Leadership Guide

Preparing Students For Leadership Positions in Public Safety

Leadership for Middle School and High School Students with an Interest in
Careers in Law Enforcement for the
Commission on POST Career Pipeline Program
05.30.12

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Introduction

BACKGROUND - CONTEXT

As California law enforcement moves into the 21st century, it faces new challenges including the need to operate with confidence in fast-paced, constantly changing, complex, diverse and ambiguous situations while under the constant eye of the public. More than ever, law enforcement agencies in California need highly-skilled people and teams who they can trust to make good decisions and perform well in dynamic environments with minimal supervision. These new environments and situations demand high levels of leadership, skills and character from all those in law enforcement.

Unfortunately, the greater need for leadership, skills and character is not being met through traditional passive recruiting practices that generally wait for good candidates to approach law enforcement agencies. Today, more than 90% of law enforcement candidates fail to meet entry qualifications due to a lack of requisite skills or character. To be successful in the future, California law enforcement must do more to actively engage, prepare and employ people with the skills, character and leadership needed to be successful.

PURPOSE

The purpose of this curriculum is to provide schools engaged in the POST Career Pipeline Recruitment Program with an approach to leadership development that:

- Is fully consistent with and supports POST objectives in the Career Pipeline Recruitment Program. Specifically, Covenant Leadership enhances the academic, character and fitness development of students interested in law enforcement careers.
- Sets the intellectual and character foundation for developing the highest performance leaders and teams for future California law enforcement
- Can be woven throughout the curriculum of participating schools
- Provides basic implementation guidance for school faculty and staff
- Provides an element for parents so they can support and reinforce the program

Covenant Leadership

WHAT IS COVENANT LEADERSHIP?

Covenant Leadership is an approach to leadership that produces the highest performance leaders, people and teams possible through committed, motivated and high-trust relationships, and an understanding of life that integrates leadership, ethics, and the public and private aspects of life into a unified whole.

WHY COVENANT LEADERSHIP?

There are a myriad of approaches to leadership with different emphasis, and levels of effectiveness and comprehensiveness. The Covenant Leadership approach in this curriculum has been chosen for a variety of reasons:

- **POST and Covenant Leadership**. Covenant Leadership has been taught as part of the POST Command College course for police executives for more than 10 years. Teaching Covenant Leadership at the high school and middle school levels brings consistency with the highest levels of POST leadership training.
- **Well-grounded academically**. Covenant Leadership is well-grounded academically and philosophically in the transformational work of academics like Alisdair MacIntyre in ethics and intellectual history, extending those concepts to leadership issues. From a philosophical perspective, Covenant Leadership is grounded in a fundamentally Aristotelian understanding of life, purpose and ethics. For a deeper understanding of the historical and intellectual foundation of Covenant Leadership, see On Leadership (Peter S. Bowen)
- **Effectiveness**. Covenant Leadership provides the foundation for developing the highest performance leaders and teams.
- **Comprehensive**. Covenant Leadership not only applies to law enforcement and other public service organizations, but is an equally effective leadership approach for business, non-profits, athletics, community, family and other types of organizations.
- **Inclusive of other leadership and ethics approaches.** Covenant Leadership provides an outstanding, comprehensive, and inclusive foundation for understanding and implementing a variety of additional concepts in leadership and ethics.
- **Seamlessly integrates leadership, ethics and life.** Covenant Leadership naturally integrates good leadership and pursuing a good life (Happiness) in a powerful, compelling and mutually reinforcing manner. Covenant Leadership is not so much a leadership technique as a way of life.

LEADERSHIP PERMEATES EVERY ASPECT OF LIFE

If we broadly and simply define leadership as ***one providing guidance to another***, we can see that leadership is woven deeply into every aspect of our lives. It impacts us from birth to death, 24 hours a day and seven days a week.

Just about every human interaction that involves *guidance or direction* involves leadership at one level and intensity or another. Every day we are led by people in some areas of our life and, at the same time, lead others through areas of their life. At work we follow the lead of those in positions senior to us and provide leadership to those in junior positions. At home we follow the lead of our parents through the first 20 years of our lives, and then provide direction for our children and grandchildren for the last half of our lives.

Church leaders provide guidance through difficult questions about life, death and faith. Doctors, attorneys and accountants lead us through the complicated mazes of health, law and taxes. Financial advisers help us with our investments and retirement. We depend on the good leadership of teachers and administrators to make sure our children are well-educated. We depend on good leadership in the contractors who remodel our homes and the mechanics who keep our cars running well. We depend on the teammate at Trader Joe's to track great food choices for us; the Nordstrom's shopper to make us look good; and the kid from Geek Squad to lead us through computer installations. Athletic coaches lead our children in the development of their ball skills, teamwork and character. As parents, we lead our children through the formative years of their lives so they can have the best foundation possible for success and happiness in life.

With some reflection, we can see that leadership is among the most basic of human relationships and a fundamental aspect of our lives as humans. Leadership has been around since the beginning of humanity, occurring the first time that humans organized to accomplish some goal or the first time one human taught another. Leadership is pervasive to the human experience, transcending nations, cultures and history. Our lives—professional and personal—are full of relationships where we *trust the guidance* of others and others *trust the guidance that we provide*.

Without the ability to depend on these billions of leadership relationships going well each day, our society would quickly decline or collapse. People in nations around the world suffer every day because they can't depend on these leadership relationships due to problems like corruption, poor education and poverty. Poor government leadership causes loss of trust and confidence, leading to crippling economic inefficiencies and poor economic, social and cultural performance.

Sometimes the importance of good leadership is most clear and tangible when it fails. Ever had a building contractor fail to complete the work in your house as you planned? Ever find out, after the fact, that the auto mechanic took advantage of you and charged you to fix things that weren't broken? What happens to trust when you get ripped off?

Finally—and this is very important—we must understand that leadership is something that applies to every one of us. As American citizens, we lead our nation when we vote. As consumers we lead our nation through the purchasing decisions we make. As family members, we help lead our children, siblings and even our parents at different times in our lives.

Whether we are in law enforcement, a business leader, janitor, ball player, teacher, parent or usher, we are all called to lead others on a regular basis. Leadership is not something that is interesting to read about but doesn't really apply to our own lives. Leadership is not the activity of some other group of people called *leaders*. No matter who we are or what we do, we are all leaders and followers, and leadership is woven seamlessly through every aspect of our lives. Of your life.

LEADERSHIP AND TRUST

Leadership and trust are fundamentally connected; in many ways two sides of the same coin. We cannot understand leadership and how to form the next generation of good leaders unless we first understand the connection between leadership and trust.

Trust has a direct impact on performance and effectiveness

By its very nature, leadership involves relationship between the one providing guidance (the leader) and those receiving guidance (the followers). That relationship necessarily involves some level of trust between the leader and the followers that can range from *complete trust* to *no trust* at all.

The more trust that exists between leader and follower, the more willing and quickly the follower will act on guidance from the leader. When trust is high, we can dramatically increase performance, effectiveness and efficiency. This is true in just about any team. When followers trust their leader, they are more highly motivated, more creative, make deeper commitments to their leader and goals, and are more willing to take the initiative and take appropriate risks. A leader who trusts his team is much more willing to let followers make decisions on their own, increasing their performance, effectiveness and efficiency, and freeing up the leader's time to pursue more strategic issues. The more deeply team members trust their leader and each other, the more effectively and efficiently the team will perform.

When trust in leadership is low, we lose performance, efficiency and effectiveness. The teammates are less motivated and less committed to goals and their leader. They are less likely to demonstrate initiative or creativity, and less likely to take risks. Less trusting of their leader, they are much more likely to second-guess leadership and hedge against leadership guidance that might prove wrong.

Imagine that your auto mechanic or your doctor gives you a diagnosis of what is wrong with your car or your body. If you trust their guidance, you can take immediate action to get the problem fixed quickly, effectively and at a minimum cost. If you do not trust their guidance, you are much more likely to seek a second opinion, spending money and time anxious about whether to follow their guidance or not. The lower trust costs extra money and time, lowering effectiveness and efficiency. Trust has a direct impact on performance and effectiveness.

We rarely think about how important trust is in our everyday lives. Think about the dozen times a day you turn on a light switch. Turning on a light switch is an act of trust, an act of faith in the people who designed and installed the wiring and switch, that you won't get electrocuted. Our trust is so deep that we don't even think about the risk. How different would things be if we couldn't make that act of faith in the people who designed and installed our light switches?

Trust is a two-way street. The leader earns the trust of followers as they see him perform well in stressful and important situations. The followers earn the trust of the leader as the leader sees them perform well in stressful and important situations. It is while observing people perform under pressure that we see their skills, character and commitment—what they are really made of—and develop trust. Seeing people perform under pressure answers the question "Can I trust and depend on this person when we have to perform together in a stressful situation?"

Compared with many other nations, America functions well because we still have an underlying, implicit sense of trust in our society. We trust our law enforcement agencies, legal system and courts. We trust our cultural and social systems. We trust that most other Americans are good people inclined to honesty and doing the right thing. We trust that the drivers heading the other way on the road really will stay on their side of the line while we pass, inches away, with 120 miles per hour of closure. We have implicit trust in those who lead us in most aspects of our lives from the national level to our personal, daily relationships with others. While the polls show that there has been a big erosion in that trust, the foundation of implicit trust is still there.

Trust is the foundation of good leadership—especially the high performance leadership we need for our future.

WISDOM, TRUST AND CHARACTER

Leadership, trust and team performance are all deeply connected. If we are going to create the next generation of good leaders in law enforcement, and maximize leadership and team performance, we need to dig even deeper to understand trust.

When we talk about trust, we are quick to recognize the importance of trust in the knowledge and skills of the leader, but we often tend to underestimate the importance of trust in the *character* of the leader as well.

For example, when you turn to your doctor for guidance in your health issues, you need to trust your doctor's medical knowledge and skills. Your doctor needs to be able to accurately diagnose any health problems and prescribe the appropriate treatments. At the same time, you need to trust your doctor's *character*. You want to be sure that he is ordering tests and scheduling surgery with your best health in mind rather than his financial interests. You want to know that even if he is having a tough year, he's got the character to do the right thing for the right reasons. What he does and whether you can trust him depends on his character.

The problem at Enron wasn't that we lost trust in the knowledge or skills of the employees; Enron made a point of hiring the smartest and most highly skilled people possible. The problem was that we couldn't trust what Enron and those very intelligent, highly skilled people were doing with those skills. It was a character and wisdom problem.

This deep connection between trust and character is true of every leadership relationship. When your accountant is handling your taxes or your lawyer is handling your legal issues, you need to trust both their professional expertise and their capacity to know and do the right thing. You want to hire the general contractor with good character who won't take advantage of the fact that you're not a construction expert to overcharge you. You want an athletic coach for your kids who will emphasize integrity, sportsmanship and character development rather than a "win at all cost" mentality. The more your students admire your character, the more they will trust, listen and follow you.

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Trust in both skills and character is very important. Compromise trust in one or the other and the leadership relationship and performance break down.

Now let's take it one more step to *wisdom*.

Wisdom is what you get when you combine good knowledge and skills with good character. Wisdom is *right knowledge* plus *right action*. Wisdom is understanding Truth and having the character to do the right thing with that knowledge.

By *knowledge*, we mean understanding of what is *true*. *Knowledge* includes understanding things like information, systems and practices, and the intellectual skills needed to accomplish goals. Teachers are knowledgeable about the subjects they teach and methods of instruction. A lawyer is knowledgeable about the law. A doctor is knowledgeable about the human body. A salesman is knowledgeable about making and closing deals. *Knowledge* has to do with the *intellect*.

Character refers to the person you are and the qualities—especially moral qualities—that you possess and demonstrate. If you are a person of *good character,* then you consistently demonstrate virtues like honesty, justice, courage and integrity because those virtues are a fundamental part of who you are as a person. Another way to think of it is that your character includes the very *characteristics* that make you who you are. A person of good character is a person who consistently demonstrates

virtues, *right action,* in all aspects of their life. While knowledge has to do with the intellect, *right action* has to do with your *will*.

Wisdom is **right knowledge** plus **right action**; the combination of good knowledge and good character. It is not just knowledge of what is right, true and good, but the character (will) to actually do what is right, true and good. Notice that wisdom is focused on the *good*.

That makes wisdom the key to good leadership. High performance leadership depends on trust, and trust depends on good knowledge/skills and good character—or wisdom. So when we talk about the deepest trust, and highest performance leadership and teams, we're really talking about *wise* leadership.

WISDOM--*Knowledge of what is true or right coupled with just judgment as to action* (Random House 2010)

WISDOM = RIGHT KNOWLEDGE + RIGHT ACTION

As we look to the future of law enforcement, our communities and nation, our success really depends on our ability to form the next generation of wise leaders in law enforcement. And since leadership permeates every aspect of our lives, relationships and society; since we are all leaders one way or another; that means that wisdom must be the focus of our own lives and the development of our students and children.

HIGHEST PERFORMANCE PEOPLE AND TEAMS

Covenant Leadership provides the highest performance leaders, people and teams that can best succeed in the complex, dynamic, challenging law enforcement situations of the 21st century. More specifically, Covenant Leadership gives us high performance teams that can provide the best law enforcement services with the greatest impact and efficiency, and the lowest cost.

Today in law enforcement, our environments and situations are fast-paced, constantly changing, high-stress, diverse, multicultural and ambiguous. These environments and situations are global and operate continuously: 24 hours a day, seven days a week, 365 days a year. Even remote American communities find themselves handling multicultural issues they never encountered before. Police have to deal with international gangs and crimes that cross borders. Technology crimes require new policing skills, technologies and techniques.

We live in a different world than previous generations. It's faster, and more sophisticated and complex. There is less room for error, and errors can carry much more risk and cause much more damage. Sometimes there is so much information that it's difficult to sift through it all and make a decision. Sometimes events move so fast that you have to make decisions before you have enough information. Often distance, time requirements and cultural differences make situations very ambiguous. Everyone has a cell phone camera and someone may well be recording what you are doing.

To prevail in these new law enforcement environments and situations, we need the highest performance teams possible. We need to have ***people and teams that we can trust to make good decisions in fast-paced, complex and ambiguous situations with minimal supervision***.

We need *teams of people* because no one person has all the skills or the time necessary to be successful alone.

We need people and teams making *good* decisions. By *good* we mean that the decisions must be both effective and moral. If a decision is not understood to be good and moral, the decision will lower trust and negatively impact performance.

When decisions are made at the lowest possible level, by people actually on the scene and intimate with the details of the situation, the decisions can be both responsive and customized for the situation. The decisions are responsive because the decision-cycle is short. Your people can make a decision on the scene and implement it immediately rather than have to wait for information to travel up the chain of command, have a decision made, then have that decision travel back down the chain of command for implementation.

The decisions are custom-made because your people on the scene are in the best position to understand the nuances of the situation and craft an appropriate solution. When things have to go up the chain of command for decisions, the situation can rapidly change before the decision returns, making whatever decision that returns less effective for an evolving situation.

Good, custom solutions provided quickly add at least two more very powerful performance advantages. When your team is making decisions more quickly than other teams—when your decision-cycle is shorter than (or inside) your opponent's decision-cycle—then you can make more decisions in the same amount of time than your opponent. It's like a game of chess where you get to make two moves for every one move that your opponent makes. It's an enormous advantage.

The second advantage comes when you actually *trust* your people to make the decisions on their own. When your people can be trusted to make decisions on their own, it relieves you of that decision-making and enables you to concentrate your time on larger, more strategic issues.

TRUST-BASED LEADERSHIP

That brings us to the fundamental high performance issue: *trust*. The real key to having the most powerful people and teams possible is being able to trust your people to make good decisions on their own in these complex situations. If you actually trust them to make those decisions, all the advantages of responsiveness, custom-made solutions, shorter decision-cycles and extra time to be strategic come with it.

If you don't actually trust your people, then you won't push decision-making down to the lowest possible level and you won't let them make decisions on their own. Your decision cycle will be longer and your attention will be on the immediate situation rather than on strategic issues. You will lose performance on several levels. Your competitors who have high-trust teams will have an enormous advantage over you.

The more trust you have, the higher the performance. The less trust, the lower the performance.

If we want an approach to leadership that will give us the highest performance people and teams, then that approach must have *trust* at the very core. That approach must develop a generation of law enforcement leaders who generate the highest trust with and among their people and teams. That approach needs to help us develop the next generation of leaders in law enforcement that we can trust to lead us through the deep challenges we face today. The more we can trust future law enforcement leaders to make good decisions in the midst of complex situations with minimal supervision, the more successful, effective and efficient our law enforcement agencies will be, and the brighter our future in law enforcement and our communities.

TRUST IN SKILLS AND CHARACTER

Trust is the cornerstone of good leadership. The more people trust the leader, the more they will follow the leader—especially in difficult or even life-threatening situations.

The team members must trust both the leader's *skills* and *character*. In law enforcement, the better the leader's law enforcement skills—administrative, investigative, street, etc.—the more that people will trust in the leader's skills and the more they will follow him. The better the leader's character—the more he demonstrates the virtues (i.e. honesty, courage, wisdom, respect, responsibility, etc)—the

more people will trust his character and the more they will follow. Good leadership requires high trust in both the leader's skills and character. The deeper the trust in a leader's skills and character, the deeper the commitment and motivation of the followers, and the more effective and successful the team will be.

YOUR PURPOSE IN LIFE

High performance teams depend on trust, which means they depend on the character of the leaders and team members. They depend on *good* people.

Covenant Leadership is founded in a traditional understanding of life based on the idea that all people have the same basic human nature and therefore the same purpose in life: to become *good*, fulfill their human nature and achieve Happiness.

We achieve goodness and Happiness in life by practicing certain behaviors—the *virtues*—until they become a fundamental part of our character—of who we are as people. Virtues are behaviors like trustworthiness, courage, love, wisdom, respect, caring, fairness and responsibility that make us better people when we make them habits in our lives. The more we develop the virtues in our own lives, the better our character, the more we are good people, the higher the trust levels in our leaders and teams, and the better our leaders and teams perform.

In contrast to the virtues, *vices* are those behaviors that prevent us from achieving goodness and Happiness in life. Vices include behaviors that can lead to addiction or other deep problems in life like dishonesty, substance abuse, injustice, greed, laziness or lust. Vices undermine and destroy good character, trust and the team performance necessary for success in law enforcement.

Since our purpose in life is to achieve Happiness, everything in our lives including school, work, family, friends, athletics, church and hobbies should focus on helping us become good by practicing the virtues until they are a fundamental part of our character, of who we are as individuals.

Just like you can only get good at academics by practicing studying or good at playing an instrument by practicing playing the instrument, so you can only develop good character by actually practicing the virtues in some kind of activity. One of the best reasons to participate on different kinds of teams or communities is that their activities provide us a great place to practice the virtues and develop good character. The more we practice the virtues in team activity, the better people we become. This applies in every community or team context—every relationship—including law enforcement teams, school teams, families and work.

BEYOND EDUCATION TO FORMATION

Today, we often hear talk about educating our children for knowledge. *Education* is about developing the mind, the intellect. We see this tremendous emphasis on *education for knowledge* in how we run our schools today. Deep down, our schools are about academics. We obsess over test scores. When money is tight, arts and athletics programs are the first to be cut because academics is considered more important. We hear people say that education is "All about the classroom." We tend to justify music and art programs insofar as they contribute to better academic results.

It is very important to educate our children so that we can trust their knowledge. But educating our children for knowledge is not enough. If we are going to develop the high performance leaders and teams in law enforcement that we can trust, then we need to ensure that their character is fully developed as well. We need to go beyond simply educating the mind for knowledge to *formation* of a young person to develop *wisdom*. Wisdom is right knowledge (academic truth) plus right action (good character). A wise person doesn't just know what is right and true, but possesses the character to actually consistently do what is right and true.

For example, both modern education and traditional formation teach that smoking is harmful to your health. But knowing that smoking is harmful and actually quitting smoking are two different things. Many of us have friends who know that it is harmful to smoke but aren't able to take the right action to actually quit smoking. To quit smoking, one must match the *knowledge* about the harm of smoking with the *right action* and *will*power to stop. We need law enforcement leaders who are not just knowledgeable, but wise. As we develop the next generation of law enforcement, we need to go beyond education for knowledge to *formation for wisdom*.

COVENANT RELATIONSHIPS

Covenant Leadership understands that being human means *relationship* is a fundamental part of our human experience. From the very beginning, we are born into a family relationship. We seek relationship with others throughout our lives. We naturally want to share the good things in our lives with others and need the support of others when times are difficult. Our deepest joys include friendship, marriage and family. One of our deepest fears is being left alone. Solitary confinement in prison is considered by some to be cruel punishment, even torture, because it deprives us of something so deeply a part of our nature: relationship with others. Our desire to love and be loved is fundamental to our human nature.

Covenant Leadership understands that *the purpose of all communities is to become good* and help us—as individuals—become good.

By community we mean any group of people organized for just about any reason including teams, schools, families, companies, organizations, churches, neighborhoods, athletic teams, community service groups, etc.

By *good*, we mean that a community should possess the same characteristics, qualities and virtues—love, honesty, justice, courage, wisdom, etc.—that a good person possesses.

The purpose of all teams and communities is goodness because goodness brings the team the same benefits it would bring any person. Love, selflessness, honesty, justice and wisdom all help teams develop tighter, more beneficial relationships and help improve team performance whether it is a law enforcement team, school, company, athletic team, non-profit, church, etc. Vices like selfishness, unfairness, dishonesty and imprudence tear teams apart and destroy team performance.

A community or team achieves its purpose (*of becoming good*) by practicing the virtues in pursuit of its *mission*. So a law enforcement team becomes good by practicing honesty, justice and courage serving public safety. A school becomes good by practicing the virtues as they form good students.

A community or team also becomes good by cultivating the virtues within the team members. The more the team members are good, the more good the team will possess and demonstrate.

Practicing, habituating and fully integrating the virtues not only makes a team good, but also increases the performance of the team. The more a basketball team practices and integrates virtues like discipline, selflessness, justice, courage and determination, the better of a team they become, the better their performance, and the more likely they are to accomplish their mission: winning games.

The *purpose* of all communities and teams is the same—to become good—while the way each community or team becomes good—through their *mission*—often differs.

THE GOOD OF THE INDIVIDUAL & TEAM ARE THE SAME

In Covenant Leadership, the good of the team and the good of the individual person are the same.

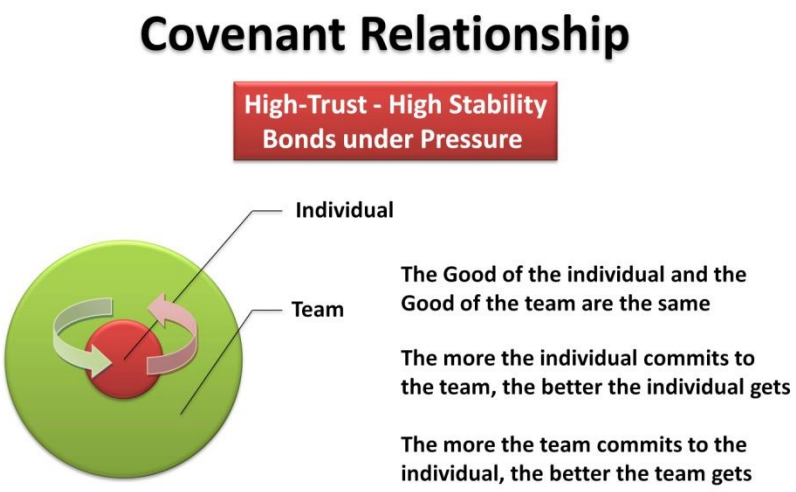
Any team is only as good as the people who make up that team. If a team wants to maximize performance and goodness, then it needs to invest in the development of its members. The more the

team invests in each of its members—in their skills, teamwork, character (goodness) and leadership—the better the team will be.

On the flip side, if you want to become a good person, you need some activity in which to practice the virtues like honesty, justice, wisdom, courage, etc. The best way to do that is to become part of a team where you can practice those virtues as part of the team accomplishing its mission. The more effort you put into the team and its mission, the more you will grow in your skills, teamwork, character and leadership. It is almost always better to practice the virtues as part of a team than it is to practice them on your own because teammates will push you harder than you will push yourself. And because some virtues—like love and justice—require relationship, they must be practiced in the midst of team.

So the good of the team and the good of the individual are the same. The more the team invests in each member, the better the team gets. The more the individual invests in the team, the better the individual gets. In a good law enforcement team, everyone is close, trust is high and the commitment to each other is very deep. No one is in it for the money. Everyone is in it for each other and honor. You put your life on the line for a teammate.

We call this a *covenant relationship*. Because it involves deeply committed relationships, it is high-



trust and very stable. The more you put a *covenant team* under pressure, the tighter and more committed their relationships become.

It is important to note that Covenant Leadership understands **all** relationships as covenant relationships, not just those that have to do with law enforcement, school, your family or athletic teams.

COVENANT TEAMS

A covenant team is any group of people committed to each other, and focused on some good or noble goal. A covenant team can be a law enforcement team, a school team, your family, a neighborhood or community, an athletic team—any group of people that are committed to each other and focused on doing something good.

A gang cannot be a covenant team because while they are committed to each other, they are focused on a wrong goal and use wrong means.

The great thing about being part of a covenant team is that it provides you the opportunity to become a better person by practicing the virtues in the context of the team and its activity. Whether the

team is a neighborhood group cleaning up a park, a work team focused on a project or an athletic team competing in a sport, being part of the team means you can practice honesty, love, wisdom, justice, courage, perseverance, determination, patience and other virtues, making them more and more a part of your character and who you are.

Everything you do, every team you're on, provides you an opportunity to become good.

The more committed you are to your team, the more you put into your team and its activities, the faster and more effectively you will develop the virtues, and your character, skills and teamwork. The more you put into your team, the more you will gain from it.

Now place yourself as the leader of a team. Your team's success and your success as a leader are going to depend a lot on how good your people are: good in *skills*; good in *teamwork*; and good in *character*. The more the team invests in its members in each of these areas, the more you invest in your people, the better your people and team will become.

PURPOSE

As we pursue Covenant Leadership, it is extremely important that we reinforce the importance of pursuing our purpose in life—as individuals and as teams—which is to become good and achieve fulfillment and Happiness. The total focus on becoming good, fulfillment and Happiness is absolutely necessary to develop the good character and good people required for the best leadership and the highest performance teams.

It is important to understand the critical relationship between *activity*, *mission* and *purpose*. When we understand them and how they work together, we can use that knowledge to create very effective and efficient programs to develop good leaders.

The relationship is pretty simple: we need some *activity* focused on some goal (the *mission*) that gives us the opportunity to practice the virtues and become *good* (purpose).

We know this in physical fitness. You can't get in good shape by sitting on the couch. We need an *activity* that exercises our muscles and elevates our heart rate (*mission*) and helps us get in good physical shape (purpose). It doesn't matter so much what the *activity* is—running, biking, swimming, dance—as long as it exercises our muscles and elevates our heart rate.

The same thing is true with our character and becoming good. You can't become a good person by doing nothing. You need some activity that enables you to exercise your character "muscles"—virtues like honesty, justice, courage, wisdom and love—and become good. Just as it doesn't matter so much what exercise you do (activity) to get your heart rate up for an extended period (mission) to get into good physical shape (purpose), it doesn't matter so much what activity or mission you pursue in life as long as it gives you the opportunity to practice virtues and become good.

A basketball team plays basketball (the activity) to win the league championship (the mission) so that it can become good (purpose).

A business makes a product or provides a service (the activity) to generate a profit (the mission) so that it can become good (purpose).

A police department engages in law enforcement (the activity) to safeguard public safety (the mission) so that it can become good (purpose).

Your kids are told to put away their belongings (the activity) so that the room is clean (the mission) to help them become good people (purpose).

In each of these examples, the activity is an opportunity for the participants to practice virtues like self-discipline, commitment, honesty, justice, courage, wisdom and love with other participants. The more that each of these teams—whether business, military unit or athletic team—practices the virtues and makes them a fundamental part of who they are—as a team and as individuals—the more trust and performance they will develop, and the more successful they will be.

Just about everything we do in life is an opportunity to practice the virtues and become a better person. The more intensely we pursue the mission, the more we develop the virtues within ourselves, and the better person we become. Nevertheless, mission must always remain subordinate to our purpose of becoming good.

It is very important to remember that all of these levels—activity, mission and purpose—must align and each *be good in itself* as well as focused on helping you become good overall. For example, you can't perform a bad activity (i.e. hazing) as part of a good mission (i.e. team unity). You can't pursue a bad mission (i.e. tearing down the reputation of a rival) and expect to become a good person. It doesn't work. When you engage in a bad activity or pursue a bad mission, you are practicing or pursuing something bad, and that means you are becoming bad not good. This is why the *ends don't justify the means*.

The good activity must line up with the good mission and line up with helping you and the team become good. If you don't understand this or don't carry it through fully, little else in the Traditional Paradigm will work for you.

Activity is literally the activity you are doing. The more challenging the activity, the more development will occur. In physical fitness, when you run further at a greater speed and steeper incline, you get in better physical shape faster. The same is true with your character. When you engage in activities that challenge you to practice honesty, justice, compassion, wisdom and integrity, you get in better character shape faster. Better character becomes the foundation for the high trust relationships that maximize performance in business, non-profits, public service or any other covenant team.

Mission is any single goal or set of goals associated with the activity. The mission of a basketball team is to help kids improve basketball skills (one mission/goal), win basketball games (a second mission/goal) and win the league basketball championship (a third mission/goal). The mission (not purpose) of law enforcement is public safety. The mission of a family is to raise children and be a nurturing community for parents, kids and relatives. Note that *mission* is almost always associated with the direct goals of the activity.

The ***purpose*** of any person or team is always, always, always *to become good*. We've emphasized that concept of purpose very hard, but unless it has become the center point around which you intuitively organize how you live and understand life, we haven't emphasized purpose hard enough. Purpose is not just an intellectual choice, but a way of life as well.

It is very important that we do not confuse *mission* and *purpose*. Bad things happen when we confuse mission and purpose, and sports in America provide us a good example. For example, if law

enforcement agencies decided that their mission of public safety was more important than their purpose of becoming good, then anything that helped that law enforcement agency achieve public safety—like abusing suspects to get confessions—would be acceptable. That's true because, by definition, when you make public safety the ultimate goal, then public safety becomes the most important thing—even over the civil rights of citizens. Anything goes as long as it helps achieve public safety. When the ultimate goal is public safety, then abusing suspects is only bad if you get caught and get in trouble.

So we must always stay aware that the purpose of all people and teams—to become good—takes precedence over the immediate mission of a law enforcement agency—public safety. When we understand that mission always feeds our purpose of becoming good, we become better people and better teams with higher performance.

There are real and important benefits in always placing *purpose* higher than the *mission*. First, placing purpose higher than mission ensures that *becoming good* is the highest standard against which all activity in life and law enforcement is measured as ethical, moral and/or professional:

If the activity and mission help you and the team become good, then go for it!

If either the activity or mission does not help both you and the team become good, don't do it!

There is a second big advantage. It may sound counter intuitive, but we will actually accomplish our mission of public safety most effectively if we put *purpose* above *mission*. When everyone on the team knows that everyone else is focused on the purpose of *becoming good*, they not only make a deeper commitment to achieving the mission (that's how we achieve our purpose), but also have deeper trust and commitment within the team than if they were merely focused on the mission. That deeper trust and commitment means the team will perform at a higher level by focusing on the purpose than by focusing on the mission.

Never forget that the purpose of all people and teams is to become good. To become good, we need an activity focused on some goal or mission in which we can practice virtues like wisdom, love, justice, integrity, honesty and courage. It is critical that we keep purpose (becoming good) above mission so that:

- We can remain focused on becoming good
- All activities and missions align and help us to become good
- We have a standard—*Does it help us become good?*—against which we can measure our activities and missions
- We maximize commitment, trust and team performance

FORMATION THEMES

Our fast-paced, constantly changing world can be a very confusing place where it is easy to get lost in the midst of social pressures, new fads, media and change. In a school environment, the Formation Themes give students a powerful way to understand and organize their life experiences, and a great guide to pursuing life in a positive way. For teachers, the Formation Themes are a powerful way to weave together all student experiences—academic, leadership, ethical, artistic, athletic, social—into a unified, consistent whole that forms students in all dimensions into good people and good leaders.

The Formation Themes enable teachers and students to take a student's experience of having to work hard on the athletic field to achieve success and relate it to the student's need to work hard to be successful at math, to a literary reading in English class about suffering for success, and to examples in history of people who have worked hard to achieve success.

The Formation Themes enable a teacher to relate the importance of individual commitment to teamwork while doing drill and ceremony to the commitment required to achieve team success in project based learning, to team success in performing arts, to team success in law enforcement, history, literature and even their family.

The Formation Themes are intended to go beyond educating a student academically to help form a student into a good person and leader in every dimension of their life. The Formation Themes are:

1. Everything focused on Goodness

Our purpose in life is to become good, and achieve fulfillment and Happiness. Everything we do in life—our public life and private life—should be focused on becoming good. Everything we do should be an opportunity to practice the virtues in our life. The pursuit of goodness is at the core of developing good character, wisdom, trust and high performance leadership and teams. The purpose of all teams and communities is also to become good.

2. Mastery of Self

Before we can lead others, we must be able to lead, we must master, ourselves. That means that we must strive to understand ourselves, and constantly develop the virtues and avoid vices in our lives. Mastery of self includes the constant pursuit of questions like:

- Who am I?
- What are my strengths?
- What are my weaknesses?
- Am I pursuing goodness in life or getting distracted?
- Am I worthy of trust?

3. Necessity of the Other

Each person has areas of strength and areas of challenge. To be successful in school, law enforcement and life, we must depend on other people and their talents and strengths, and other people must depend on us and our talents and strengths. We must treat people as *people*, as ends in themselves, not as a thing that can be expended as we seek to accomplish some goal. We must love and respect them as people by helping them achieve their life goal—goodness, fulfillment and Happiness—and not dehumanize them by treating them as things.

LEADERSHIP

The key element to remember in Covenant Leadership is that everything is bound together by our common purpose in life: to become good and achieve Happiness. That means all action—whether in private life or public life—by the leader and the follower is ultimately focused on becoming good. So leader and follower are not just united by their focus on the immediate goal or mission, but are also united by their ultimate goal in life, Happiness.

In conventional leadership, the leader is generally responsible for achieving goals and accomplishing the mission within financial, legal and (hopefully) ethical parameters. The follower really functions as little more than a means to achieving the goal or mission.

In Covenant Leadership, the leader has a deeper relationship with and responsibility to the follower in several ways. First, the leader can never treat the follower as merely a means to accomplish a goal or mission. When a leader treats a follower as merely a means to an end, the leader treats the follower as a *thing*, which objectifies and dehumanizes the follower. Treating people that way prevents the leader from becoming good.

A leader must always treat the follower as an end, as a person, in themselves. When a leader treats a follower as an end in themselves, he practices the virtues of respect, fairness and love and that helps the leader become good. A leader who treats a follower as an end in themselves is genuinely interested in the holistic (professional and personal) formation of the follower for the follower's sake, not simply for the leader's sake or improved team performance. That means that on the professional level, the leader must invest in the skill, character, teamwork and leadership development of the follower. This will improve the follower's performance and team performance, and help the follower develop professionally for their future whether or not that future is with the leader. On the personal level, the leader must help the follower pursue goodness and fulfillment through their work and other activities.

By treating the follower as a *person*—as an end in himself—the leader not only improves follower and team performance, but improves the follower for life and practices becoming a better person themselves. In return, the follower has the responsibility of wholeheartedly pursuing the opportunity the leader offers in all its dimensions. This deeper commitment of the leader to the follower almost always results in a deeper commitment and motivation in the follower, which builds trust and enhances team performance.

In Covenant Leadership, leadership is not just about working with others to achieve a goal, but about the deeper and more important opportunity to use that work to become good and help lead another to become good.

Indeed, in Covenant Leadership, leadership and life really are the same thing. For our lives are the stories of how we each lead ourselves and lead others to goodness and fulfillment.

LEADERSHIP COMPONENTS

Now that we have covered Covenant Leadership and its understanding of human nature, covenant relationships, and goals, we can more deeply examine the four leadership components. Every leader possesses these qualities in some greater or lesser amount:

- Skills
- Character
- Bearing
- Vision

The more people trust your skills, character, bearing and vision, the more they will follow you.

SKILLS

The more people trust your skills, the more they will follow you. The skills break down into four different areas:

1. Conveying meaning
2. Skills associated with the activity
3. People skills
4. Management skills

Conveying meaning

The more those working with you understand how their participation is meaningful, the more they will follow you. If you are a good leader, you will make the meaning of their participation tangible and present to them on several levels including how their participation contributes to:

- Their personal development: skills, character, teamwork, bearing, vision and leadership
- The success of the team's mission
- The team's pursuit of goodness
- The well-being and success of other people
- Their own development of goodness, and their pursuit of fulfillment and Happiness

It is about making sure that your people understand how their effort fits into and is important in the big picture. The importance of conveying the meaning and framework for understanding the team's work is hard to overstate. There is the famous tale of the traveler who encounters three stonecutters at work and asks them all the same question "What are you doing?"

The first stonecutter, grumpy, replies that he is cutting stones. The second, without looking up, replies that he is helping to build a wall. Raising his eyes to meet those of the traveler, the third stonecutter smiles and says "I am part of a great effort that honors God with a cathedral!"

The more your people understand that they are building a cathedral in everything that they do, the deeper their commitment and the more they will follow you.

Skills associated with the activity

These are the skills associated with the activity that you are leading. If you are going to lead (coach) a basketball team, how good are your basketball skills? Can you actually shoot the ball and dribble well? Maybe you have played, but how much basketball coaching experience do you have? Ever been a head coach? As a coach, have you ever made tough decisions under pressure in a championship game?

Are you leading a law enforcement team? How good is your knowledge of the law, practice and procedures? How good are you with weapons? Maybe you are good administratively, but how much experience and credibility do you have as a supervisor on patrol? How well do you investigate crimes? Can you maintain your composure and make good decisions under pressure?

It comes down to your professional credibility with those that you are leading. The more your team members trust your skills associated with the activity, the more confidence they will have that you know what you are doing, and the more they will follow you. Are you leading engineers? How is your engineering credibility? Are you leading doctors? How is your credibility taking care of patients? Are you leading law enforcement officers? How are you police skills?

People Skills

The more people trust your people skills, the more they will follow you:

- How well do you relate to people?
- Do those on your team feel like you listen to and care about them?
- When someone makes a big mistake, do you know whether that person needs a knowing glance, a pat on the back, a hug, or a direct conversation to correct their error and do better in the future?
- Do you praise in public and correct in private?
- What are your people capable of?
- What are their strengths and challenges?
- How fast and hard can you push them?
- What are their limits?
- Do you understand your people and know what motivates them?
- How does each of them understand life?
- What paradigm(s) are they living in?
- How mature are they?
- What is their family like?
- Where do they come from?
- Where do they hope to go in the future?
- What are the top three things they care about?
- What are they anxious about?
- What do they do for fun? What are their hobbies?
- What makes them joyful?

The deepest trust and commitment come when people understand that you are helping them achieve their dreams—achieve what fulfills them. That dream might be unrelated to the work or mission they are doing with you, but you can always contribute character and teamwork development to the journey to their dream. You can be someone with whom they share the excitement of their dream. But you can't do any of this if you don't know what their dream is.

Management Skills

The more people trust your management skills, the more they will follow you.

- How organized are you?
- Can you understand a mission and put together a good plan to achieve it?
- Can you execute that plan managing tasks, leading people, and hitting timelines and milestones?
- How many tasks can you mange simultaneously?
- Are you thorough? Do you always complete the task?
- Can we trust that you won't let some detail slip through the cracks?

CHARACTER

The more people trust your character, the more they will follow you.

- When times get tough, will you be there for them?
- Can they trust that you will be honest with them?
- Will you be courageous for them?
- Will you demonstrate integrity?
- Are you just and fair, or do you play favorites?
- Will you persevere with them or give up on them?
- When things go well, do you give your team the credit?
- When things go poorly, do you step in front and take the blame?

When people know that you are there for them in the toughest times for the right reasons and in the right ways, they will follow you anywhere.

BEARING

Bearing is how you conduct yourself and how well you make decisions while under pressure. In a stress-filled situation, do you make good decisions while demonstrating composure, and a calm and cool demeanor that gives everyone confidence that success is on the way? Do you lose your cool and undermine everyone's confidence?

The football quarterback who must lead his team down the field to score the winning touchdown at the end of the game must demonstrate bearing. The naval aviator landing his jet at night on the pitching deck of an aircraft carrier must demonstrate bearing. The law enforcement officer handling an emotion-laden domestic dispute must demonstrate bearing. The business executive making the pitch for the big deal must demonstrate bearing. The attorney arguing before the Supreme Court must demonstrate bearing. The school bus driver with 55 rambunctious kids in the back merging onto the freeway during rush hour must demonstrate bearing. The trauma physician working to keep a family alive after a brutal car accident must demonstrate bearing.

The more people trust your ability to maintain your composure and make good decisions while under pressure, the more they will follow you.

VISION

A lot of books and articles have made *vision* sound like a complex, hard-to-understand, rather esoteric concept. But it doesn't have to be.

Vision is simply the ability to see down the road to accomplish your goals/mission and our purpose of becoming good. The further you see down the road, the better your vision. The further down the road you see, the more people will trust and follow you because you know the route better than they do. In the military, this idea is often referred to as *situational awareness* or by its abbreviation: *SA*. The fighter pilot or commander with the best overall sense of what is going on in the battle—who has the best vision or situational awareness—has a big advantage in and will likely win the battle.

Imagine that your spouse is sending you and your 16 year old child to the store to get some groceries and give your child some driving experience (your mission). The deeper purpose is to help make that 16 year old a good driver so it contributes to him becoming a good person. You, the experienced driver, already know the route to the store to achieve your mission. Hopefully, you also possess the qualities of a good driver that you can share with your child.

As an experienced driver, you see further down the road than your 16 year old. You recognize potential problems much earlier. You see potential opportunities much earlier. When you arrive at a four-way stop, you look at the other stopped drivers to make sure it is your turn and that they see you before you pull out. You see the kid on the bike on the driveway a block down and already know whether he'll be going down the driveway toward the street when you go by. You notice the young driver in the sports car approaching from behind way too fast just one lane over. You make sure that you're protected from another young driver in the other lane who is looking down, busy texting.

If you are a good driver, your vision extends down the street and out the sides and the rear of the car. Like Michael Jordan on the basketball court, you know exactly where everyone is and have a feel for the flow of the cars into the near future. The better your situational awareness, the better your vision, the further down the road and into the future you can "see" how things are unfolding.

Vision is the intuitive knowledge of the flow of things around you so that you can best navigate obstacles and take advantage of opportunities to achieve your mission and purpose.

But that 16 year old behind the wheel of your car doesn't see any of that. Their vision extends about two feet beyond the front of the car. A young driver has to spend so much of their attention just handling the basic driving tasks that they are unable to see much down the road. Their situational awareness is low. With experience, their vision will gradually expand. They will see further down the block and begin to recognize potential problems. They will begin to get a feel for the flow of cars in other lanes. Eventually they'll figure out that he can use the rear view mirror to see cars behind him.

Vision includes that intuitive knowledge that you develop for the flow of things around you. One reason Michael Jordan was so successful in basketball was because he had an intuitive feel for the flow of everyone and the ball on the court. In hockey, Wayne Gretzky's vision of the game enabled him to know—to "see"—where the puck was going to be before anyone else did. The great football quarterbacks "read" the defensive matchups and recognize mismatches and opportunities much earlier than other quarterbacks. The chess grandmaster has better awareness of the situation on the chess board, sees many moves ahead of opponents, and beats them. The business leader who can anticipate customer desires and trends has vision. The experienced law enforcement officer in the midst of a high-stress situation often sees further down the road, allowing the officer to anticipate people's reactions and moves before they know they are going to have them.

Vision is the intuitive knowledge of the flow of things around you so that you can best navigate obstacles and take advantage of opportunities to achieve your mission and purpose.

Vision comes with experience. Generally speaking, the more information you have and the better you are able to integrate that information into your overall understanding of the situation, the better your vision will be. The more you know what's going on, the further down the road you will see.

Using the driving metaphor, gaining more information might mean turning on the radio or using your GPS navigation system to avoid bad traffic. Vision also means recognizing opportunities before others do so you can take advantage of them.

While more information generally helps build and improve your vision, getting overwhelmed with too much information can actually reduce your vision. Those with really good vision understand what information is important and what isn't, and use the best information to build the best picture of what is going on while discarding the rest.

When you see further down the road than others, you have an enormous advantage over them. You can take advantage of opportunities and avoid problems others can't see. You will literally be way ahead of the competition.

Those who see really far down the road and have the greatest vision are called *Master*.

The more that people trust your vision, the more they will follow you. After all, you know the way to go better than they do.

CONTINUOUS IMPROVEMENT

While it is not a leadership component, continuous improvement is a vital part of effective leadership. Leaders and teams should never be satisfied to remain where they are. They should strive for growth and continuous improvement. A good leader will set standards that challenge the team members to excel. When the team members meet those standards, the leader should set new, higher standards. Optimally, this becomes a continuous improvement loop that improves the performance of the leader and team members.

INTEGRITY: 24—7—365

This brings us to an important point. To maximize leadership, you need to maximize your skills, character, bearing and vision. The more deeply you develop each of these areas, the more people will trust and follow you. Everything you do in life can either contribute to your development in these areas and your leadership, or undermine your development and leadership. If you want to become the best leader possible, it requires your attention 24 hours a day, 7 days a week and 365 days a year.

The good news is that everything you do to build your skills, character, bearing and vision—to become a good leader—also contributes directly to you becoming a good person, and achieving fulfillment and Happiness in life. Good leadership, a good life and fulfillment go hand-in-hand.

With all aspects of life—including your personal/private and work/public—integrated into a single, unified focus on becoming good, you can no longer practice vices in your private life and pretend that they won't undermine your leadership, character and goodness in the rest of your life. That might seem obvious, but many people think they can cheat in their private life and believe that the breach of character won't increase the likelihood of cheating in or affect their professional life. They think that what happens in Vegas stays in Vegas. They think that they can go to church on Sunday and then live a different life the rest of the week. But life doesn't work that way.

It's akin to thinking that you can gorge yourself with food in your private life while keeping a healthy diet in your public life, and that it won't somehow impact your physical fitness or health. The fact is that gorging yourself in your private life nullifies the self-discipline developed with a healthy diet in your public life, *and* it changes your fitness and health.

In the same way, when you cheat in your private life it necessarily impacts and changes your character. It doesn't matter if you did it secretly and no one else knows. It doesn't matter if you think it doesn't hurt anyone else. When you act poorly in any aspect of your life, it impacts and changes your character for the worse, and undermines your integrity. It directly and undeniably hurts *you*. It takes you away from your purpose, your goodness. When times get tough, it means you won't be as well prepared to lead as you could have been—even if we only mean leading yourself. What happens in Vegas never stays in Vegas; it unavoidably stays with you and changes you.

The more consistently you do the right thing at all times in all aspects of your life, the better prepared you will be to do the right thing when times are really tough and challenging. You will have very strong integrity. It will make you a better leader and a good person.

The good news is that if you really commit to the leadership challenge, you will become a highly-skilled and wise person of honor and integrity, who is well down the path of goodness and fulfillment.

You will become a very successful leader. The challenge is that becoming a good leader is something that requires total commitment 24-7-365.

LAW ENFORCEMENT = VOCATION NOT JOB

A "job" is something you do for eight hours a day to make a living so that you can do what you find truly fulfilling in life either after work or after you retire.

A "profession" like law enforcement is a "vocation", a calling to do something that demands a deeper commitment, and is fulfilling in life.

Law enforcement requires high-trust, high-performance leaders and teams to ensure public safety. It requires leaders and people who are fully dedicated to public service and willing to put their lives on the line for others. It requires total commitment 24-7-365.

By its very nature, law enforcement is a vocation, a calling, a profession, and not simply a job. It is impossible to achieve the commitment, trust and high-performance required for success in law enforcement by treating law enforcement as a "job".

CULTURE AND TRADITION OF EXCELLENCE

From Covenant Leadership, we have derived an understanding of leadership that includes a proper understanding of purpose, covenant teams and the components of leadership. We have the knowledge and ingredients we need to put together the most powerful people and teams possible—people and teams with the trust, commitment and motivation needed to beat the competition.

All of these things become far more powerful if we can surround them with a culture and tradition of excellence that sustains these things and provides an environment for growth. If we develop the next generation of leaders within a culture and tradition of excellence, it will provide them with the narrative and framework to most deeply understand Covenant Leadership, covenant relationship and leadership components in the widest variety of environments. As the current generation of leaders, we need to establish a culture and tradition of excellence so that our leadership—both in our work, everyday life and in forming the next generation—will be most effective.

We need to ensure that a sense of excellence, that the expectation of excellence, and that a tradition of excellence permeate every organization we can. Everyone within our organization should have a sense that what they are doing is important, carries real meaning and is done very well. Everyone in our organization should work with the expectation that other team members and the organization as a whole strive for excellence in everything they do. Finally, everyone in our organization should know the story of our organization and their role within that story, understanding that they are extending a long tradition of excellence into the future.

None of this can be phony. We can't simply pretend that everything is excellent when it is not. If things are being done poorly, they must be identified and fixed. The sense and expectation must be that problems are never papered over, ignored or swept aside, but aggressively and honestly identified, examined and corrected.

We don't necessarily need a long organizational history to establish a tradition of excellence. If our organization is young, perhaps a new school or agency, we can emphasize that this team has the privileged role of starting our story with high performance, expectations and dreams. They are establishing the tradition rather than continuing it.

We want an organizational culture that is a breeding ground for great leaders and high performance teams. We want an organizational culture that sets and sustains the highest expectations generation after generation. We want a tradition of excellence that provides a strong sense of story and uses the high performance of previous generations to inspire even higher performance in following generations.

The Power of Tradition, Ceremony, Ritual and Custom

We all know that our police, fire and military people risk their lives for our safety. Sometimes we lose one of them in the line of duty. It is one thing to read about the loss in a newspaper article and think about their sacrifice. It is a completely different experience, much more powerful and meaningful, to be at the burial, see the spouse receive the flag, and hear the sound of shots and taps against the silence. The tradition of honoring our lost through the ritual of the burial, and the custom of presenting the flag and playing taps is incredibly powerful and impactful. The tradition, ritual and custom transform an ordinary experience into a transcendent experience. It gives the event the depth that it deserves.

The US Marine Corps has a long history of success in combat and leadership development. The Marine Corps excels because they have a very strong story that inspires Marines to organizational, professional and personal excellence.

The Marine Corps takes average Americans and convinces them that they are writing the next chapter in the 230+ year story of our nation and Corps, and the story of their own life. Marines have heard story after story about Marine units achieving great things against overwhelming odds. They have heard story after story about average Marines just like them demonstrating incredible courage, discipline, tenacity and toughness even in the most dire, hopeless conditions.

It never occurs to the Marines of today that they will do or be anything less. The expectations are set and reinforced every day in Marine Corps culture. Those cultural expectations of excellence provide the impetus for Marines to push themselves harder in training, to be tough and persist despite bleak odds, and to hold their personal, professional and organizational honor high. They become part of the history of the Corps. Their own lives become their personal story of discipline, sacrifice, integrity and honor.

The story of the Marine Corps is told not just in books and classrooms, but with much more impact in the traditions, rituals and customs of the Corps.

The Marine Corps traditions, customs and rituals are extremely powerful ways to connect the Marines of today with those of the past. The red "blood" stripe on the dress uniform trousers worn by Marine non-commissioned officers hearkens to the bloody Battle of Chapultepec in 1847 during the Mexican-American War. The curved Mameluke sword carried by all Marine officers goes back to Marine expeditions against the Barbary pirates in the early 1800's.

"From the halls of Montezuma, [Chapultepec]

To the shores of Tripoli, [Mameluke sword]

We will fight our country's battles…"[1]

Marines today remember and hail the epic accomplishments of their predecessors not just in uniform and sword, but in their very *hymn*—a kind of song that honors. During formal dinners called "Mess Night", Marines will often set an extra place setting for fallen Marines. The stories told are not just those from older times, but include Vietnam, Kuwait, Iraq and Afghanistan.

One of the most powerful Marine Corps traditions is the celebration of the Marine Corps Birthday held every year on Nov 10th. Marines around the world commemorate their birthday with formal celebrations when possible, or informally when deployed in combat areas. It is quite common for retired and former Marines to celebrate the birthday though it has been decades since their active service. Formal or informal, the celebration always includes a message from the Commandant of the Marine Corps and a ceremonial cutting of a birthday cake. The first piece of cake always goes to the oldest Marine present, calling to mind the sacrifice of and debt to previous generations of Marines. The second

[1] The Marine Corps Hymn

piece of cake goes to the youngest Marine present, pointing to the future of the Corps. Formal celebrations include a birthday ball with a parade of Marines wearing uniforms from the past.

There are no “ex-Marines”. There are no “former Marines”. Though they may be in different stages of life, there are only Marines. The present does not just connect with the past; the past connects powerfully with the present. When referring to a United States Marine, the word “Marine” should be capitalized because “Marine” is understood to be a title earned through graduation of Boot Camp or Officer Candidates School.

These ceremonies, rituals and customs are all very powerful ways that the Corps connects Marines through time, ensuring that every aspect of Marine Corps culture is permeated with expectations of excellence. It dramatically increases the performance level of the Corps.

In a similar way, our organizations can establish a culture and tradition of excellence that ensures that the people and teams of the future continue to perform at the same levels that we have established today.

Start by understanding the story of your organization:

- Who are you?
- What are you about?
- How did you start?
- What where the dreams of the creators?
- What challenges have you overcome?
- Who in the past set high standards of excellence?
- What characteristics or qualities distinguish your organization from others?
- What are the hopes and expectations for the future?

Every organization has a story to tell. If your organization is new, then start articulating the story yourself.

What are you doing to celebrate the past and make it tangible in the present? Do you have any organizational customs, ceremonies, traditions or rituals? Perhaps it is how you recognize and celebrate success in awards presentations. Perhaps it is what you wear (or wore), how you serve clients or customers, or products that defined your origins.

Starting Your Own Tradition

You may not have many of these ceremonies, rituals, traditions or customs from the past in your organization. You may have to start them today as a gift to the future. Make a list of what you have and what you can start. Ask colleagues for their ideas. Even better, ask those from the past for their ideas as well. Organizational birthdays, original products, success stories, and ways of recognizing and honoring those who have performed well are good places to start.

The next step is to ensure that these expectations of excellence, and the ceremonies, rituals, traditions and customs that support those expectations, permeate your organization and shape your organizational culture.

Three Dimensional Bonding

A very effective way to ensure that these permeate your organizational culture is to engage what we call *Three Dimensional Bonding*. By developing deep bonds across your organization in the *vertical*, *horizontal* and *historical* dimensions, you maximize the likelihood that the power of your covenant teams, your culture and your traditions will continue on after you leave.

Historical Bonding

Historical bonding means ensuring that today's team members understand and feel like they are an important part of a larger story. Make them feel like they have to not just meet the standards of the best performers of the past, but that they have to write their own story and hand down even higher standards to challenge those who follow in the future.

We have already discussed how you can start your own tradition and establish ceremonies, customs and rituals that tie the present to the past and the future. Find out how other organizations have established traditions. What ceremonies or rituals have they established? Do you have the history of your organization displayed in text, pictures and objects somewhere in your organization?

One effective way to connect team members of today with those from the past is to invite past team members to events to share their experiences and stories. They can be invited to formal events, celebrations and ceremonies. They can be honored at those formal events. They can be invited to informal events or even to spend time around the current team members. Do you have a mentoring program that pairs those from the past with current team members?

Properly done, historical bonding uses tradition, ceremonies, rituals and customs to improve current performance and ensure that expectations of high performance are transmitted from the past through current team members to the future.

Vertical Bonding

Vertical bonding uses the chain of command to improve performance, communicate high expectations and transmit a culture of excellence throughout your organization. It follows from successful implementation of our understanding of leadership.

We know from our understanding of leadership that the more people trust your skills, character, bearing and vision, the more they will follow you. The more your subordinates trust you as their leader, the more they will listen to and internalize what you communicate to them about tradition, performance expectations and excellence. If you are a well-respected, good leader, you will create and communicate organizational culture just by doing your work. Colleagues and subordinates who respect you will embrace your way of doing things and, by repeating it themselves and teaching others, will make it the organizational culture. Take care of your people in the right ways for the right reasons.

As a leader, maximize trust up and down your chain of command to tighten vertical bonding, communicate high expectations and establish a culture of excellence.

Horizontal Bonding

Horizontal bonding runs perpendicular to the chain of command, bringing peers in the organization together to develop a broad sense of responsibility for the organization.

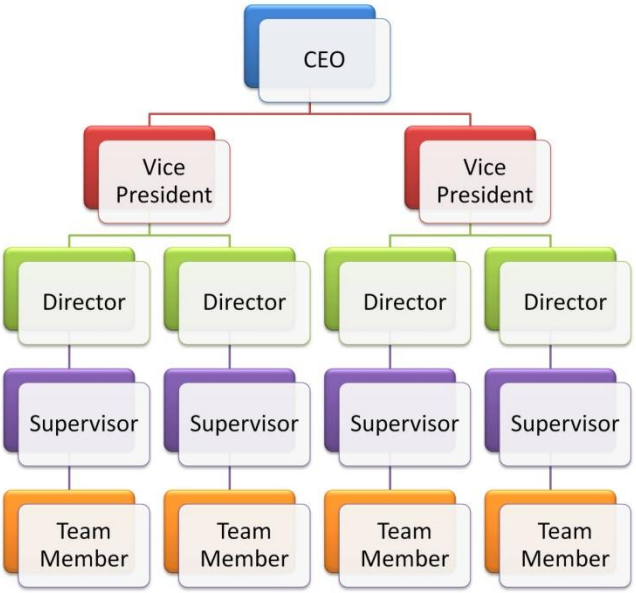
Imagine that you are the CEO of an organization that includes a level of vice presidents on the organizational chart, with a level of directors junior to them, and then a level of supervisors followed by team members.

Obviously, the most effective, efficient and important way to operate your organization is through the chain of command. Primary responsibility for operating the organization must always flow through the vertical chain of command.

That said, you can organize your team members horizontally to play a very important and powerful role in the success of the organization. By organizing a director's group and/or a supervisor's group and giving them (as a group) some secondary responsibilities, you can:

1. Develop within them a deeper sense of ownership in your organization

2. Communicate and reinforce the culture and tradition of excellence throughout your organization
3. Develop an informal reporting system that can uncover problems that might otherwise be missed.



For instance, you might get the directors together as a group and reinforce (with your vice presidents) the importance of the role they play in the success of the organization. To give them an even deeper sense of ownership in your organization, you can invite them, as a group, to become a task force that tackles a long-standing problem within the organization or takes on a community service project. They can be the group that works on establishing the culture and tradition of excellence. It really doesn't matter what issue they tackle as long as the issue is outside the regular, vertical chain of command and they tackle it as a group of peers.

As they tackle the project, they will learn much about each other and bond more tightly as a group. They will take a deeper sense of ownership in the organization as it becomes "theirs" in a way outside of their normal work assignments.

If you assign one or more of them as the task force leaders, it can be an outstanding opportunity for them to develop and practice their own leadership. It will give you and the vice presidents an opportunity to observe their leadership potential outside of the usual chain of command.

The tighter their informal organization and the more secondary projects they tackle, the more they will develop that sense of ownership and responsibility in your organization. Because they are being more highly valued as a director or supervisor, they will take more pride in their role. They will begin to develop high expectations of each other's conduct and performance. If one of the directors behaves or performs poorly, the other directors are more likely to call out that misbehaving director. Perhaps they will call him out informally "among directors" at first and then, if it is not resolved, to more senior staff. They will do this because the director's misbehavior may be seen by the other directors as making them all look bad.

The increased sense of ownership, responsibility and pride will make them much more likely to support and reinforce the organization's culture and tradition of excellence because it has become *their* culture and tradition of excellence. Properly done, stronger relationships between directors or between supervisors should reduce unhealthy competition or infighting among people of the same position.

Finally, the horizontal bonding can provide an informal but powerful and important way for your organization to identify and solve problems that might otherwise go unnoticed. With Sarbanes-Oxley and other laws holding organizations responsible for the unethical or illegal behavior of employees, it is increasingly important that organizations have as many avenues as possible to identify unethical or illegal behavior early so they can correct it immediately.

Imagine that unbeknownst to you or your vice presidents, one of your directors is involved in unethical, immoral or illegal actions. You, your vice presidents and perhaps all of the other directors may be unaware because the bad director has intimated or threatened those who know about the bad behavior—his subordinate supervisors and team members—to prevent them from revealing the misbehavior.

If this kind of situation goes on for long, it can be catastrophic for your organization. Bad behavior is always destructive to organizational performance. In addition, if the director's behavior is illegal or unethical, your organization could be legally liable. If the director is creating a hostile work environment by threatening or intimidating subordinates or peers, the liability increases even more. Finally, subordinates are likely to be disheartened by the misbehavior and intimidation, giving them a very sour experience of and causing them to lose faith in your organization. That will negatively impact their performance as well. If the misbehavior is obvious to them they will often assume that it is obvious to you and more senior staff as well. You may well appear hypocritical. How long will they stay part of your organization?

Good horizontal bonding provides an environment, a sort of informal support group, which makes it much more likely that someone will report the misbehavior to senior staff. With a greater sense of ownership, peer directors will be more likely to be offended by misbehavior because it reflects poorly on all of them. The offended director can, with the total group of directors, approach the misbehaving director early and informally to force a change in his behavior. If that doesn't work, it is much more likely that the group of directors will report the misbehavior to senior staff.

Even if we imagine that none of the other directors know about the misbehavior, if the supervisors have strong horizontal bonding, it is much more likely that an intimidated or threatened supervisor will go to his peer supervisors and their seniors to report the problem. With strong horizontal bonding, a supervisor with a deeper sense of ownership of and commitment to the organization is more likely to be offended by the director's misbehavior and act. With strong horizontal bonding, the intimidated supervisor has a safe environment in which he can go to his peers with the problem, and through them to other directors and vice presidents.

Horizontal bonding can be a very powerful way to strengthen your organization, but there are some important things to remember.

- Horizontal bonding is always secondary to and never takes precedence over the primary chain of command
- Don't give tasks to horizontal groups that are properly handled by the chain of command
- Don't permit horizontal groups to organize formally with enough power or influence that they can interfere with decisions that are properly made through the chain of command.

After you get your high-performance covenant teams established and beating the competition, you need to ensure that the great team performance and leadership development is locked into your organization so that it continues even if something happens to you.

You need to establish a culture and tradition of excellence to ensure that a sense of excellence, an expectation of excellence and a tradition of excellence permeate your organization. You can accomplish this through *Three Dimensional Bonding*.

Use *historic bonding* to ensure that your team members understand and feel like they are an important and meaningful part of a larger story. By using traditions, customs, rituals and ceremonies, you can help team members today understand that they have an obligation to not only meet the standards of the past, but to set even higher standards for future generations.

Maximize *vertical bonding* by maximizing trust up and down your chain of command. That is part of your duty as a leader anyway. Use the high trust to communicate high expectations and the culture of excellence to others in your organization.

Done correctly, *horizontal bonding* is a very powerful way to:

1. Develop a secondary sense of ownership among peers
2. Communicate and reinforce the tradition and culture of excellence
3. Serve as an informal but powerful and important way for the organization to identify and solve problems that might otherwise go unnoticed

RECIPE FOR LEADERS

With a basic understanding of Covenant Leadership, coming up with a recipe for developing the next generation of leaders in law enforcement is pretty straightforward. The recipe develops leaders no matter what the application—law enforcement, education, military, business, non-profit, public service, profession, family, etc.

Preparation—The Foundation

1. From an early age, all children should understand that their purpose in life is to become good, and achieve fulfillment and Happiness. This can be done in a manner that is consistent and integrated with the child's religious tradition.
2. Constantly reinforce the Formation Themes and Covenant Leadership as the way they understand all aspects of life, especially their purpose of life, the nature of human relationships, and how they become what they practice.
3. Make them a part of covenant teams as much and as early as possible so they can learn to become a good team member. This should be done within the family, in activities, in sports and play, and in any way possible. Emphasize the importance of the covenant relationship and developing skills, character, bearing and vision by giving maximum effort.
4. Continue this process until they are ready for more. You will know they are ready when they:
    a. Can articulate their activities in terms of the Formation Themes and Covenant Leadership, especially how their work and activities contribute to their own development as a good person
    b. Push themselves to continually improve their skills, teamwork and character
    c. Understand and demonstrate through their actions that they will become good people faster and more deeply by committing themselves to others and the team

Leadership Training Plan

5. When ready, put in place a training plan that develops each of the leadership components—skills, character, bearing and vision—in a systematic, deliberate manner
    a. Assess their level of competence in each Leadership Component (skills, character, bearing, vision)
    b. Set goals in each component
    c. Implement a training plan that helps them achieve their goals in each area. Just as someone who is new to running should begin running short distances on flat ground at a

slow pace, so the leadership apprentice should begin in simple situations, under supervision and active coaching, with minimal complexity and pressure. The training program should progress to increasingly complex situations with increasing risk and pressure, and less coaching.

   d. Provide continuous performance feedback so the apprentice understands what he is doing well and what he needs to do to continue to improve.

6. The training plan should have the apprentice lead teams of others to accomplish goals. This gives the apprentice the opportunity to practice and develop each of his leadership components.
   a. **Skills**. The apprentice should be able to articulate in a compelling way the purpose and meaning of the team and activity to the team members. He should demonstrate competence in the skills associated with the activity. For instance, the leader of a team tasked with painting should be a competent painter himself. Moving from simple, low pressure and heavily supervised leadership experiences to complex, high pressure and less supervised leadership experiences, the apprentices should demonstrate good people and project management skills at each level.
   b. **Character**. The apprentice should demonstrate virtues like honesty, wisdom, love, justice, courage, perseverance, tenacity, etc. in every aspect of life, 24 hours a day and 365 days a year.
   c. **Bearing**. The apprentice should be able to make good decisions while under pressure in increasingly complex situations. The apprentice must demonstrate composure that instills confidence in and develops trust with others.
   d. **Vision**. Given different situations, how far down the road can the apprentice see? Does she see and avoid problems early? How early does she recognize and act on opportunities?
7. When problems are encountered in any area, provide additional leadership guidance and leadership opportunities in that area until mastery is demonstrated.
8. Promote the apprentice leader to positions with more authority and responsibility when she demonstrates appropriate levels of mastery in each area of the leadership components.

The key difference between this recipe/leadership development program and any other development program is the total focus on becoming good and achieving fulfillment.

For Teachers and Instructors

Covenant Leadership is a powerful, effective way to develop high performance leaders and teams. But Covenant Leadership will only be as successful as the commitment that the students—and therefore the teachers and instructors—make to it.

As a teacher or instructor, you are the leader of the next generation of leaders. If we are going to be effective in forming the next generation of leaders in law enforcement, then our generation must establish a high-trust relationship with their generation. As individuals, we must develop high-trust relationships with individuals of their generation. The more the next generation trusts us on all levels, the more they will listen to us and follow us, and the more effectively we can form them.

If we are going to form the next generation of leaders in law enforcement, we must first be worthy of their trust and commitment. That will only happen if we are a generation and individuals of good character ourselves. That means that our effectiveness forming the next generation of leaders depends directly on the formation and goodness of our own character.

If we want the next generation of leaders to be great, we need to step up with great character ourselves—as a generation and as individuals.

And so we come to realize that forming the next generation of leaders in law enforcement is not something to be delegated to others—to some set of leadership experts somewhere else—but a task that is yours right now whether you want it or not. Your interactions with the next generation—in your family, in the teams you coach and activities you lead, at church, at the store and in your community—are already shaping the next generation. They are already making judgments about you. They judge you some by what you say, but mostly by what you do and who you are.

When they see a gap between what you say and what you do, or a gap between what you do in one part of your life and what you do in another, they lose trust in you. If they see a pattern of this in their encounters with our generation, they become cynical and lose trust in our generation. We will be in a very poor spot.

If they judge you a person of right knowledge and right action (good character)—that is to say a *wise person*—then they will respect, honor, trust and listen to you. They will follow you because it is the smart thing for them to do. If they see a pattern of this in their encounters with our generation, they will respect us, call us a great generation, and listen and follow with open minds.

Right now, you are forming the next generation of leaders by the person you are, and the character and wisdom you demonstrate. The better person that you are, the better you form the next generation.

Forming the next generation of leaders isn't much about putting some magical leadership development process in place; it is about how you impact and shape the lives of those around as a parent, a friend, a worker and a neighbor. Remember the people who really changed your life for the better and why. Was it the coach or teacher that had confidence in you when you or others didn't? Was it the neighbor that helped you with something important? Be that person for others.

When a ship drops anchor for the night, the more comfortable the people on the ship are that the anchor is set well and that the ship will not drift, the better they will sleep. The more firmly they feel anchored, the more confident the people are and the more they trust.

The better anchored you are in your own character and life, the more people around you will trust and follow you. Being well anchored in life means that you've put a lot of time and energy into important questions about life:

- What is the meaning of life?
- What is my purpose and direction my life?
- What am I doing to travel that direction and achieve my purpose?

More literally, how are you *leading your own life*? Developing the next generation of leaders is directly tied to your own leadership development. If you lead your own life well, you will be able to guide the next generation well because you have already walked the path they are walking now.

As a nation, do we have what it takes to shape a great generation of leaders? And since our nation is really the product of our individual efforts, do you have what it takes to earn the respect, trust and commitment of those in the next generation that follow? If not, what are you doing to change that?

If you want a better world, are you doing everything you can to become a better person?

In the end, the next generation is our legacy, our chapter and our responsibility. They are our students, our children, and a reflection of how good we are—or not.

What are some things you can do to improve trust and credibility?

- **Focus everything in life on becoming good**. Everything you do, say and even think can help you move closer to or further from your purpose of becoming good and achieving fulfillment. Live deliberately, trying to build good habit patterns—virtues—in everything you think and do.
- **Engage team-based activities that provide opportunities to practice the virtues**. You become a good person by practicing the virtues until they become habits, and then seamless qualities of your character. Seek team-based activities to practice the virtues because the team will help you develop those virtues faster and more effectively than you can on your own. The more you put into the team, the more you will grow in teamwork, skills and (most important) character. The more you grow, the more you will become a leader and influence others to become good. Team-based activities include your family, friends, church, neighborhood, school, charities, athletic teams, clubs—any group of people committed to each other and some noble goal.
- **Study life and pursue wisdom**. The more you understand life, the more you will understand Truth and the Good, and the better you will be able to write the story of your life. Your life-experiences will help you better understand life. Your understanding of life will provide context for your life experiences. To be worthy of the trust of others, you must dive deep into yourself to understand who you are, what life is about, and the nature of your talents or gifts. What makes you *you*—unique—different from all others? You must ask the hard questions about life and death. You must become well-grounded in who you are and what you believe without pride or arrogance. Pride and arrogance are huge obstacles to becoming good because they close us to listening to and learning from others. Pursue wisdom by maximizing both your knowledge (Truth) and character (goodness).
- **Study Covenant Leadership**. This text is only a brief summary of Covenant Leadership. To become a more effective leader and teacher, study Covenant Leadership in depth. Covenant Leadership is fully developed in the book *On Leadership*, by Peter S. Bowen.

- **Write the story of your life**. This is your life. There is only one of you. Uncover and develop your gifts, and see where they take you. Don't drift through life; actively pursue life. Write the best story of your life that you can. As you become good, you achieve success and help others write their best story.

Student Program

The Covenant Leadership program should be understood much more as a way of life for a student than as a subject to be learned in the classroom. Remember that properly understood and practiced, Covenant Leadership requires a 24-7-365 commitment to become the best leader possible. So while there is certainly a classroom component where students learn the concepts of Covenant Leadership, the intent of teaching the concepts is to provide students with a way to understand, practice and reflect upon their performance and behavior at school, home and other places. The focus is not so much on what students *know*, but on the *person they become* by practicing their skills, the virtues and leadership.

Understanding the same concepts of Covenant Leadership, teachers and parents can reinforce student formation and leadership development in academics, the arts, athletics, community service, at home and with friends. For example, teachers and parents can use the Formation Theme "Mastery of Self" and the 24-7-365 leadership concept to remind students that their commitment to academics, their sportsmanship on the athletic field, whether they clean up their bedroom at home, and who they hang out with after school all directly impact their leadership development and formation as good people. It also becomes a common language for students to hold each other responsible for their own performance and leadership development.

The best way to implement Covenant Leadership is to:

- Teach the leadership concepts so that students understand them intellectually, and understand their own behavior and life in terms of these concepts.
- Make the Formation Themes and leadership concepts a common language in academics, arts, athletics, community service, home and after school activities to keep students aware and focused on their purpose (goodness) and leadership development.
- Use the Formation Themes and leadership concepts to help improve student performance in academics, arts, athletics, the community and at home by reminding them that their leadership development and continued success depends on their commitment to and performance in all of these areas.
- The best development student development often takes place outside the classroom when the Formation Themes and leadership concepts are used in a myriad of informal situations to constantly and consistently discuss and reflect on student performance.
- One of the best signs of success is hearing students naturally use the Formation Themes and leadership concepts to review, reflect upon and hold each other responsible for their performance. Another strong, positive indicator of success is hearing parents use the same language with teachers, their children and other children to discuss performance and behavior.

With these things in mind, application of Covenant Leadership should be simple and consistent:

- Use a technique of **Learn – Practice – Review** to help students learn the Covenant Leadership concepts, practice them in real-life situations, and review (reflect and discuss) performance to become a better leader.

- Teach and reinforce basic aspects of Covenant Leadership:
    - **Leadership throughout life**. That leadership permeates all aspects of life
    - **Covenant, trust-based leadership**. That the highest performance leaders and teams are those that you can *trust* to make good decisions in the midst of complex, 21st century situations with minimal supervision. High-performance leadership depends on high trust. That the highest performance leadership depends on trust, character and wisdom
    - **Trust-Character-Wisdom**. That wisdom = right knowledge (truth) + right action (character). It is having both the knowledge of the right thing and the character to do that right thing.
    - **Purpose**. That the purpose of all people in life is to pursue goodness so they can achieve fulfillment and Happiness. That goodness means making habits of virtues like honesty, justice, courage, wisdom, trustworthiness, respect, fairness, etc. so that they are part of your character—of who you are as a person. That purpose must always be kept higher than mission and activity.
    - **Covenant Relationship and Teams**. That the best, highest performance relationships/teams are covenant relationships/teams where the good of the individual and the good of the team are the same. Covenant relationships are high stability, high trust, high performance and bond under pressure.
    - **Formation Themes**. That the Formation Themes help us understand, organize and learn from our life experiences
    - **Leadership Components**. That the Leadership Components describe the basic aspects of leadership.
        - The more people trust your skills, character, bearing and vision the more they will follow you even into life and death situations.
        - To become a good leader, dedicate yourself to improving each of the Leadership Components in your life
    - **Leadership requires total commitment**. That the best leadership requires total commitment 24 – 7- 365. Covenant Leadership is a vocation.
    - **Culture and Tradition of Excellence**. That good leadership builds a culture and tradition of excellence that uses ritual, tradition and custom to set and maintain high expectations of excellence throughout the organization.
- Use the **Formation Themes** to help students understand, organize and learn from their life experiences. The Formation Themes provide a framework by which students and teachers can weave together and learn from experiences in different aspects of the student's life.
- Use the **Leadership Components** to help the student, in an easy to understand, step-by-step manner, understand how to become a better leader
- Establish a **Student Leadership Lab** period that includes students practicing leadership of small groups on a regular basis
- Use a Formation Day or Formation Weekend to kick start Covenant Leadership

LEARN – PRACTICE – REVIEW

The Covenant Leadership program is best implemented using a b approach. This approach impacts actual student performance, provides students with an easy method to continually review and improve their own performance, provides opportunities for learning in informal, non-classroom environments, and mirrors basic training approaches in law enforcement.

Learn

Students learn and understand the concepts of Covenant Leadership so that they can use them as a common language with teachers, other students and parents to continuously develop and improve their academic, character, fitness and leadership development.

Practice

Students will practice Covenant Leadership throughout their day, week, month and year. In some cases, students will directly practice Covenant Leadership in a formal leadership experience like leading drill and ceremony, or being put in a leadership role on campus, in community service, etc.

But most of the opportunities to practice Covenant Leadership will be much less formal and more common. For example, a student whose academic motivation may be temporarily lacking can be reminded, using the Formation Themes and leadership concepts, that if they want to be a better leader, they must work through the low motivation and push themselves academically. Covenant Leadership tells us that high academic performance isn't something that we do just for ourselves, but is something that we owe our team mates. We let our team mates down when we fail to push ourselves academically, in character development, in physical fitness, in helping others become good, etc. In a similar way, bullying or treating others with disrespect hurts us as individuals—it makes us worse, not better individuals when we treat others as objects—but it also destroys the trust that is required for high performance leadership and teamwork. Standing up for those being bullied helps us become better individuals by developing our virtues (respect, love, etc.), helps us become better leaders by developing our character and bearing, and helps improve team performance by strengthening the covenant relationships.

In any week, the opportunities to practice, learn from and develop Covenant Leadership are practically unlimited. As a teacher, the more you engage Covenant Leadership as a way to help and motivate students, the more opportunities will present themselves. Some opportunities that might get you started thinking include:

- Drill and ceremony
- Homework turn-in
- Classroom behavior
- Treatment of peers—especially unpopular peers
- Setting a good character example
- Homework
- Treatment of parents and siblings
- Athletic performance
- Performing arts
- Respect for teachers
- Behavior off-campus at events, stores, parks
- Disciplinary issues

Review

We review performance to identify strengths and areas for improvement. In Covenant Leadership, we want to get students to get in the habit of reviewing their performance so they can understand what they did right and what they can improve as individuals and as a team. Making constant review of performance a habit also makes the review more professional, and enables students to hold each other accountable for performance and behavior with less danger of things becoming "personal". Constant review must be positive so that it builds confidence and does not create a negative environment.

Review should follow a simple, standard pattern every time so that students expect it, get comfortable with it, and make a habit of it. Some kind of review, formal or informal, should take place after every practice "opportunity" (above). Review can be as simple as:

- What went well? (or What did we do right?)
- What can we improve?
- What are the lessons learned?

Review can be a formal process following a large event or an informal process. A formal review might be a written critique of a student's performance leading drill and ceremony. An informal review might be a very brief conversation between teacher and student when a student fails to turn in homework.

Some of the most effective reviews involve discussion and/or reflection. A discussion review might involve an academic, artistic, community service or athletic team sitting down together after an event to discuss their performance, leadership, teamwork, character and growth during the event. A reflection review might have individual students or a small group of students reflect and write on a Formation Theme, leadership concept or performance in some event.

Carefully listening during a discussion or carefully reading a written reflection can reveal to teachers an enormous amount of information about where a student or team are at in terms of their understanding of leadership, skill development, character development and more. Actively listening to student discussions or actively reading student reflections can provide often surprising information about how students are really thinking about and processing their experiences.

BASIC CONCEPTS OF COVENANT LEADERSHIP

Covenant Leadership includes a number of basic concepts that should be taught in the classroom and reinforced through discussion of student's real life experiences during the school day. Because leadership permeates all aspects of life, a student's day should be full of possibilities for good discussion of leadership concepts and issues.

Initial introduction of these concepts should probably be in a classroom setting with the teacher augmenting key points with examples from their own law enforcement experiences, life experiences, and student's experiences. The length of the class and the depth the concepts are pursued with a particular group depend on the age and maturity of the students, and their previous leadership knowledge and experience. A group of 10th graders learning about these concepts for the first time will probably require more time and simpler examples than a group of 8th graders who first learned about these concepts in 6th grade and have been practicing and reviewing them ever since.

In some cases, it may be appropriate to cover all the Formation Themes in one class in little depth. In other or future cases, it may be appropriate to concentrate and spend an entire class on each of the Formation Themes or each of the Leadership Components.

As students demonstrate their mastery of these concepts, teachers should go deeper into the concepts using their own experiences, historical examples, and the daily real-life experiences at school.

These concepts should be constantly reviewed and reinforced informally throughout the school day as opportunities to practice leadership present themselves.

A powerful option is to have students who have mastered these concepts teach other students these concepts in a supervised setting. This provides an outstanding leadership opportunity for the student doing the instruction, can provide the teacher with valuable information on what students actually know and think about leadership, and make it more relevant to the students learning the concepts.

In the following sections, each basic Covenant Leadership topic is presented with a list of the "key concepts" that students need to understand to grasp the topic. The "discussion, reflection or assignment" area is designed to provide the teacher an initial list of ideas to get students really thinking about the concepts. These sections are not designed as lessons plans as such, but as starting points for the teacher to develop a lesson plan that is customized to meet the age, maturity, culture, and knowledge and experience levels of the specific student group being taught.

Leadership throughout life

Key concepts:

- The definition of leadership is “one providing guidance to another”
- Leadership involves guidance, not just companionship. It is possible to accompany someone some place without leading them to it.
- Our everyday life is full of leadership examples:
    - Parents lead our families
    - Teachers lead students in the classroom
    - Doctors lead patients through health issues
    - Law enforcement officers lead us in public safety

For discussion, reflection or assignment:

- Give 3-5 examples of other leaders in everyday life
- In each of these leadership examples:
    - Who is the leader?
    - Who is the follower?
    - Why is the follower following?
    - What is the leader leading about? What is the goal?
    - Is trust important in the leader-follower relationship? How so?

Covenant, trust-based leadership

Key concepts:

- That many situations today are complex and change quickly
- Good leaders have to trust (depend on) their people to make good decisions in the midst of complex and fast-moving situations
    - Good decision means that it was knowledgeable
    - Good decision means that it was moral/ethical

For discussion, reflection or assignment:

- Give 3-5 examples of complex and fast-moving situations. Consider referring to popular movies or books for examples.
- What are some of the characteristics of these situations?
- Why does the leader have to trust or depend on his people?
- How important is it for the leader to trust his people?
    - How important is trust in people's knowledge?
    - How important is trust that the people will do the moral or ethical thing?
- How important is it for the people on the team to trust the leader? Why?
- What happens to team performance when people have high trust with each other?
- What happens to team performance when people have low trust in each other?

Trust – Character - Wisdom

Key concepts:

- The best leaders and teams have high trust relationships
    - Leaders trust the team members to make good (knowledge) and good (moral) decisions
    - Team members trust that their leader will make good (knowledge) and good (moral) decisions.
- Wisdom is good knowledge (Truth) plus good action (character).
    - Wisdom equation: Wisdom = knowledge + character
- The highest performance teams require leaders with wisdom.
- A good leader understands that team success depends on how much people trust them and that depends on the leader's wisdom which depends on the leader's character.
- Character is about the kind of person you are.
    - The more you practice doing good things, the more the good acts become good habits, the more good habits become good character.
        - *If the program uses the Josephson Institute of Ethics "Character Counts", the Six Pillars can be used as a baseline of virtues*
    - You are what you practice. This is true in character, academics, sports, etc.
- Examples of leaders who had good character, wisdom, trust and high-performance teams
    - Use 2-3 stories/examples from the teacher's law enforcement experience, or stories/people that the students are studying from history or literature
- Examples of leaders who had poor character, and lacked wisdom, trust and success
    - Use 2-3 stories/examples from the teacher's law enforcement experience, or stories/people that the students are studying from their history or literature classes

For discussion, reflection or assignment:

- What does the word "trust" mean? Give examples of where you demonstrate trust.
- If you are in a life and death situation, how would you know whether you could trust someone or not?
- What is wisdom? Write the wisdom equation.
- What is character?
- How do you know if a leader's character is good or not?
- What are your good habits? What habits should you change?
- What parts of your character are good? What parts of your character should you work on?
- Describe the relationship between character, wisdom, trust and performance
- Make a list of some people you consider to be wise. Explain why you think they are wise.
- Make a list of some people that have good character. How do you know they have good character?

Purpose

Key concepts:

- The purpose of all people is to become good, and achieve fulfillment and Happiness
    - "Good" means that a person has good character, that they have made habits of the virtues like honesty, justice, courage, love, integrity, etc.
    - Virtues are habits that help us become good
    - Virtues are moral facts because it is a fact that by practicing the virtues we become good people and have the best chance for Happiness in life
        - *If the program uses the Josephson Institute of Ethics "Character Counts", the Six Pillars can be used as a baseline of virtues*
        - *The teacher may wish to include among the virtues the POST Background Investigation Dimensions and the POST Psychological Screening Dimensions that address an extensive list of Positive Behaviors that are desirable of peace officer applicants.*
    - We should avoid the vices because it is a fact that these behaviors can trap us (addiction), hurt our character, hurt other people, and destroy trust
- The purpose of all teams and communities is to become good
- We must always keep our purpose of becoming good above whatever mission our team has
    - We play sports because sports help us become good by improving our physical fitness, teamwork, character and our skills.
    - Pursuing the mission of sports (winning) helps us because it pushes us harder to develop our fitness, teamwork, character, skills.
    - It is never right to cheat because, while it might help us win the game, when we cheat become a worse person because we practice a bad behavior

For discussion, reflection or assignment:

- What is the purpose of all people and teams?
- What does it mean to be a "good person"?
- What is the relationship between actions, habits and character?
- What is a virtue? Make a list of as many virtues as you can think of.
- What is a vice? Make a list of as many vices as you can think of.
- What vices can become addictions? Why are addictions bad?
- Which is higher and more important, a team's mission or purpose? Why?
- Describe how a sport helps us become good.
- Describe how a performing art (i.e. theater, band, choir, dance) helps us become good.
- Why not cheat in a sport or activity if it helps us win and no one would find out?

Covenant Relationships/Teams

Key concepts:

- Definition: A covenant team is any group of people committed to each other and focused on some good goal
    - Covenant teams include law enforcement, school, family, athletics, etc
    - A gang is not a covenant team because even though they are committed to each other, they are not focused on a good goal
- In a covenant relationship, the good of the team and the good of the individual are the same
    - The more the team puts into the good of the individual—in developing their skills, character, teamwork, bearing, etc.—the better and stronger the team becomes
    - The more the individual puts into the team, the better the individual gets because they develop their skills, character, teamwork, etc.
- Covenant relationships are the highest trust and the highest performance relationships because the good of the individual and the team are the same
- Covenant teams bond tighter when they come under pressure
- People on covenant teams are motivated by becoming good, by honor, to give everything, even their lives, for the team
- Examples of covenant relationships and teams include law enforcement, military, family, etc.
- There are other relationships that are not covenant relationships and are not as powerful
    - In contract relationships, the self-interest of the team and the self-interest of the individual are opposed to each other.
    - For example, in a contract relationship, the team wants to get as much work for as little money as possible from the worker (teammate) while the worker (teammate) wants to get as much money for as little work as possible. What is good for the team is bad for the worker, and vice versa
    - Because the self-interest of the team and the teammate are fundamentally opposed, contract relationships are inherently low trust and therefore low performance
    - Contract relationships tend to shatter when under pressure
    - Contract relationships: people and teams are in it for the money
    - Examples of contract relationships can be some for-profit companies, mercenaries, professional sports teams, etc.
- Good leaders build covenant relationships and covenant teams where teammates follow the leader because they know that the leader will help them become good

Covenant Relationships/Teams (cont)

For discussion, reflection or assignment:

- What is the definition of a covenant team?
- What is a covenant relationship?
- In a covenant team, how are the good of the individual and the good of the team the same?
- As a covenant team leader, how do you make your team better?
- As a covenant team member, why would you give a lot to the team? What is in it for you?
- Give examples of covenant teams. How do you know that they are covenant teams?
- Give examples of teams that are not covenant teams. How do you know they are not?
- What is a contract relationship?
- How does a contract relationship differ from a covenant relationship?
- Assuming that the skill levels are somewhat similar, which team—covenant or contractual—would you expect to win in a competition?

Formation Themes

(This may need to be broken up into multiple lessons depending on the age and maturity of the students, their leadership experience, time available, the depth to which the teacher would like to pursue each concept, etc.)

Key concepts:

- The Formation Themes help us understand and learn from life by tying our experiences together whether those experiences are in academics, arts, athletics, activities, home, work or with our friends
- We should think about what we are learning and practicing in school and in life in terms of the Formation Themes
    1. Everything focused on Goodness.
        - Our purpose in life is to become good, and achieve fulfillment and Happiness
        - Everything we do in life, school, family, friends and work should be focused on helping us become good by developing good character
        - Everything in life is an opportunity to practice and make habits of the virtues, making them part of our character, and helping us become good
        - Good character is at the core of Happiness, wisdom, trust, leadership and high performance teams
    2. Mastery of Self
        - Before we can lead others, we must be able to lead (master) ourselves
        - Self mastery means understanding and appreciating yourself without becoming arrogant or prideful
            - Who am I?
            - What am I about?
            - What is my life about?
            - What are my strengths and challenges?
        - Self-mastery means practicing the virtues until they are habits and part of our character
        - Self-mastery means avoiding vices because they degrade character and can trap us in addictions or unhealthy habits
    3. Necessity of the Other
        - Every person has strengths and challenges. No one person has everything they need to be successful.
        - To be successful, we have to depend on each other's talents and gifts
        - Be a leader when your skills, talents and gifts are the best for a situation
        - Be a good follower when someone else's skills, talents or gifts are called for in other situations
        - A good leader does not just depend on themselves, but surrounds themselves with the best people possible

Formation Themes (cont)

- Examples of how a formation theme links learning across different areas
    - Mastery of Self tells us that we should be dependable for others. We practice and strengthen dependability by turning in homework on time, by working really hard for our teammates on the practice field, by making sure that our chores are done at home, by making sure that our friends are doing not just whatever they want, but doing things that make them good people.
    - Necessity of the Other helps us better appreciate other people because there are many times when we need to depend on the physical strength of an athlete, the mental strength of an academic, the creative strength of an artist, or the compassion of a good friend to accomplish our goals.

For discussion, reflection or assignment:

- List the Formation Themes and explain them
- Why do we use the Formation Themes? How are the Formation Themes useful?
- Why is it important to focus everything on life on becoming good?
- Does it matter if you do bad things in your private life as long as you do good things in your public life? Why?
- Who are you? What are your strengths? What is your life about? Are there habits you have trouble controlling?
- Why are other people necessary?
- What qualities do you have that other people depend on?
- What qualities do other people have where you depend on them?
- Give an example where you were part of some group that had to depend on each other's talents. What were the different talents people had? How did they work together?
- Give an example where a Formation Theme can link something you learned in an activity (or sport or performing art) with something you learned in an academic class with something you learned about treating people with something you learned at home.

Leadership Components

(This may need to be broken up into multiple lessons depending on the age and maturity of the students, their leadership experience, time available, the depth to which the teacher would like to pursue each concept, etc. For example, depending on the age and experience of the students being taught, the teacher may only describe "skills" in general terms to a younger group while going in more depth to the different kinds of skills with an older, more experienced group.)

Key concepts:

- The Leadership Components are the fundamental aspects of leadership
- The more people trust your skills, character, bearing and vision, the more they will follow you, even into life and death situations
- To become a good leader, dedicate yourself to improving each of the Leadership Components in your life
- The Leadership Components are:
    - Skills
        - Conveying meaning.
            - A good leader provides the team with motivation by telling them why their task is important
            - Story of the stonecutters
        - Skills associated with the task
            - The better your skills associated with the task, the more people will trust your professional judgment
            - If you are leading a criminal investigation, the better your investigative skills, the more challenging the investigations that you have done yourself, the more people will trust and follow you in an investigation
        - People skills (with examples)
            - The better your people skills, the more people will trust and follow you
            - How well do you relate to people?
            - Do those on your team feel like you listen to and care about them?
            - When someone makes a big mistake, do you know whether that person needs a knowing glance, a pat on the back, a hug, or a direct conversation to correct their error and do better in the future?
            - Do you praise in public and correct in private?
            - What are your people capable of?
            - What are their strengths and challenges?
            - How fast and hard can you push them?
            - Do you understand your people and know what motivates them?
            - How does each of them understand life?
            - Where do they come from?

        - Where do they hope to go in the future?
        - What are the top three things they care about?
        - What are they anxious about?
        - What do they do for fun? What are their hobbies?
        - What makes them joyful?
    - Management skills
        - The more people trust your ability to manage tasks, timelines and resources efficiently and effectively, the more they will follow
- Character
    - The more people trust your character, the more they will follow you.
    - When times get tough, will you be there for them for the right reasons and in the right ways?
    - Can they trust that you will be honest with them?
    - Will you be courageous for them?
    - Will you demonstrate integrity?
    - Are you just and fair, or do you play favorites?
    - Will you persevere with them or give up on them?
    - When things go well, do you give your team the credit?
    - When things go poorly, do you step in front and take the blame?
    -
- Bearing
    - Bearing is the ability to make decisions under pressure with composure
    - Examples of bearing
        - General Eisenhower making the decision about invading Europe
        - President Bush making decisions on 9/11
        - Quarterback leading football team down field
        - Bus driver merging on to freeway
        - Teacher with rowdy class
- Vision
    - Vision is the ability to see further down the road, to understand the flow of events and anticipate what is going to happen
    - Examples, depending on the age group, can be from athletics, video games or any activity that students of that age group can master. The emphasis should be on how their experience in the activity enables them to understand where things are going in the activity and anticipate them. For instance, many students have mastered video games that their parents have not. The student may well know and be able to anticipate where things are going in the game long before the less-experienced parent has a clue what is coming.

Leadership Components (cont)

For discussion, reflection or assignment:

- What are the four Leadership Components?
- What are some of the law enforcement skills that you think would be important?
- What are the most important things you want to know about your teammates?
- What qualities of character are important for you in a leader?
- What is bearing? Give 2-3 examples of bearing, of people making decisions under pressure?
- Why is it important to maintain composure while making decisions under pressure?
- What is vision?
- Give 2-3 examples where you have seen a leader demonstrate vision
- Give an example of an activity where you have vision

Leadership requires total commitment

Key concepts:

- The more people trust your skills, character, bearing and vision, the more they will follow you
- Becoming the best leader possible means developing your skills, character, bearing and vision to the greatest extent possible—total commitment.
- Everything you do in every aspect of your life, at school, at home, in public, in private, either helps you become a better leader or detracts from your leadership
- Covenant Leadership requires commitment 24 hours a day, 7 days a week, 365 days a year
- Covenant Leadership and law enforcement are not just a "job", but a vocation

For discussion, reflection or assignment:

- To be the best leader possible, what level of commitment is required?
- Is it possible to be the best leader you can be and act one way in public and a different way at home in private?
- What is the difference between a job and a vocation?
- Give 2-3 examples of work that is a vocation, not a job

Culture and Tradition of Excellence

Key concepts:

- A culture is the behaviors, beliefs, qualities and expectations of a group, organization or community. In some ways, it is like the character and personality of a group. An organization's culture includes "the way they do things"
- The best organizations create a culture where a sense and expectation of excellence exists throughout the organization and in everything they do
- The sense and expectation of excellence inspires people in the organization to set high standards and perform at higher levels
- Provide an example by describing your school's culture
- Choose an organization relevant to the students—it could be from literature or film—and describe that organization's culture
    - Possible examples: Apple Computer, Jedi Knights from Star Wars, sports team
- An organization can uses ceremonies, rituals and customs to convey that sense of excellence
- Ceremonies, rituals and customs are ways of doing things like events that give them more importance and weight
    - Law enforcement officers carry badges and often wear uniforms
    - Police officers are "sworn" into their responsibilities
    - When a law enforcement officer dies in the line of duty, there is often a procession, taps, a gun salute and presentation of an American flag to the family
    - Many police departments use drill and ceremony in training and for special events like presenting awards
    - Police academies often have a graduation event
    - Provide examples from experience of rituals, customs, traditions in law enforcement agencies or other groups
- Good organizations create bonding between people in the organization. When people feel deeper bonds to each other and the organization, they are more likely to be more motivated, and make a deeper commitment and perform at higher levels for each other and the organization
- Historical bonding occurs when team members feel like they are part of a larger, important story of the organization.
- Provide 1-2 stories or examples of how the history of an organization can bond people working their today with what the people who worked there in the past

Culture and Tradition of Excellence (cont)

For discussion, reflection or assignment:

- Describe what “organizational culture” is
- Choose an organization and describe its organizational culture
- How does organizational culture help people perform at higher levels?
- How do ceremonies, rituals, customs and traditions help an organization?
- Describe 3-5 examples of ceremonies, rituals, customs or traditions from an organization that you know
- Give 3-5 examples of important ceremonies, rituals, customs or traditions in law enforcement.
    - What is the symbolism in each example?
    - Why are each of these important to law enforcement?
    - Why are law enforcement officers “sworn” into their role?
- What are the special responsibilities that come with being sworn?
- Give an example of a history of an organization

STUDENT LEADERSHIP LAB

The Student Leadership Lab experience should be a regular time set aside—ideally weekly—so that students can get practical experience leading their peers.

Students should be organized in squads of 4-5 students, with squads organized into platoons of 15-25 students, platoons organized into companies of 60-120 students, and companies organized into a battalion that includes the entire student body. Different names can be substituted for “squad”, “platoon”, “company” and/or “battalion” as needed. Students should lead at each of these levels, selected through a performance and interview process that mirrors law enforcement selection processes, and have their performance reviewed.

Depending on the age and maturity of the students and program, a student leader-subordinate evaluation program may be instituted where student leaders evaluate/review the performance of student followers. This enables students to hold each other accountable for each other’s performance.

The regular leadership lab time period can be used for a variety of activities including ceremony and drill, team building exercises, competition, physical training, speakers, discussion of formation themes and leadership concepts, practical leadership exercises, etc.

FORMATION DAY EXPERIENCE

Formation Days are an outstanding way to introduce new students to the school, helping them understand what the school, law enforcement and the Career Pipeline Recruitment Program are about, while at the same time providing great leadership opportunities for students already in the school. Done consistently with all new and incoming students, it can help create and sustain the school's culture.

Formation Days can be 1-2 days in length and include a variety of activities that help students develop relationships and bond with each other, understand the expectations and culture of the school and program, and begin learning and practicing Covenant Leadership and teamwork.

Optimally, each school will set aside one to two days for an intensive introduction to Covenant Leadership through this formation experience. This yields the best results because the energy, excitement, and constant teamwork can create a powerful, synergistic element that adds a lot to the overall experience. If a school is not able to commit a full day or two for these activities, then they can be broken up and completed over time.

The concepts and ideas that follow are general in nature, and should be adapted to meet a school's particular needs. They should take into account the age and maturity of the students, the maturity of the law enforcement program, the experience of the faculty and staff in these kinds of events, the leadership experience of upper class student leaders, time available, and other relevant factors.

It is very important that these events be properly supervised and that faculty, staff and student leaders are vigilant about any potential for hazing, bullying or initiation to occur during these activities or outside the activities.

The formation experience should include the following to the extent possible. Mature programs with more experienced faculty, staff and student leaders will be able to go further with these elements while new programs with less-experienced faculty, staff and student leaders should keep the elements simple and build them over time. Elements include:

- **Introduce Covenant Leadership / Formation Themes**. The experience should introduce and constantly reinforce Covenant Leadership, the Formation Themes, and desired elements of the school approach and culture.
- **Divide the new/incoming students into teams of 10-20 students**. This should be done by faculty and staff prior to the formation experience. Special care should be taken so that student academic, artistic and athletic experience is spread evenly among the teams, and that friends are on different teams.
- **Student leadership**. To the extent that age, maturity and program experience permit, students-leaders should be used to help plan, organize and run events. Each team of new students should be led by a more experienced student leader under constant supervision by a faculty or staff member. That faculty member should allow the student leader to lead to the greatest extent possible, permitting the student leader to make and learn from mistakes, but be ready to step in when safety or the magnitude of a mistake require it.
- **Team competition**. The teams should compete against each other in the various events during the formation experience, with event winners and an overall winner announced during the graduation exercise. Note the mix of artistic, physical and academic events.

- **Student relationships**. A key element of the formation experience is to get students to meet and develop bonds with other students on their team, appreciating the talents and gifts that each person brings to the team, and learning that success means depending on others. Students should be constantly encouraged to learn about each other. One event will test student knowledge of their teammates.
- **Meals**. A key advantage of doing the formation experience in one or two days, and not dividing the experience, is that students spend meal time and time in between events with each other. This down-time provides them an opportunity to "break bread" with each other, to engage each other in informal conversation, and to learn things about each other that they might otherwise miss. If possible, meals should be provided en masse (i.e. family style pasta rather than individual meals like box lunches) to the teams so that they can practice something as simple as sharing and making sure that everyone on the team has food.
- **Parents**. Parents should drop their students off and pick their students up, but should not be permitted to observe the formation experience. Having parents around will distract the students and detract from the experience.
- **Faculty and Staff**. To the extent possible, all faculty and staff should participate in the program as supervisors of student leaders and for safety of events. Most important, the faculty and staff will come to understand how Covenant Leadership and the Formation Themes are being used, so they can use them much more effectively in the classroom and around campus. Finally, by participating, faculty and staff will see their students in a new context, giving them new insight into how their students think outside of the regular classroom situation.

Opening Sequence

The formation experience should begin with students arriving at the site, and being processed and assigned to their teams (to the extent possible) by student leaders. Faculty members must be on hand to answer questions and provide assurance to parents.

Student leaders (SL's) should greet each student participant (SP) and lead the student participant to the area where that SP's team is meeting. The SL's for each team should introduce themselves to the SP and the SP to other SP's on the team.

- **Knowing Your People**. The first student activity will be ongoing throughout the formation experience and tested at the end of the experience. The SL's and SP's should learn about the people on their team and will be tested for how well they know each other at the end of the experience. Leaders may want to use a list of questions to help students learn about each other with questions about name, where they come from, what their previous school was, their favorite activities, what they want to do in life, etc. Near the end of the formation experience—so that students have as much time as possible to learn about each other—but before the graduation exercise—each SP should be examined on what they know about each of their teammates. The team that demonstrates the best overall knowledge about each person on their team wins this graded event.
- **Formation and introducing the program**. At a set time, after all SP's have arrived and been placed with their teams, the SL's should get their teams quickly and effectively into a formation where the SP's stand at attention. The formation helps students see themselves as having a place in the larger organization. Standing at attention begins teaching SP's the self-discipline of controlling their bodies even when they are uncomfortable.

The faculty or staff program leader should walk among the student formation and begin discussing the expectations of the program, and introducing the Formation Themes and leadership expectations. Depending on the age of the group, we recommend spending about 15 minutes discussing each topic while SP's stand at attention, followed by about 10 minutes of team discussion of the topic while sitting in a school circle. Then on to the next topic. Faculty supervisors should listen carefully to the team discussions to note where SP's (and SL's) are in their understanding of these concepts. Topics should include:

- We are here to learn and be good so we can serve the community
- Law enforcement demands that we be good people, good leaders, have good character and have good skills
- We can only do this as a team. We depend on each other's gifts
- We learn together. We perform together. We succeed together.
- Good leadership and good teamwork depends on trust. To be a good leader, we need to work hard to develop our skills and character so that others trust us
- The more you put into your team and this program, the more you will get out of it. More into academics. More into physical fitness. More into developing character, honor, and becoming a good person.

Teambuilding Games

The team-building games are best conducted after the Opening Sequence and before other events. This event is designed to get students working together while having fun, to learn about each other, and to reduce some of the tension and anxiety that SP's likely experienced standing in formation during the Opening Sequence. To the greatest extent possible, SL's should organize and lead these individual games. It is recommended that the student teams rotate through all of these games. This event can be, but is generally not regarded as part of the graded team competition.

Any teambuilding games can be used, but some examples include:

- **Tug-of-War**
- **Helium Stick**. As a team, SP's raise and lower a tent pole from ground by balancing it on the tops of their fingers. If anyone's finger loses contact, they start over
- **Lava Crossing**. One at a time, SP's must get from one side of a "lava river" to the other side using a limited number of cardboard squares.
- **Human Foosball**. Each team tries to score by kicking a beach ball into the other team's goal. SP's do this while sitting back-to-back with their arms crossed.
- **Silent Line-Up**. Without being able to talk, SP's line up in order of a variety of things – birthday, street address, etc. When this has been mastered, have them do the same thing while blindfolded.
- **Blindfolded Obstacle Course**. A blindfolded SP is assigned one "guide" to get them through an obstacle course using only verbal prompts (while other SP's shout conflicting directions)
- **Hula Hoop Pass**. SP's must pass a hula hoop down the line while holding hands.
- **Rope Circle**. SP's must self-organize and get the entire team within a circle created by a rope. When they succeed, challenge them again by making the rope circle smaller.

Team Flag

The team flag event challenges the ability of the team to work together, and highlights the value of those SP's with conceptual and artistic talents on the team.

Each team is told to create a 3' x 3' team flag that embodies who they are and what they are about. The instructions may also include requirements to include specific elements on the flag. For example, they may be told that the flag must include a motto, an insect and something from law enforcement. Teams are sent to classrooms where they have about two hours to plan and create the flag. It is best to locate the flag-making materials—different colors of cloth felt—in a central location and have SP's from each team access the materials as needed.

This event is graded on creativity, artistic execution, how well the flag incorporates the theme, how well the flag embodies the team, and how well the flag incorporates the required elements.

Confidence Course

The confidence course is an ungraded event that should include a variety of challenges that help SP's learn to overcome their fears while being encouraged by their teammates. This event contributes to self-confidence and bearing, and develops teamwork. The challenges can include a rapelling wall, a rock-climbing wall, bungee trampolines, etc. Teams rotate between the challenges.

Obstacle Course

The obstacle course includes individual challenges and a timed obstacle course run. The individual challenges can include goals like lifting everyone over an 8' wall, getting the whole team to balance on a balance board, lifting a team member through a spider wall, building a raft out of pvc pipe and sailing it across a pool, etc. This event may be ungraded, or graded depending on the number of attempts it takes for each team to complete each obstacle.

The timed obstacle course should be set up separately. As one SP on the team starts and completes the course, the next SP starts the course. The event is graded depending on the total time required for the whole team to complete the course.

Team Song

The team song event challenges the ability of the team to work together, and highlights the value of those SP's with conceptual and artistic talents on the team.

The SP teams are told to write (and will perform during the Bonfire Event) a song. They may use a previously written song and change the lyrics, or write something completely original. Without being prompted, some teams may decide to add dance moves or other special elements on their own. Teams may be instructed to include a specific element or theme in the song. Teams are sent to classrooms where they have 2-3 hours to write and rehearse their song. The 2-3 hour time for team song can also be used simultaneously for the team to write their poem (team poem).

This event is graded on creativity, artistic execution, how well the song incorporates the theme, and how well the song incorporates any required elements.

Team Poem

The team poem event challenges the ability of the team to work together and highlights the value of those SP's with conceptual and artistic talents on the team.

The SP teams are told to write (and will perform during the Bonfire Event) an original poem. Teams may be instructed to include a specific element or theme in the poem. Teams are sent to classrooms where they have 2-3 hours to write and rehearse their poem. The 2-3 hour time for team poem can also be used simultaneously for the team song event.

This event is graded on creativity, artistic execution, how well the poem incorporates the theme, and how well the poem incorporates any required elements.

Physical Fitness

If the formation experience is held over 1-2 days, organizers can include a physical fitness element for the first hour each morning. The physical fitness element should introduce the fitness philosophy of the program, how the fitness program is carried out, and specific exercises the program may use on a regular basis.

Scavenger Hunt

The scavenger hunt event challenges the ability of the team to work together and highlights the value of those SP's with strong intellectual and problem solving skills.

A scavenger hunt is set up around campus with clues leading the team from one item to another item (and subsequent new clue). The clues can be riddles, codes, mathematical equations, history questions, matching puzzles, word puzzles, etc. Teams are timed as they go through the scavenger hunt, with the winner being the team with the lowest time to complete the hunt.

Bonfire Event

The bonfire event is a gathering of all the teams, faculty and staff, and others who have completed the Formation Days in the past, to build camaraderie, listen to a guest speaker, and watch each group perform their song and poem in front of everyone. The event does not require an actual bonfire, but should be something that is relaxed, fun, and encourages the teams to support each other in a positive manner. The staff leader of the formation experience typically introduces the event, discusses what has been learned and experienced so far in the formation experience, and provides deeper context for why everyone goes through the formation experience.

A guest speaker can be brought in to speak about 15 minutes on a topic that is relevant to law enforcement, leadership, and their experience. The speaker should include 1-2 stories that resonate with the audience in the talk. The talk should be motivating and inspirational, helping students to better appreciate the importance of law enforcement, honor, character, leadership and their calling to it.

After the speaker, each team goes on stage, one-at-a-time, and performs their team poem. The team poem performances are graded. After each group has performed their team poem, they return to the stage and perform their team song, which is also graded.

Graduation Exercise

A graduation exercise should be planned at the end of Formation Days to celebrate all of the hard work of the teams, SP's and SL's. It should highlight the overall formation experience and the accomplishments of the teams and SP's. Finally, the graduation should help parents and families understand the nature of the law enforcement pipeline program, formation and Covenant Leadership.

With families seated, the teams can enter in procession while carrying their flags. The flags can be posted on stage as each team sits together near the front of the audience.

The emcee can give brief remarks about the nature and importance of the formation experience and the graduation event, and the hard work that each student has put into it. They can remark about challenges overcome and lessons learned.

A 10 minute slide show or video to music can be played that incorporates pictures of students in the various activities they did throughout the formation experience.

The emcee can then introduce the overall student leader who presents the awards for performance throughout the formation experience. The third and second place teams for each event are recognized, before the team winning the event is announced. Teams that win the team poem and team song events can be called to the stage to perform their poem or song for their families. The overall third and second place teams are announced, before the overall winner is announced.

The formation graduation exercise can be followed by a reception where faculty and staff, and student leaders can talk with family members.

For Parents

The more that parents participate in the Covenant Leadership program, the more that parents can use the same Formation Themes and Covenant Leadership concepts to help form their children into good people and good leaders.

Parents should be heavily encouraged to participate in the school and program so that they develop a deep personal investment in the success of their child, the program and the school.

Program faculty should use speakers, discussions, parent meetings and other methods to make parents as knowledgeable about the program as possible, so parents can reinforce the program concepts and help their children develop into the best people possible.

Parents should become familiar with and reinforce with their children basic aspects of Covenant Leadership including:

- **Leadership throughout life**. That leadership permeates all aspects of life
- **Covenant, trust-based leadership**. That the highest performance leaders and teams are those that you can *trust* to make good decisions in the midst of complex, 21st century situations with minimal supervision. High-performance leadership depends on high trust. That the highest performance leadership depends on trust, character and wisdom
- **Trust-Character-Wisdom**. That wisdom is right knowledge (truth) + right action (character). It is having the knowledge of the right thing and the character to do that right thing
- **Purpose**. That the purpose of all people in life is to pursue goodness so they can achieve fulfillment and Happiness. That goodness means making habits of virtues like honesty, justice, courage, wisdom, trustworthiness, respect, fairness, etc. so that they are part of your character—of who you are as a person. That purpose must always be kept higher than mission and activity.
- **Covenant Relationship and Teams**. That the best, highest performance relationships/teams are covenant relationships/teams where the good of the individual and the good of the team are the same. Covenant relationships are high stability, high trust, high performance and bond under pressure.
- **Formation Themes**. That the Formation Themes help us understand, organize and learn from our life experiences
- **Leadership Components**. That the Leadership Components describe the basic aspects of leadership.
    - The more people trust your skills, character, bearing and vision the more they will follow you even into life and death situations.
    - To become a good leader, dedicate yourself to improving each of the Leadership Components in your life
- **Leadership requires total commitment**. That the best leadership requires total commitment 24 – 7- 365. Covenant Leadership is a vocation.
- **Culture and Tradition of Excellence**. That good leadership builds a culture and tradition of excellence that uses ritual, tradition and custom to set and maintain high expectations of excellence throughout the organization.

Assessment

Assessment is an important part of the success of the Covenant Leadership program because it provides feedback on program performance so that the program can be improved, and because it provides feedback on student progress and performance so that students can become the best people and best leaders possible.

Overall program assessment will be determined according to a rubric set by the school or school district. From the perspective of leadership development, program assessment should include (but are not limited to) the following factors:

- Frequency and prevalence of the use of the Formation Themes throughout the student experience by students, faculty and staff, and parents
- Frequency and prevalence of the use of Covenant Leadership concepts throughout the student experience by students, faculty and staff, and parents
- The ability of student leaders to take on increasing responsibility as they progress through the program and school
- An increase in parent and student interest in the program as families see the impact of the program on students
- A decline in disciplinary problems as a continued focus on character is maintained
- A decline in bullying, harassment and hazing problems as students better live good character, trust and teamwork

Assessment of individual student performance will vary depending on the program, its execution, and the school and district within which the program operates. Nevertheless, student leadership assessment should include dimensions like:

- Knowledge of and the ability to use the Covenant Leadership concepts
- Knowledge of and the ability to use the Formation Themes
- Demonstrated leadership skills
- Demonstrated character
    - Virtues like honesty, justice, courage, wisdom, love, integrity…
    - If Character Counts is used, the Six Pillars of Character
    - Elements of POST Background Investigation and Psychological Screening
- Demonstrated bearing—the ability to make decisions under pressure with composure
- Demonstrated vision—the ability of the student do anticipate opportunities and problems
- Demonstrated commitment to excellence and leadership development 24-7-365

In each of these areas, a baseline should be established for each student, and progress and development tracked through regular observation, review and evaluation of demonstrated student performance in each dimension.