

Leaders must develop tough-mindedness or their critics can destroy them. They must also develop the toughness to demand or I don’t think their organization will ever reach excellence. If their demanding develops a tough-mindedness in their constituents, they are giving a true gift to their people. Smiles and humor can and should be integrated with the demands.

I - INTELLIGENCE

Could this be possible? Of all people, a coach talking about intelligence! This has to be an oxymoron – a definitive contradiction of terms.

One of my favorite stories is the football coach and the basketball coach sitting in the football coach’s office talking about how dumb their players were. So they tried an experiment. The football coach called in his star player and asked him if he knew where the local Mercedes dealership was. The player said, “Yes,” so the coach gave him a \$20 bill and asked him to go buy him a car. The player quickly left the office so he could run his errand. The basketball coach then called in his star player and asked him if he knew where his office was. The athlete said, “Yes, it’s upstairs.” The coach then said, “Will you go up there and see if I’m up there?” The player said, “Sure.” On the way to their respective jobs, the two athletes met. The football player said to the basketball player, “My coach is really dumb. He gave me money to buy him a car but never once said what color car he wanted.” The basketball player replied, “You think that’s bad. My coach is sitting in your coach’s office, asks me to go up to his office to see if he is up there and all along there is a phone sitting right there....all he had to do was call.”

I have never believed in the day of the dumb athlete, never will, and resent those who promulgate this fallacy. There is so much to learn in all sports in terms of fundamentals and strategies that an athlete cannot be dumb and excel. There is no way this can happen.

Although I have spent forty-four years in education and despite the fact that colleges and universities put so much emphasis on the ACT and SAT exams, I do not believe in those exams because they cannot measure what is in a person's heart. They cannot measure desire and determination. And some would argue, they cannot even measure intelligence accurately. So, I do not believe these tests determine intelligence. But there are two characteristics that all of the intelligent leaders that I have worked with or known have: – a great ability to listen and perseverance to their core values.

I worked with two highly intelligent leaders at the University of St Francis, – President Jack Orr and Athletic Chair/Baseball Coach/Football Coach, Gordie Gillespie. Both of them had an extraordinary ability to listen and were very much like these CEO's in their work. In one study, when asked how they spent their time, the CEO's researched gave this breakdown:

10% - Writing

15% - Reading

30% - Speaking

45% - Listening

I once had dinner in New York with arguably the greatest basketball coach in college history, UCLA's John Wooden, and a high school coach. If speaking were the mark of intelligence, you would have thought the high school coach was Coach Wooden because he did most of the talking while John Wooden did the majority of the listening. I have yet to meet an intelligent person who was not a great listener.

One of the great lessons of athletics is that both players and coaches are given the opportunity to improve and enhance their listening skills. Players have to listen to coaches' instruction in an emotionally charged environment and often a hostile one. If the instruction comes at a time-out, the players must also absorb the information in a very short period of time. Great coaches reciprocate. Like great leaders, they listen to their players' insights.

The first year that we became competitive at St. Francis in the Chicagoland Collegiate Athletic Conference, we were 9 – 2 and Chicago State University was 10 - 1. We had to play the last conference game at their place with the opportunity to tie for the championship if we could win. The game came down to the final two seconds when we were down two points and had an inbound under our basket. At the time-out, we drew up the play we were going to run. If one

player failed to listen, the play would not work. So, five months of hard work came down to two seconds and listening would be the key to execution. All the players did listen, we scored and took the game into overtime. We eventually lost the game in double overtime, but I could not have been prouder of how our players listened and played in that great basketball environment.

Coaches also listen to players. At Providence High School we were playing Chicago Christian for the championship of the Chicago Private League. We both came into the game at 10 – 1. The game was tied with fifteen seconds to go. We had the ball and would get the last shot of the game. I told the players at the time- out the play we would run and told them to get the ball inside to our post man from the wing. The players then offered me the insight that the better position to get the ball inside was from the point. I listened to them, the ball did get inside from the point and we won the championship.

We had two delay games we would run at the end of games when we were in the lead. It was not uncommon for me to ask the players at a time-out which of the two they wanted to run. They were playing the game and they had a feel for the game, so I would give them ownership of the decision. We did the same with post defense. We guarded the post three different ways. There were times when I would ask the kids which one they wanted to use. They were in the trenches and I trusted their decision- making.

Gordie Gillespie used the Socratic teaching method at half -times of Joliet Catholic High School football games. Half -times were question and answer periods. He would assemble his offensive unit in the locker room, call out one of the plays they had run in the first half, and then ask the players how the opponents were defending it. The players would answer the questions and from their answers Gordie would make adjustments for the second half. I often listened to these exchanges and came away so proud of the kids' intelligence and Gordie's willingness to listen. I once brought former Utah basketball coach, Rick Majerus, into one of these sessions. After we exited the locker room, I asked Rick what he thought. He responded by saying, "It was sure different from the half – times I remember in high school where the coaches cussed at us and questioned our gender."

The best athletic listening episode I ever had was in our locker room at half-time of a game against McKendree College. Our locker room was in the corner of their gym, right next to the outside sidewalk. We had a very good team that year and had just played a poor first half. I was pretty upset and got to yelling at the kids pretty loud....So loud that when I asked the players, "How can we possibly be playing like this!" from outside the building we heard, "because we're better than you!" That stopped my ranting and raving right in its tracks! I may have thought I was a pretty good listener as a coach but that was the only time I listened to a comment from

outside a building! We did play a great second half, maybe the ole' boy outside the gym fired our guys up, and won the game, something that rarely happened at McKendree.

I have never understood leaders who don't pay attention to the people in the trenches, the people who are actually doing the work. Why would you make decisions without input from the people doing the job? I'll never forget an incident that happened while I was working ironworking one summer. The ironworkers I was working with were men who were experienced in the trade and very intelligent. I thought it was great that the architects would come to the job and ask questions of these men. The architects were drawing up the plans but they checked with the men in the trenches to ascertain if what they were designing would work and they listened intently to the advice of the ironworkers. I saw quality leadership in those architects.

Dr. Jack Orr was president of St. Francis for nineteen years. Under his leadership St. Francis went from a college of 500 students to a college with over 3,000 students in nineteen states. Jack was obviously an eminently successful leader. Having served as the assistant –to-the-president for five years, I saw his leadership first-hand. After his retirement, I asked him why he thought his tenure was so successful. His answer was different than mine. He said attention to detail. He definitely did that but I thought his greatest asset was his ability and his willingness to listen.

The second characteristic of the intelligent people I have met in my life is perseverance to their core values. This trait also fits some of the greatest minds in history. Thomas Edison was said to have tried 10,000 experiments where he failed to find electricity. When asked why he kept trying in the midst of perpetual failure, his answer was reported to be...." Because now I know 10,000 ways that it won't work." I don't know what Thomas Edison would have scored on the ACT or the SAT, but I sure know he had perseverance! When this boy flunked 6th grade, the teacher wrote that he was, "dumb and hopeless." Thank God Winston Churchill did not buy into that assessment and persevered to become one of the greatest leaders of the 20th century! Or how about the man who was told he was wasting his time drawing....Walt Disney.... History agrees it's a good thing he kept drawing. How could a deaf man pursue music? If he did not persevere the world never would have known Beethoven.

Two men from my hometown of Joliet, Illinois also exhibited perseverance in their lifetimes. One is Daniel "Rudy" Ruettinger from the famous movie, "Rudy." Rudy graduated third from the bottom of his high school class. After serving in the Navy, he told people in town that he was going to Notre Dame and he was literally laughed at. No one believed there was any way he could ever be admitted to Notre Dame. Then when he said he was going to play football there,

the laughter grew louder. No one believed a 5'8," 180 pound athlete would ever get on a Notre Dame football roster. But against all odds, Rudy accomplished both goals and because of his great perseverance he travels the country today encouraging America's youth to never give up on their dreams. He has been an inspiration to thousands of our young people. A good friend of Rudy's was my brother, Dan. Like Rudy, he too graduated close to the bottom of his high school class in rank. But he persevered through college and became an outstanding high school teacher and coach. He finished his career as a principal and has been a very positive influence to countless young people.

I certainly saw perseverance to core values one night in another game at Chicago State University. They were ranked nationally and had a guard on their team named Dave Maracich, a very good player. His dad was Ed and he was a very successful referee who worked Big Ten basketball. I have always believed that the primary core value of referees is that they want to make the right call. We were in a very close game and an incident happened where I felt we should have been awarded a free throw but the game officials did not think so. I approached them on it, they listened, then went to mid court to talk it over. While they were conferring at mid court, I happened to look in the stands and Ed Maracich was giving the referees the shooting signal. He wanted the right call, even though it went against his son's team in a close game. We shot the free throw.

Gordie Gillespie had a similar incident in a baseball game. The umpire made a call that favored Gordie's team. The opposing coach went to the umpire to question the call. After a short discussion, the umpire reversed the call, thus hurting Gordie's team. Gord then went to the umpire to get on him for changing his mind. As he approached him to chastise him for reversing his call, the umpire said, "Do you want me not to change my mind and make the wrong call or to change my mind and make the right call." Gordie finished the story by saying he immediately turned around and went back to the dugout.

I think Bishop Romeo Blanchette made the right call when he vetoed his own committee and kept Providence High School open. I have no idea why he made the call, but I often wondered if it was because his core values believed that the Catholic Church should serve all people. At the time of his decision, I believe Providence may have been the only school in the diocese that had a diverse enrollment. Hispanic and black students attended Providence and we also served white kids who came from the poorer neighborhoods in Joliet, the east and south sides. I have always thought that Bishop Blanchette's core values were the centerpiece of his controversial and courageous decision to veto his own committee.

I have been fortunate to direct basketball clinics throughout America where some of the best coaches in the country have presented – John Wooden, Dean Smith, Hubie Brown. All of them were great leaders and the one recurrent trait I observed in each of them was their ability to

listen. The movie, Rudy, is a testament to perseverance to core values. I think the only person who ever thought Rudy would be admitted, let alone graduate and play football at Notre Dame, was Rudy. He was truly a majority of one. I believe listening may be the most important skill a leader can develop and, especially during tough times, the leader must stay strong in his core values.

T - THANK YOU

In their outstanding book about corporate America, In Search of Excellence, Thomas J. Peters and Robert H. Waterman speak about a very simple concept that top executives in companies - vice- presidents, presidents and CEO's - very seldom say to the people who are making the company successful - secretaries, truck drivers, assembly line workers . That simple, yet profound, concept is the third T of the "Attitude" acronym – Thank You.

It is a simple theory for leaders. You must demand to get production. But when workers meet the demands and achieve their goals, then leaders must compliment and thank them for their efforts.

There is also merit to thanking the people who are seldom recognized. In my coaching career, I came to have more respect for the players on the bench than the starters and the stars. When we were having good years, many people on campus were patting the starters on the back and congratulating them on the season we were having. On the other hand, these very same campus people may not have even known that the kids on the bench were on the team. But it was precisely those athletes who were so instrumental in our having that great season. They were the athletes there every day making the starters better players despite the fact that they were getting no recognition for their efforts. Therefore, I made it a priority to compliment and thank them for their work. As their leader, I wanted to be sure that they knew how much I appreciated all they were doing for our team.

Al McGuire, the former Marquette basketball coach, offered this insight. He said he never worried about the last men on the team, the players on the bench, because when they were in their 40's they were top executives in companies. But he did worry about the stars because when they were in their 40's no one was carrying their bags and telling them how wonderful they were. We found this to be true at St Francis. A number of our players who did not receive the playing time they wanted have gone on to top positions in companies. They are also among the top financial contributors to our University. The old adage of hiring offensive linemen is analogous to the players on the bench. Both of these athletes do all their work for virtually no recognition. But they do know how to roll up their sleeves and get to work! They become MVP's in their companies.

I know first-hand how much "Thank You" is appreciated. Years ago I started my "Keeper's Drawer," where I keep thank you and congratulatory letters that I have received. Ironically, I have kept them in that drawer for years, but I have never taken the time to just sit and read through them. A number of them have come from my children and former players. I think they confirm what you have tried to do in your life's work and how you have tried to be of service. Very few of us who chose education as a profession will be among the 1% financially. However, when the thank you letters come, you do feel like maybe you have made a contribution. Some rainy day I'm going to that drawer and do a little belated reading.

Given the above, when I speak at athletic banquets or any youth groups, I do ask the young people to consider writing a thank you note to a teacher or coach who inspired them. I know that coach or teacher would appreciate the letter. I then ask them to give strong consideration to doing the same for their parents. All of us who have participated in sports know or should know the many sacrifices our parents have made to give us these opportunities. The heating and re-heating of dinner, picking us up at all hours of the day and night from practices, attendance at so many games, often traveling great distances, are only some of the sacrifices our parents have made. It would seem that a thank you note to them is not asking too much.

However, I do follow that request by saying to the parents present that if that letter never comes, then they can turn to the wisdom of Mark Twain. He had a pretty good insight into youth when he wrote, "When I was fourteen, I couldn't believe how dumb my old man was. Then when I turned twenty – one, I couldn't believe how much the old man learned in those seven years."

When I speak to business leaders, I also encourage them to consider thanking a former teacher or coach who positively influenced them. I think when the letters come from someone working in their profession, someone older who has a bit of life behind them, the thank you letter is even more important, more gratifying. But the main people I ask them to consider thanking are those not normally recognized. So many people give so much to an organization and are never recognized. I know at the college level, some faculty look down on the maintenance staff. How wrong they are! Were it not for the maintenance men and women keeping the college presentable, faculty would have no students to teach! Everyone contributes and great leaders appreciate and thank everyone in the organization.

At the College of St. Francis we were a financially tuition driven school. Our primary source of income was tuition from our students. One of the many things I admired about our president, Dr. Jack Orr, was how welcome he made our students feel. Unlike so many presidents, he actually knew our students. It was not uncommon for Jack to join students at their cafeteria table for lunch. Three of our alums, Randy Stelter, Mike Brennan and Ron Kenny, have often told me how surprised they were and how much they appreciated the fact that the president of the college took the time to sit with them at lunch. He knew their names then and when they returned later for alumni events, he still called them by name. Mike has told me in his work at Goldman Sachs, he often works with men and women who are graduates of large, prestigious universities. As they get talking about their collegiate years, Mike would say to them, "Yes, you went to a great university, but I'll bet your president never joined you for lunch." Jack took his concern for our students a step further. I was once at the wake of a wonderful teacher-coach whom I worked with for over a decade. When Jack walked into the wake, I was very surprised because I didn't think he knew the coach. It turns out that he did not know him, but because his daughter was a student at St. Francis, he attended the wake. I believe he did this for a number of our students when they lost a parent. Jack truly knew how to thank those students who came to St. Francis. He knew them when they were students; he remembered them when they became alums; and he was there for them in their most trying times. That is a leader who knows how to say thanks.

Now in our day growing up, there wasn't a lot of political correctness and we rarely heard thank you from our leaders. We had a tough, cantankerous, older priest as the pastor of our parish church. Because we lived kitty-corner from the church, my brother, Dan, and I often served

6:30 am Mass. You would think our pastor would have appreciated our efforts. A number of times he sarcastically chastised me for making altar boy errors, but he topped his list of “thank you’s” when he said to Dan, “Sullivan, I have been a priest for 45 years and you are the dumbest altar boy I have ever seen!”

We were on a family vacation in the Ozarks when we saw a sign reading “Abundant Memories.” In the valley below the road we were on there were about seven individual cabins. We had no idea what was down there but decided to explore it. We were met by a man with a long beard and bib overalls. He told us he had traveled over 200,000 miles throughout our country acquiring various artifacts that represented different eras in American history. He then proceeded to give my children and me the best history class we have ever had. Each cabin represented a time in our history – Revolutionary War, Civil War, the Depression, etc. – and in each cabin he had artifacts from that particular time period. As we moved from cabin to cabin, he lectured on each time period by using the artifacts to explain the highpoints of that time in our history. I have never forgotten his points on the Civil War. He explained to us that at the end of the war our government was broke. So, President Lincoln, not able to pay the soldiers, gave them land. Then he picked a tool from that time period and said some people would call this tool “primitive.” But he said he would call it “ingenious” and then proceeded to show us all that could be done with the tool. His final statement, while holding the tool in his hands, was that the politicians and the wealthy did not build this country. He said the “Nobodies” built this country. That comment made me think of the kids at the end of the bench, the offensive linemen and my father.

My dad was a “Nobody.” He grew up in the Depression and had to go to work to help his family when he completed the sixth grade. He worked in factories all his life and had no title behind his name – no doctor, lawyer nor teacher. But I can say without equivocation that during my thirty-four years in higher education, I have yet to meet a doctorate with the wisdom of my dad.

I think it is especially important for leaders to thank the people they lead and give strong consideration to thanking the “Nobodies.”

I cannot remember where I read it, but I will never forget this quote and how it succinctly covers this thank you concept. The quote is, “The only prayer we ever need to say is ‘Thank You’.” I have tried to make this my primary prayer because there is so much to be thankful for.

Leaders know or should know they can’t achieve success in their organization by themselves. You simply cannot get it done alone. You want everyone under your purview to be outstanding at his or her job, regardless of how big or small their responsibilities may be. Everyone plays a

part in the team's success and it is important that the leader recognizes everyone's contributions with a simple, heartfelt THANK YOU!

U – You

The best definition of a teacher, a coach or a leader that I have ever heard is a one word definition. That word is facilitator. I think the great teachers, coaches and leaders facilitate the learning. They make the learning easier.

Think about the best teacher, coach or leader you have ever known. Did he or she do these four things?

1. Knowledgeable: They knew their subject matter, be it geometry, football or a particular business. John Wooden, at sixty-five years of age and the most successful tournament coach in NCAA history, used to tell his players how much he was still learning about the game. Great leaders are life-long learners.
2. Organized: They were organized in their presentations and therefore could disseminate their knowledge. Many of us have known brilliant professors who simply could not bring their knowledge down to us mortals, to our level. They definitely had the knowledge but could not disseminate it.
3. Enthusiastic: They taught, coached or led with enthusiasm. I am not referring to the “rah, rah” enthusiasm, but rather the kind of enthusiasm where the leaders are excited about our achievements. They love what they are doing but they are especially happy when we take their knowledge and achieve success.
4. Caring: Most importantly, they cared about us beyond the narrow confines of the classroom, the athletic arena or the work place. I thought the best example of this in coaching was Amos Alonzo Stagg, the former football coach at the University of Chicago when they were members of the Big Ten Conference. His degree from Yale University was in divinity, but he felt he could better minister to America’s youth from a football field than a pulpit.

The greatest teachers, coaches and leaders, I believe, do the above four things. But I also believe this. It makes no difference how outstanding those teachers, coaches and leaders are because they cannot make you learn. The only person who can make you learn is YOU! I do believe we have gotten away from that concept in America today. We are awful quick to blame that teacher, coach or leader when we should be looking in the mirror. I have coached All-Conference, All-State, and All-American players and I know one thing for sure. I never made any one of them a player! The only one who made them into the quality players they became was themselves. Their work in the off season, their work in the weight room and their daily work at practice were what led to their excellence. I may have facilitated a little of their learning; but they, and only they, put in the time and effort to excel.

In my view, education has changed during my forty-four years in the field. Two examples may validate this change from responsibility and accountability to too much irresponsibility and unaccountability. During my first day of high school classes, I was asked the square root of a number in my algebra class. I was sitting in the last seat of the middle row, stood up, and told the priest I didn't know. As I was standing there, the priest got up from behind his desk and started walking toward me. I had heard that the teachers at this school could be tough on you, so I was a little apprehensive. He was rubbing his hands in front of him as he was coming toward me and he said when I come into his class, I better know! He finished his walk by smacking me in the head. Now, please don't get me wrong. I am not saying corporal punishment is necessary. I do not believe we need it to learn. On the other hand, I really disagree with what happened to a teacher friend of mine recently. A high school kid called him the worst cuss word in the English language, so my friend decided to take him to the school dean and report the incident. The dean's first question was to the teacher, not the student. His question to the teacher was what had he, the teacher, done to precipitate the student's behavior. That was the last time my friend used the dean. The smack in the head was not right nor necessary but I am not so sure that the dean's reaction was not worse. When we don't make students responsible for their actions, I don't think we are educating them.

I think the "you" in the attitude acronym has two implications for leaders.

If education has changed and if some students are not accepting responsibility for their actions, then leaders must take a great deal of time in the hiring stage to find the responsible ones. They are definitely out there. I have encountered a lot more responsible kids than irresponsible ones in my teaching and coaching career, but leaders must take the time to find them.

The second concept of "you" is that leaders certainly want to surround themselves with quality people. I believe every successful leader has good people around him or her. I think Andrew Carnegie, a billionaire in the steel business, best summed up this concept when he stated that if he had to make steel, he would probably be a pauper because he didn't know how to make it. If he had to sell steel, again he might be a pauper because he did not know how to sell it. However, he said what he could do was find the best people who knew how to make it and the best people who knew how to sell it and he could get them in a room and have them work together. So, you, the leader, want to find people like you – people who are motivated to be the best they can be.

There is another side to you and Albert Einstein addressed this important aspect of you when he wrote, "I can think of no reason why we are here other than to help our fellow man." In the last analysis, I don't think it's about you; but it is about you helping others. When I do start to think it is, in fact, about me and how great I am, I reflect on the highlights of my athletic career.

One of my former college players, Tom Denny, became the head basketball coach at my alma mater, Joliet Catholic High School, and informed me that I was in the basketball record book. I was pretty proud of myself until he told me how I was in this prestigious book. He said, "You committed the fourth most fouls in the history of Joliet Catholic basketball."

Between my junior and senior years of college, there was a renowned baseball tournament that attracted the best teams in our area. One of the local teams added me to their roster for this tournament. They felt I was a good pitcher and could help them win the championship. They realized they had bad judgment after the very first batter. There were no fences on this field and left field kind of sloped as you moved away from the field. That first batter hit the ball so far over the left fielder's head that he literally disappeared from sight as he chased the ball. The batter could have circled the bases three times! So much for my pitching prowess!

My basketball expertise was probably best summed up by one of my high school coaches, Jim Gannon. In my playing days, you hardly heard of concussions. I am sure I got one in a game at Marmion Military Academy. That night I took three hits – hard hits – to the head. I was definitely quite hazy for a good portion of the game. Coach Gannon summed up my basketball ability and the way concussions were handled when he told me after the game, "Sullivan, you play better when you don't know where you are!"

Finally, I was the hero. We had a basketball game that went into two overtimes. The rule after two overtimes was that the game would go to what was called "sudden death." It meant that the first team with a two point lead won the game. We secured the jump ball and I went off two screens and made the game winning shot. After the game, we had a dance in our gym. At our dances, the girls danced on the basketball floor and the boys walked around the periphery of the gym trying to garner up the courage to ask one of the girls to dance. Toward the very end of the evening, I found the courage to ask one of the girls for a dance. Her answer was pretty definitive. She looked at me and simply said, "No." Even when I was the hero, I couldn't get a dance!

So whenever I think it's about me, I recall the above incidents and thank God it isn't about me.

As I look back on my life, I realize how fortunate I have been to have mentors who exemplified the four characteristics that I sighted previously that great teachers, coaches and leaders do.

Gordie Gillespie and Dr. Jack Orr surely knew their subject matter. Gordie is the only coach in the Illinois Coaches Halls of Fame for basketball, baseball and football. He was such a great collegiate basketball coach at Lewis College that there was a point in his life where we thought he was going to be named the Marquette University basketball coach. The Chicago Cubs actually offered him the position to run their entire minor league system, from rookie ball to Triple A ball. They wanted to get conformity of teaching throughout their system and they

believed Gordie was the best man to accomplish that goal. Pat Mudron and Tom Thayer were outstanding football players who played for Gordie in high school and went on to play at the University of Notre Dame. Tom also had a great NFL career, including starting on the Chicago Bears Super Bowl championship team. I have heard both Tom and Pat say they thought Gordie would have been the ideal Notre Dame football coach. It is almost incomprehensible that a coach could ever be that superb in three sports. How blessed was I to play for and later work with Gordie for two decades! You could not find a better mentor in terms of athletic knowledge....Jack Orr was president of the College of St. Francis when collegiate accrediting agencies were very skeptical of colleges sponsoring academic programs off-campus. During all this skepticism, Jack brought St. Francis into nineteen states. So, we could have been a prime target for off-campus academic fraud. Instead, the North Central Accrediting Agency asked Jack to speak to his fellow presidents on "Quality in Off-Campus Offerings." Both Gordie and Jack knew their subject matter as well as anyone in their respective professions and I was extremely fortunate to serve under their leadership.

I studied in college under a professor who knew his subject matter and could disseminate his knowledge. Brother Phillip Lynch taught Rhetoric and Composition and Speech at Lewis College. His knowledge resonates with me and some friends who studied with him to this day. And that was over forty years ago! George and Frank Black are two very successful lawyers in Morris, Illinois and it seems like every time we meet, we eventually get around to talking about the excellent teaching of Brother Phillip.

Enthusiasm for teaching was certainly exemplified by Tom Dedin. Tom was my first Athletic Director and, in my opinion, the best classroom teacher at Providence High School during our years there. He was also a great baseball coach who, after his years at Providence, became the head baseball coach at Lewis College, then the University of Illinois. He was a great mentor for me and all his coaches because he demanded that his coaches excel in the classroom. Coaches love teaching their respective sports. Tom wanted that but never at the expense of their classroom teaching. He did not have to tell us this; he lived it.

I was blessed to have numerous coaches, teachers and leaders whom I knew cared about me beyond the academic realm, the athletic arena and the workplace. Jim Gannon, one of my high school coaches, tried to get an athletic scholarship for me to his alma mater, Arkansas State University. Bishop Roger Kaffer was always present for the tough times in my life, like my father's passing. I had no idea he was going to concelebrate the Mass. Gordie Gillespie, while coaching three sports and teaching at the high school and collegiate levels, always found the time to help me and my teammates. That attitude never changed in the twenty years I worked with him. Jack Orr was the same as Gordie in his care and concern for the students and staff at

St. Francis. I could continue this list for quite some time because I have worked with so many leaders who genuinely cared about the people they served.

I have truly been blessed to study under and work with people who did the four things great coaches, teachers and leaders do. They knew their subject matter; they could disseminate their knowledge; they taught, coached and worked with enthusiasm; and, most importantly, they cared about the people they were serving.

When it was my turn to lead, I was most fortunate to be surrounded by great people, not good people, but great people. Our coaches at St. Francis took our athletic program from 45 student-athletes in our first year there to 377 at our zenith. We graduated 92% of our senior student-athletes over a twenty year period. When our Chicagoland Collegiate Athletic Conference had sent 90 teams to NAIA national championship play, one school, St. Francis, sent 60 of those 90 teams. That is how great our people were!

I was equally as fortunate as the head basketball coach at Providence High School and the College, later the University of St. Francis. Mike Slovick, Dick Keto, Frank Palmasani, and Jaime Garcia were outstanding assistant coaches at Providence who went on to have very successful coaching careers. Bob Hoppenstead, Mike Kress, Eric Long, Elgin Thompson, Jeff Bonebrake, Mike Zaworski, Cyril Nichols, DeMario Edwards, Dean Quarino, Bill Karavitas, and Randy Stelter were superb assistants at St. Francis. John Cornelius and Jack Hermanski were the absolute best. Both worked at local high schools, so their work at St. Francis was a part-time job. John gave us fourteen years and Jack twenty-four. We were a part-time job to which they gave full-time hours for minimal stipends. They were not only great teachers and coaches, they were true friends of me and my family. I could never possibly put into words the gratitude I have for them. As John used to say, "The main job of an assistant coach is to keep the head coach sane!" In my case, that was a pretty tall order! If leaders are to succeed, they must have men like John and Jack on their team.

I think there are two facets to the word "You" for leaders. You are responsible for your body of work. There are no shortcuts to excellence. You must be willing to put in the time and effort it takes to be successful. The second facet of "You" is once you achieve a position of leadership, you must take the time to surround yourself with people like you – people motivated to learn and to work. And when you are in a position of power, you want to do all you can to help others.

D-DETERMINATION

I was directing a basketball clinic in Salt Lake City, Utah when Dale Brown, the Louisiana State University basketball coach at the time, told the story of a woman (whose name I could not find), who bowled a 300 game in Minneapolis, Minnesota to win the women's national bowling championship. This took place on September 26th, 1959. She lived in North Dakota and on the way home her car was hit by a train. They did not think she would live. She was in a coma for three months and it took her years to learn how to walk again. The irony of the story was that on the same date, September 26th, five years later in 1964, she bowled close to a 300 game to win the North Dakota State bowling championship. For the readers who bowl, it is important to note that she did it with her left arm because her right arm was amputated from the accident.

He followed this story with the most poignant concept I have ever heard in my years of coaching and teaching. If there is a theme to this book, Dale Brown's corollary to his story is that theme. His finish was:

Your FQ is more important than your IQ.

Your FQ is your failure quotient. How often can you fail at something and have the resiliency to get back up? Jackie Robinson got back up daily. Winston Churchill did not buy into his being "dumb and hopeless." Rudy got back up both in the classroom and on the football field. My brother, Dan, became a principal despite twelve years of very difficult educational experiences.

One of the greatest presidents in our history, some think the greatest, was Abraham Lincoln. He had an uncommonly strong FQ because his failures were all public. Prior to being elected president, he had lost close to ten other elections.

Pat Riley, the former Los Angeles Lakers coach and current president of the Miami Heat, addressed the importance of a strong FQ when he wrote, "Success is getting up one more time than you have been knocked down."

Green Bay's Vince Lombardi also believed in the importance of a strong FQ when he wrote, "The glory in sport is not in never failing; it's in getting up after the fall."

In athletics we fail often. A very good hitter in baseball or softball fails seven of ten at bats. That is obviously a 70% failure rate! An outstanding three - point shooter in basketball fails six of every ten attempts. Coaches work very hard on their preparation for games. The Five P's are a mantra for many coaches – "Proper Preparation Prevents Poor Performance." But often we have some of the best preparation, only to lose the game. So, how do you deal with failure?

How do you develop a strong FQ? In his book, *Taking It to the Limit*, Stan Kellner wrote that the field of cybernetics teaches two ways to meet failure:

Learn from it.

Put it behind you.

Learning from failure, both personal and professional, I think is the easy part. Putting it behind us is the tough part. A coaching friend talked about visualizing a big box behind you with a huge lock on it. We take the failure, put it in that box and lock it up! Then we move on.

My FQ demands that I make a basket someday in Niles, Illinois. My junior year in high school, we played Notre Dame of Niles in a conference basketball game. I took ten shots that night and made no baskets. We visited them again in my senior year and I replicated the feat. Ten shots, not one basket! So, I vowed that someday I am going to put a basketball in my car trunk, drive to Niles, find an outdoor basketball court, make ONE basket and come home. My coaching buddy, Jack Hermanski, reminded me of my play in Niles on a regular basis. Jack and I have conducted shooting camps for over 25 years. Whenever a boy or girl would fail to make a basket in a shooting contest, Jack would tell them, to make them feel better, "Go ask Coach Pat about Niles." I can't tell you the number of times I recounted that story!

Through the years, I saw so many examples of determination in athletes I played with or coached.

Pat Warren was only a sometime starter on our high school baseball team. He went on to become an All-Conference player at one of the very best collegiate baseball programs in America, the University of Miami. Following his career there, he signed professionally with the Houston Astros.

Ed Spiezio, while playing college baseball at Lewis College, would ask our coach, Gordie Gillespie, for the covers of the baseballs when they would be knocked off during practices. He would then fill them with socks to the size of a baseball, sew them up and have his father or friends get approximately twenty feet from him, about 1/3 of the distance of the pitcher's mound, and throw pitches to him as fast as they could. Ed was the best hitter I have ever seen in our area and, as noted earlier, went on to a fine major league career with the Cardinals, Padres and White Sox.

When Pat Quigley decided to join our basketball team at the College of St. Francis, both his high school coach, Mike Gillespie, and I did not know if he would ever get playing time. We knew he would be an outstanding student and a great representative of our college, but did not know if he had the ability to play at our level. So much for our knowledge! All he did was lead us to the

conference championship game in his junior year and become a unanimous All-Conference player. The University basketball court is now “Pat Quigley Court” due to the efforts of two of his teammates, Ron Kenny and Mike Brennan. Ron and Mike had great respect and love for Quigs and wanted his legacy continued at St. Francis. How blessed we were to have Pat choose our college.

Pat Quigley’s friend, Dave Shea, followed him to St. Francis. Dave was 6’4”, 156 pounds coming out of high school. We told him he obviously had to get stronger and probably would not play until his junior year. Again, our prognosis was not very good....thankfully. He became an All-Conference player his sophomore year, repeated in both his junior and senior years and also was All- District his senior year. All-District meant Dave was among the top ten players in the twenty – one NAIA colleges and universities in the state of Illinois. He finished his fine collegiate career scoring over 1,000 points.

My good friend, Tom Kennedy, went to Lewis College as a baseball player. When our coach, Gordie Gillespie, saw Tom play basketball, he asked him to come out for the team. This was quite unusual because Tom did not play high school basketball, not one game of high school basketball. Tom became a first team NAIA All-American and was drafted by the Chicago Zephyrs, which is today’s Washington Wizards NBA franchise. To this day he remains one of the best players ever to play at Lewis.

Scott Pekol was very similar to Tom. He played only two years, freshman and sophomore, of high school basketball. He came to St. Francis and became an outstanding collegiate player. After his senior year, he attended a camp for basketball players looking to play in Europe. Tom Hehir, a coach from Limerick, Ireland watched Scott outplay three 6’11” NCAA Division I players and told us Scott was “the talk of the camp,” Tom said he could get Scott a professional contract for a team in London.

These athletes represent a small sample of the players I have been connected with who exhibited great determination in their athletic careers. If I had the space, I could tell the stories of so many more determined players.

I have also seen the determination of so many teams.

The first year we had the opportunity to make the District 20 playoffs at St. Francis, we experienced an unbelievable loss. Only six of the twenty – one schools in Illinois made the playoffs and we were right there to be one of the six if we could win our last game. We were down twelve points with about six minutes to play at McKendree College. We had a great run and with two seconds left, we made two free throws to go up by one point .They inbounded to a player at our free throw line. I naturally thought we had the game won as their player was some 79 feet away from their basket and you surely don’t score from there! Their player threw

a baseball pass at their rim as time expired.....and I don't believe it touched the rim....it went right in! We were officially out of the playoffs and had a five hour van ride home to re-play that shot. Being a former baseball pitcher, I went into our gym the next week, stood at the free throw line and wondered if I threw 100 balls at the basket from that distance would even one go in. I thought it unlikely. Losing that way made our players determined to make the playoffs the next year and we did.

I always felt our players at St. Francis were motivated, determined players just to come to us. For our first eleven years there, we had no gym. We practiced and played in a local armory. The toughest part of having that venue as our home court was the scarcity of heat! I can remember a referee once coming out for the second half with his parka on! One day at practice I yelled at one of our players, Larry Fitzgerald, "Fitz, will you please catch the ball!" He responded honestly, saying, "I can't. My hands are freezing!" The next day we brought a thermometer into the gym. It was 54 degrees. Fitz was right! Despite those conditions, our players were determined to be the best they could be and we did have some very good teams during those eleven years.

Dick Fassino was an incredible man from our neighborhood who worked with us as a volunteer coach. Dick made you determined. He accepted nothing but your best effort. For the Little League organization in our city, he took only kids from our neighborhood. He was so dedicated that on the nights we did not have a game, he always held practices in the afternoon. I believe we practiced more than any other team in the league and it showed in our championship play. Dick also coached us in basketball at Sacred Heart grammar school. We had no gym and literally had some practices outside in our winter boots, after shoveling the snow off the court. I'll never forget the way Dick looked at it. He would tell us, "When we get in the gym for games and replace our boots with gym shoes, we will jump so much higher than our opponents!" Dick gave us so much of his time as a volunteer coach and because of his efforts a number of us were fortunate to go on to play high school and collegiate athletics.

I will never forget a radio interview prior to a Christmas tournament championship game at Hillsdale College in Hillsdale, Michigan. It was a four team tournament and we won our first game by 10 points while Hillsdale won by 40! They were really a good team. They finished third in the nation the year before, returned four starters, and had a Division I outstanding player transfer to them. I believe they were 10 – 1 at the time and ranked in the top five in the nation. So, prior to the game, with a packed crowd in attendance, their radio announcer asked me in a pre-game interview how it felt to be in such an intimidating environment – great Hillsdale team, sell-out crowd, boisterous fans so loud you could hardly hear. Well, that made me mad. What were we, chopped liver? So I asked him if he ever heard of Chicago State University. Did he ever hear of Quincy College? Both were perennially nationally ranked teams, like Hillsdale. He said

that he knew them, so I said, “We play those teams and we’re glad to be here. We really enjoy atmospheres like this!” And I meant it! You are always glad to be in championship play. That interview, which I related to our players, made us more determined. We won by 26 in one of the greatest games I ever saw our kids play.

We took a trip to the west coast to play two NCAA Division I teams, the University of San Francisco and Fresno State University. It was pretty special to practice in the San Francisco gym the night before the game and to see those two NCAA championship banners and the retired numbers of Bill Russell, K.C. Jones and Bill Cartwright on their walls. And here we were – a school that nobody heard of trying to get ready to play them. But our kids were determined. We played superbly, beat them by a point and were quite surprised when a number of NBA scouts came to our locker room while I was in the press conference to talk to Coach Jack about how much they enjoyed watching our team play.

Determination, and most especially getting up from failure, from losing, are such a great part of athletics. I always felt the most important practices of the year were the ones after a loss. Players and coaches are naturally disappointed and down from the loss, but you have to have the resiliency to get back up. Developing a strong FQ may be the single greatest lesson of sport that can be carried into athletes’ personal and professional lives.

The above examples come from the world of athletics because Determination plays such an important role in sport. But Determination most certainly transcends athletics. I think all success, regardless of the field – medicine, law, business, education – began with a leader’s Determination which included a strong FQ. Very few successes have not experienced failure along the way. Some things cannot be taught, but they can be caught. A leader’s Determination can be caught and infused throughout an organization.

E-EFFORT

I used to think that effort was the key to being a great athlete, great student or great leader. But what I found in my coaching and teaching was that too many athletes and students could give you a great effort on Monday, Tuesday and Wednesday but for some reason they couldn't find that same effort on Thursday, Friday and Saturday. I, therefore, came to the conclusion that the difference between a good athlete, student or leader versus a great athlete, student or leader was not effort, but **consistency of effort**. The great ones are the same every day. Once the great players crossed those lines for practice, once the great students entered the classroom and once the great leaders arrived at their office, they could dig down and daily find that consistent effort.

Throughout the book, I have often recognized three leaders for whom I have great regard – Gordie Gillespie, Father/ Bishop Roger Kaffer and Dr. Jack Orr. If I had to pick only one characteristic of the ATTITUDE acronym for which I had so much respect for them and the one trait that each of them exhibited to the highest degree, it would be the “E.” They did not give effort; they truly gave consistency of effort. Were I to pick the three leaders with whom I worked who put in the most hours and who genuinely cared about the institutions and the people within those institutions that they represented, those three would again be Gordie, the Bishop and Jack. How fortunate I have been to work with these three leaders!

I don't even know where to begin to address the consistency of effort that Gordie lived. He developed outstanding athletic programs at two colleges – Lewis College and the College of St. Francis – while simultaneously coaching high school football! At both private colleges, his athletic programs accomplished three of the most important things that private schools need – enrollment, profit and publicity. After building the athletic program at Lewis, Gordie asked me to come with him to St. Francis. As mentioned earlier, he took St. Francis athletics from 45 student-athletes in three sports to 377 student-athletes in fourteen sports. And he did this at a college that played no sports on-campus! For the first eleven years of the program, every sport played in/on off-campus facilities. Because every scholarship given in the formation of these programs was only partial, {no full-rides were awarded}, this addition of students generated substantial profit for the institution. Not only did he bring student-athletes to both Lewis and St. Francis but he also brought winning programs. The publicity generated by these programs, including three NAIA baseball national championships at Lewis and one at St Francis, helped in their respective Development and Admissions offices.

Gordie also did what many athletic directors fail to do. He cared about the student-athletes in all sports, both male and female. The effort he gave to let every program know how important they were was an everyday thing. He taught all his coaches by his example. He would finish football practice at 6 pm and not go home for dinner. Instead, he would come in his football practice gear to the women's volleyball matches. This was for every home game! He administered every home men's basketball games and attended all the home women's basketball games, a team which he coached one year. He supported every sport to show every athlete, not just the athletes in the so called "major" sports ,how much he cared. There was no such thing as "major" and "minor" sports in his leadership.

There may not be a coach in America who has coached as many athletes as Gordie. He coached basketball for 17 years, football for 40 years and baseball for 59 years. The number of athletes he has coached is somewhere between 2,500 and 3,000. It is truly amazing how much he is respected by those who played for him. So many of us, including me, see him as one of, if not the most incredible, person we have ever met in their lives. That was the impact of his leadership. Somehow, he was able to touch the thousands of athletes who played for him individually. Coaches who coach one sport often do not have the impact Gordie has had on athletes in three sports. He is the most respected and admired coach I have ever met.

When you have a leader like Gordie, you have no choice but to give your best effort as you observe his example. You also see on a daily basis what servant leadership is all about.

Father, then Bishop, Roger Kaffer was Gordie's equal in leadership and consistency of effort. He was first a priest and the best priest I have ever known. He was literally always available to help those in need. I was with him one night at midnight when he took a call from an inmate in prison to whom he was ministering. Whenever the students at Providence lost a parent, he was at the funeral service. When those who knew him ran into difficult times, he was the first person they called. He once told me, "People are more important than things," and he lived that maxim. He dropped the "thing" he was doing whenever those in need called.

The time he put into his work was incredible, bordering on the unbelievable. When he came to us at Providence as our principal, we were in deep financial trouble. In order to keep doing his priestly duties, which always came first, and in order to lead Providence, given our fiscal problems, he literally had two full-time jobs. I can often remember sitting with his secretary, Margaret Videdich, who knew his work load better than anyone, and talking about his work ethic. Father worked with a dictaphone and Margaret would often tell me that after dictating all his correspondence, it was not uncommon for him to say, " It's 2am and I better call it a day." It was not unusual for him to work very late in the evening or past midnight so he could accomplish all his Providence work. Whenever he stopped his dictating, there was one thing for certain. He always said 7am Mass at school to start the day. His energy was incomprehensible!

He took his principal duties so seriously, he did something I never heard of a principal doing. Every year, he visited the homes of all freshmen and transfer students to Providence. Was there ever a principal who was in the home of every student in his school? I highly doubt it! That was the dedication Bishop Kaffer gave in all his working years.

When you worked at Providence High School, you would not even think of complaining about the hours you worked because they were minimal compared to your leader's. Bishop Kaffer's consistency of effort never ceased to amaze me.

Jack Orr was a leader like Gordie and Bishop Kaffer. When he became president of the College of St. Francis, it, like Providence during Bishop Kaffer's time, was in deep financial trouble. In addition to fiscal problems, he was at a very "small" college. Our full-time enrollment was under 500 students! I remember a high school basketball player we were recruiting who told me he really liked our college, but he said, "Coach, your entire college is smaller than my high school senior class." Needless to say, we lost that recruit. That was the perception and the reality that Jack was up against when he became president!

Jack began his work at St. Francis with the faculty. He set high standards for faculty to join the college. They had to be committed to their discipline and to the students. He wanted to be sure that the students who chose to attend St. Francis would be the recipients of a quality education. His faculty standards enabled St. Francis to become the highly respected academic institution it is today.

I will never forget Jack's instructions to Gordie and me when we came aboard. He said he wanted three things from us. First, to expand the athletic program so we could attract more enrollment to the college. Second, establish a comprehensive intramural program so we could offer "an activity for every student." Thirdly, Jack held us to the same high standards he held faculty. He said he wanted an athletic program that would be run with complete integrity. He would never accept even the remotest aspect of cheating in any way! His final statement was, "Give us a program of integrity and winning will be a bonus." Pressure to win never came from Jack during our 19 years with him; but pressure to do things the right way never wavered. In the last analysis, we did both.

Jack's work, like Gordie's and the Bishop's, knew no hours. He was totally dedicated to the advancement of St. Francis, financially and educationally. His dedication led him to develop, as previously mentioned, an off-campus program in nineteen states serving 2,500 students and an increase of on-campus students from 500 to 1,000. He was the leader of that initiative and it demanded a great deal of his time and travel.

In addition to the above, Jack was concerned with the welfare of everyone on campus. He did not just know his fellow administrators, faculty and coaches. He knew everyone on campus.

When you walked the campus with Jack, he not only acknowledged everyone, he knew them by name. He knew the secretaries, the maintenance men and women and the cleaning ladies. He knew them and more importantly, he cared about them. One particular year, we were having a very difficult time financially and really had to fine tune our budget. I don't remember the exact salary figure, but let's call it \$35,000. To make budget, Jack gave a raise to all those making under \$35,000 but froze those above that figure. He appreciated the work of everyone and he knew that those being paid the least were also raising families. That was a tough decision, and not favored by many who received no raise, but it showed the commitment Jack had to those whose work often goes unseen and unappreciated.

Jack was a superb leader and when you worked with him, you tried your best to emulate his dedication and work ethic.

The leadership of Gordie, Bishop Kaffer and Jack were examples of how consistency of effort can lead to successful execution. Gordie built two highly successful collegiate athletic programs; Bishop Kaffer literally saved Providence High School; and Jack laid the foundation for the national prominence St. Francis enjoys today. For their efforts, all three of them received many honors and, like all revered leaders, they accepted their accolades with genuine humility. As John Wooden used to say, "Give all the credit away." They did just that and they stayed true to the following quote from Coach Wooden;

Talent is God-given, so be humble.

Fame is man-given, so be grateful.

But conceit is self-given, so be careful.

A leader's effort is his calling card. I believe a leader's consistency of effort is the primary concept that earns him the respect of his constituency. If the leader is not committed to effort, why would those who work for him give their all? He sets the example and his dedicated effort makes all the difference in the overall work ethic of the organization.

PROLOUGE

I hope you have enjoyed reading this book on how Attitude affects Leadership. I also hope you will think about the characteristics of a good attitude and how a good attitude makes for a quality leader. Finally, I hope you found some concepts in the book that you have not considered before in your leadership philosophy. After reflecting on these concepts, I hope they might be a factor in enhancing your leadership role.

ATTITUDE

One person's attitude does make a difference and your Philosophy of Criticism is important to your communication skills.

TEAMWORK

Strong leaders build strong teams.

TOUGHNESS

Toughness enables you to handle critics and to demand excellence from your people.

INTELLIGENCE

Developing the skill to listen and persevering with your core values make for an intelligent leader.

THANK YOU

Thanking and complimenting all your people goes a long way.

YOU

Your work ethic leads to your success and great leaders surround themselves with great people.

DETERMINATION

Nothing great is accomplished without great determination and a strong FQ.

EFFORT

Consistency of effort is the hallmark of a great leader.

