I write this to you today as I also assist Russ in leading our “Aspiring Leaders Seminar.” What an exciting day. We have this amazing opportunity to get to work with 21 of our blossoming educational leaders. Today we get to tag-team and spend time leading conversations about the things we know, understand, and have observed in the area leadership. We get to listen to engaging panels with several of our top principals. Russ and I are learning as much from the brain power in the room as anybody. Today is an amazing testament to the power of our network through NDCEL. These days are great for me too, as it is critical for us all to continue to understand that being an educational leader doesn’t necessarily always mean that the person is a principal or superintendent in the building – educational leaders exist in so many facets within our school buildings. They exist everywhere and if empowered appropriately can make our organizations incredibly strong.

Today one of our focuses is on understanding great leadership when we’ve seen it and how we can emulate those best practices in our lives and how that will ultimately make us better school leaders. I am delivering a presentation on Magnetic Leadership – for all intents and purposes it is about what we all aspire to be like every day as we lead others. What is magnetic leadership? Truly the answer to that is defining what it is not. Uninspired leadership that disengages employees is the “reverse polarity” of magnetic leadership. I ask you to reflect on these examples of what leadership is NOT: Think of the successful leader who may have climbed the ladder without ever learning how to do the job or has never been in the trenches in the area they are attempting to lead people and who are very assuming without an understanding of what they don’t know. Think of leadership that does not connect with people because that person’s vision and purpose are not relevant to or not in alignment with yours? Think of leadership that talks without listening. Think about the cost of unengaged employees; which leads to unengaged students. According to pollster Gallup, actively disengaged employees cost the U.S. workforce more than $300 billion in lost productivity alone. That type of disengagement can happen in our schools too. The cost there isn’t necessarily direct revenue, but it is a tremendous cost in student engagement, their learning, and their results. How much does employee disengagement cost you, cost your students?

Here’s the good news: you can create Magnetic Leadership in your organization. And you don’t have to look like a rock star or a celebrity to do it. You just have to have heart, be open to some organizational soul searching, and most importantly, you have to be R.E.A.L.:

**Tips for How to Get R. E. A. L.**

**R:** is for recruitment that gets the right people on the bus in the right spots, and retaining them.

**E:** is for engaging, empowering and enriching employees and providing the right environment for success.

**A:** is for appreciating people. What do people want most? It is not money. It is to be rewarded and recognized.

**L:** is for leadership that leads to loyalty. Leadership is not about ego. It’s the opposite. It’s about purpose first. When leadership attracts the right people, engages, empowers and appreciates them, the result is loyal, productive employees.

Please remember this, take an active interest in others, listen to people, act decisively and consistently based on what you hear and do.

You can transform your organization, energize your employees and boost the success of your students with Magnetic Leadership. With the R.E.A.L. acronym as your guideposts, you have the opportunity to look at yourself as a leader and ask some hard questions along the way. Each answer brings you closer to being a Magnetic Leader who inspires others in your organization.

Enjoy the last month of your school year and continue to subscribe to the process of continually growing and being the best YOU possible.
Upcoming Events

NDCEL Summer Conference  
JUNE 13-15, 2018  
Bismarck Public Schools - Career Academy, Bismarck ND

NDCEL Bootcamp / DPI Administrators Workshop  
JULY 31, AUG 1-2, 2018  
Ramkota Hotel, Bismarck ND

For more information contact Donna Mellmer, Event Coordinator  • donna.mellmer@ndcel.us • 701-258-3022

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Shane Azure - Northwood Selected as North Dakota Principal of the Year for 2018

Mr. Shane Azure graduated from Dunseith High School in 1993 and attended college & played basketball at NDSU at Bottineau from 1993-1995, and at Dickinson State University from 1995-1998 obtaining his BS in Business Education. He then later obtained his MS Educational Leadership Degree from NDSU in December of 2005.

Shane taught his first two years and coached in his hometown of Dunseith from 1998-2000, then taught and coached the following eight years at MPCG from 2000-2008. He is currently finishing his tenth year as the Secondary School Principal at Northwood High School. Shane has experience in different curriculum areas including business education, social studies and physical education. He’s also coached football, basketball, and baseball during his 20 years in education.

Shane currently serves on the North Dakota Council of Educational Leaders Board of Directors (2016 to present) and the North Dakota Association for Secondary School Principals (2011 to present). He’s served on the National Association for Secondary School Principals from 2012-2016 as a Region 4 Diversity Representative Board Member. Shane was inducted to the Dakota College Bottineau Athletic Hall of Fame in 2009 and is a member of the North Dakota High School Coaches Association.

Shane proudly oversees the daily workings of a dedicated staff. Together they have implemented several innovative measures that have led to improved student achievement. Positive results are evident in areas such as improved graduation rate, improved ACT scores, and an increase in the number of students qualifying for the North Dakota Academic and CTE Scholarships.

Mr. Azure enjoys spending time with his wife, Erika, their two children Kelby and Kennison, and family/ friends. A majority of their free time is spent around their kids’ activities which like most great parents – is the most well-loved activity of all.
I spent two days recently at Indiana University. It was there I met Tim Hiller, who drove down from Michigan to join us. Tim played quarterback for Western Michigan University a decade ago and then played a year in the NFL with the Indianapolis Colts. Our conversation was rich as we talked about the coaching styles of the past and how we’ve changed over the years.

I’d like to talk about one change that has been a trade off.

Today, when you watch almost any team of student athletes, you see players constantly looking over to the sidelines, seeking direction from their coach. For many teams, if coach wasn’t there—they’d be stuck, not knowing what to do next. It is rare that we see players:

• Think for themselves
• Decide what play to call
• Resolve conflict without help

We rarely see what we saw when Peyton Manning or John Elway played, where veterans were trained to be leaders, and owned many of the decisions that took place on the field or court. Oh, once it a while, you see someone like Coach “Pop” allow team leaders like Tony Parker do the communicating with his teammates on the San Antonio Spurs. Usually, however, in almost all sports, the grown ups tell the young athletes what to do, especially when they are student-athletes.

We’ve Created “FOMU”

This is the new normal today. Parents prescribe every step their kids take and remind them of the quiz on Friday; to take their permission slip or gym shorts to school, or to not forget to put their books in their backpack. This mindset has expanded to teachers and even coaches. There is too much at stake, we tell ourselves, so we can’t let them fail. They actually need us. And that’s not good in the long run.

It’s created a mindset in kids. My friend Leneita Fix calls it FOMU: Fear Of Messing Up. We’ve communicated that the stakes are so high (in games or at school), kids get paralyzed at decision time. They need someone to tell them what to do. They don’t want to fail so they don’t take risks. Or if they do take them, they’re uncalculated risks, because they’ve not been trained how to think.

A New Coaching Style

As Tim Hiller and I talked about this reality, he sees what I see and suggested a shift for coaches, from their current “norm” to a new “norm.”

Current Norm for Coaches: Command and Correct

This is where coaches get in the face of their players, drill them on
specific practices without explaining why, and then correct them each time they step outside of the drill. It comes from a dominant coach, who usually yells and creates fear in players. This style gets mixed results. While I agree we need to build grit in players, this style creates a mindset that is counter-productive in the long run. The only one doing the thinking is the coach—who only communicates the “what”—not the “why.” Players only learn association: If you don’t want to get yelled at, just do what he commands.

New Norm for Coaches: Give and Guide

This was often what coaches of old would do, including John Wooden, Tom Landry, and Pat Summit. Oh, there were still some loud voices on the sidelines, but the difference was substantial. In this style, the coach actually gives responsibility to the leaders on the field or on the court. Players do their own thinking, based on the “why” their coach has explained to them between games. As players learn to own the responsibility, and make mistakes from time to time, this invites coaches to guide them in tweaking their conclusions. Ownership is shared.

Former athletic director, Dave Hart, remembers playing quarterback as a high school student. After his freshman year, his head coach told him, “Dave, if you’ll meet me all through the summer, I will teach you the plays and how I think. And when you’re ready, I will let you call the plays on the field during the games.”

Dave remembered being so excited about this leadership opportunity. He met with his coach all summer, but he didn’t get to call any plays the next season. His coach continued to send in players and relay to young Dave what the next play would be. When Dave complained about it, his coach smiled and said, “You’re not ready. You will be soon.” In a game during his junior year, Dave huddled up his team and a new player came in. When Dave asked him what coach wanted the play to be, his teammate just replied, “Coach said it was your call.” Dave smiled and called the play. And from that time on, he called the plays as the norm. It was “give and guide.”

Seth Godin asks: Which is worse...

- Failure or fear of failure?
- Trying and failing or not trying at all?
- Caring and losing, or not caring at all?
- Doing or wondering?

My challenge to you: Figure out what “give and guide” looks like on your team.
How to Make Coaching a True Profession

BY JOHN O’SULLIVAN

WEDNESDAY, 21 MARCH 2018 / PUBLISHED IN COACHING

“"It ain’t what you know that gets you in trouble. It’s what you know that just ain’t true.” — Mark Twain

“What makes you a professional?”

That was the question Dr. Richard Bailey, Head of Research at the International Council of Sport Science and Physical Education, posed to me and 250 PGA instructors in Orlando this past January at the PGA Youth and Global Summit.

“Does getting paid to do something make you a professional? I don’t think so,” he continued, as he displayed the image above.

“Does belonging to a professional association of coaches or instructors make you a professional?” he asked. “Can’t we do better than that? Don’t we expect more of our professional doctors and lawyers and accountants than to simply be paid for their work or belong to a trade association?”

“No, being a professional is much more. It means seeking a standard of excellence, constantly improving and incorporating the best knowledge and research in your field in order to get better at what you do every single day. That is what it means to be a professional.” A lot of heads were nodding in the crowd.

“Then we better get to work,” said Bailey, “because when it comes to coaching across the globe, there are far too many coaches who want to be considered professionals in their field, but have no intention of improving themselves or seeking a standard of excellence. They want to be treated like professionals but have no intention of acting like one. This is what we need to change.”

Amen. Dr. B! Amen!

I am a coach. For the past twenty plus years, coaching has been my profession. Yet for far too long, I didn’t act professionally. I got paid. I joined associations. I took my certifications and licenses. But I didn’t look beyond those things. I didn’t seek out more. I blamed my players for not learning, instead of myself for not properly teaching. And then something remarkable happened.

I had my own children. I realized for the first time in my life that there was something more important than myself. I realized the tremendous trust and responsibility that was placed with me by parents who turned over the physical and emotional well-being of their children to me.

I realized I was letting too many of those kids down. It was time for me to become a true professional coach and not simply a coach who got paid. It changed me forever as a coach. It did not make me perfect – far from it – but every day I try and get better. How?

I think about what I missed at practice today. When players do not learn something, I look first to where I failed as a teacher before I blame the students. I look for more effective ways to teach. I try and be a better listener. I surround myself with coaches who challenge me and critique how I work. I read books and research on a daily basis.

Do you?

Our goal at the Changing the Game Project is for all coaches to become more professional in our work. That does not mean we will all get paid, but it does mean they get trained and held to a higher standard. Our work is too important.

This article is for those of us who do get paid. This is for coaches who take a paycheck and work with kids and young adults, either on a full-time or part-time basis. Because I look around and I see a lot of non-professionals out there, and you are doing our profession a huge disservice. You are giving us a bad name. You refuse to attend certification or licensing, and never pick up a book or go watch a true master coach at work. Some of you are scaring families and children into accepting everything you say and do, a deity who controls their playing time, their participation, and their future, promising scholarships and “playing at the next level” without even understanding what that means, or caring how many eggs you break in order to find one that does not crack.

We need a higher standard. Parents must demand it. Good coaches must demand it. Athletes must demand it. And administrators must demand it. So what does that standard look like?

When Dr. Jerry Lynch and I work with college teams, we start with two basic questions:

1. What are we doing now that we need to keep doing if we want to be successful in the future?
2. What do we need to stop doing that we are doing now if we want to be successful in the future?

These questions seem quite appropriate here. What do we need to keep doing, and what do we need to stop doing, if we want coaching to be a profession?

Here are a few things that I see great coaches doing, that we all must keep doing in order to truly be professionals:

– Be a lifelong learner and master of your craft: the number of NCAA, world and Olympic titles that guests on our Way of Champions Podcast have won is approaching 100, and the one commonality amongst the best coaches is that they are lifelong learners.

Peter Vint, former USOC Performance Director, said it best when describing USA Women’s Volleyball Coach Karch Kiraly: “He has a deep curiosity and a relentless pursuit of becoming better.” YES!

– Be a good listener: This is one quality that all great leaders possess, the ability to listen to their athletes and use what they hear to craft great practices and build great teams. Great listeners are great connectors, and the ability to connect is a core competency of quality coaching.

– Coach the person, not the sport: you don’t coach soccer, you coach Johnnie and Jimmy. Every single person in your group needs something slightly different from you. Some need discipline, and some need a hug, because they never get it at home. Know the difference and relentlessly connect with each person and each athlete. Ultimately, your influence will last much longer than the sport.

– Intentionally build culture and positive team dynamics: when they ask kids what makes sports fun, three of the top five
things have to do with positivity and great team building. Culture is not an accident; it is something that is purposely created. Culture is not an event; it is a process. Great coaches create the positive culture and dynamics that allows athletes to flourish.

- **Engage parents:** “Most parents are not crazy: they are stressed,” says Skye Eddy Bruce, founder of www.SoccerParenting.com. “We need to stop using the crazy ones as an excuse to not engage the stressed ones.” YES! Parents are stressed because they are afraid their child is missing out, they are running all over the place taking kids to private this and group that, and it costs money and time. Professional youth coaches build trust, give parents good information, communicate continuously, and give feedback to parents and kids. Your life will be much easier if you recognize parents as partners in the process and engage them as such. A little bit of coaching and how they can help. We need to stop using the crazy ones as an excuse to not engage the stressed ones.

- **Make yourself redundant:** as opposed to joystick coaching (see below). I have heard quite a few top coaches say this, and describe how they give ownership to athletes in incremental bits so that they start to hold each other accountable, solve problems on their own, and take ownership of the team. James Kerr talks about this in Legacy, how the New Zealand All-Blacks do this (“pass the ball”). Steve Kerr talks about the Warriors being “the players’ team.” This is tough, but it is how great coaches work. A side benefit is your athletes will be more engaged, more focused, and excited to learn once the focus shifts to an internal locus of control.

- **Understand coaching is about Xs and Os AND Relationships:** we speak a lot about winning the relationship game with your athletes, yet sadly far too few coaching courses teach this. Yes, your activities and knowledge of Xs and Os and sport science matters, but it is not sufficient. Your players don’t care how much you know ‘till they know how much you care!

- **Get a mentor, or 6:** surround yourself with other coaches in and outside of your sport who will critique you, challenge you, and push you to become better. Film yourself, ask for feedback from players and parents, and if you expect your players to be open to learning, demonstrate that you are as well.

**Here are a few things youth coaches must STOP doing if we want to be considered professionals:**

- **Demeaning children:** I just read this incredible letter from a coach who is dying of cancer. He reflected on how he speaks to the kids, and how he may be giving his last pregame talk. If we are not OK with our words being the last words a child ever hears from us, then those words should never leave our lips. As Coach Russ Powell concludes in his letter, “I simply refuse to make a player feel bad because they’ve missed a penalty, misplaced a pass or lacks natural ability in their game. Now you may read this and dismiss it that’s your choice. The one thing to think about is, you never know when your last team talk will be or the last time you see your child play football. I know that time for me is soon and I want to make it an incredible experience.”

- **Ignoring Parents:** who are we to be so high and mighty that we do not let parents know how their kids are doing, where they stand, and how they can help. We need to engage them, not ignore them.

- **Disrespecting officials:** treat them with the dignity and respect that they deserve. Just because someone gets $20 a game to officiate does not give you the right to berate them and insult them especially over an inconsequential call. It is a terrible message to your players, disrespects the game you coach, and is currently driving officials out of sports faster than we can replace them. What will you do when there is no one left to referee?

- **Not letting kids play:** there is no game at the youth level that is so important that a player who comes to practices and fulfills the basic commitments of the team should not get meaningful playing time in. **IF YOU PICK THEM, YOU PLAY THEM.** The number of emails I get from parents of children who want to quit a sport they once loved because the coach refuses to put them in, or pulls them after a single mistake, are way too high.

- **Refusing to educate yourself:** stop talking about 10,000 hours to mastery as if it is some magical boundary; there is no such thing! Stop isolating skills in blocked practices and then wondering why the players cannot perform them in games and matches. Please read the actual peer-reviewed science and the latest evidence on how people learn and how skill is acquired. Stop saying “I have always done it this way” as that is about as unprofessional as it gets.

- **Joystick coaching:** let the intelligence be on the field, not on the sideline. Let them make decisions, let them face desirable difficulties, let them make mistakes, and create an environment of learning. If you move every player where he should be and solve every problem the game presents, what then? When do the players get to learn?

Coaches, we need to be professionals. Not simply paycheck collectors. Not simply members of some trade association (though that is a start). We must be true professionals. Men and women who seek a standard of excellence in our work every single day. Men and women who hold each other accountable for that high standard. Men and women who call out those who do not meet the standard. Men and women who celebrate those that do. We are coaches. We don’t just have a job. We have a calling, and an immense responsibility. And that calling demands more.
Welcome ESAND Members!

By: Sammy Vander Wal

APRIL 27, 2018

NDCEL is very excited to bring in one of our long standing affiliates into the ND Legendary Happenings subscribers. The Educational Secretaries of North Dakota is a professional association for all school office professionals in North Dakota. Membership is open to school secretaries, business managers, higher ed office professionals, and state department personnel. ESAND is a division of the North Dakota Council of Educational Leaders and is governed by a Steering Committee, comprised of four members from around the state.

There are some exciting new benefits for the states ESAND members this coming 2018-2019 school year:
- Newsletter: Inclusion in the ND Legendary Happenings newsletter - to keep them up to date on events and access to professional development articles and hand-on ideas to use in your school.
- Conferences: ESAND members are invited to our NDCEL Summer Conference where there will be great breakouts for them to learn tools to take back to their schools and co-workers. Fall Conference will also be broaden from a small meeting for just ESAND, to them being invited to join the large group speakers.
- Peer Contact: ESAND gives secretaries, business managers and personnel alike the chance to network, discuss common problems or share information and ideas.
- Value: ESAND membership is an outstanding value, $35 per year, dues are very inexpensive to join the association.

Administrators - if there are individuals in your building you feel would benefit from ESAND's membership please contact Sammy at NDCEL (701)258-3022 today to fill out an application today.
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Rescissions and Budget Amendments: All the Federal Policy Fun

Less than one month after Congress passed a bipartisan funding deal for federal fiscal year 2018 (FY18), there are proposals that would revert, if not eliminate, the recent commitment to federal investment, with potentially dire consequences for education.

There are two different avenues under consideration, outlined here for your reference. Both would undermine the vote to raise the spending caps for FY18 and FY19, which was adopted with bipartisan support and paved the way for the final FY18 package adopted in late March. (Read AASA’s analysis of the FY18 deal and its impact on education.)

• Balanced Budget Amendment (BBA): This is a new push for an old topic, the idea of a balanced federal budget. House Republicans are expected to vote in April on a constitutional amendment calling for a balanced budget. This vote is part of a deal made to win the support of conservatives to pass the budget resolution that included the fast-track provisions that made last year’s tax plan possible (remember all that fun?!).
  - AASA has historically opposed a push for a balanced federal budget. We support fiscal restraint and responsibility, but the reality of requiring a balanced federal budget raises a whole new host of concerns, including the inability to provide emergency funding (think: America Recovery and Reinvestment Act and any of the recent natural disaster emergency spending).
  - AASA is also concerned that such a vote is hypocritical. The idea that Congress would support a balanced budget but only after passing the tax overhaul in 2017 that relied on $1.5 trillion in deficit spending is illogical, at best. The vote is expected to get next to zero traction: while it may pass the House, it is not expected to pass the Senate or to get the support of the required three-fourths of states.

• Rescission: This proposal comes from the White House and stems from the Administration’s interest in proposing a package of spending cuts. While this is also very unlikely to get any traction, we need to be diligent in communicating our opposition to any such effort.
  - In this scenario, the President would recommend rescinding (cutting) funds for certain programs within FY18. Any rescission would take the support of Congress, meaning they’d have to vote to make cuts to the very funding package they just adopted. This is NOT a line item veto; a Presidential line item veto has been deemed unconstitutional, but it does work in a similar manner in that the President would identify specific cuts to make and Congress would vote.
I am at a point in my life now where I have to worry about what my children will be when they grow up. I don’t even know what I will be when I grow up, but that is a different story. Over the past couple of years, I have struggled with the idea that everyone NEEDS to get a bachelor’s degree. I am a father of two boys, one who is 19 and a freshman at a North Dakota University (Go Bison) and another who is a 17 year old junior at one of our local high schools (Go Pats). My boys are very different from each other. One is very hands on, “lets get dirty” type of person; and one who is very hands off, “let’s think about this” type of individual. For me, I always knew I was going to get a bachelor’s degree, my parents never even mentioned it to me. I just knew I was going, no questions asked. I am sure a lot of us were like that.

But, is this the right for all students? That is the question that keeps coming up in my head with my sons. As I have already said, my oldest has chosen to go to a university, which is great. However, my youngest is thinking about being a line worker, which is either a certificate program or associates degree. He has said he wants this career for the past few years now. The issue I am having is that he has had a lot of teachers, family members, friends and the like tell him that he is “too smart” to go be a line worker or that he needs to be an engineer or an architect. Is that really what he NEEDS? As a society why are we pushing all students to go to a four-year institution? Did you know that according to an article by NPR, there are 30 million jobs in the US that pay an average of $55,000/year that do NOT require a bachelor’s degree? You read right, 30 MILLION! That is a huge workforce, and those jobs need to get done! Those are your line workers, your iron workers, electricians, plumbers, carpenters, and the list keeps going.

A question that I have is how can someone be “too smart” to do something they enjoy? In my mind I have to ask who is smarter: The student who goes into a trade and gets into the workforce doing what they enjoy, or the individual who is pushed into college without a career in mind or a plan just because they were told they needed to get a bachelor’s degree? I think we need to change the perception that is out there about the trades not being “good enough” or that you only succeed if you have a college degree.

This hits me close to the heart because of my sons and because of my father. My father is from a small town south of Valley City and spent his childhood reading encyclopedias, because those were the books in his house. My dad scored in the 170s on an IQ test, he is the smartest person I know, and yet he does not hold a college degree. Spent his whole working life working with his hands, and I couldn’t be prounder. There are a lot of people in this great state that are still living in the houses that he built! So, was he really “too smart” to be a carpenter? Do what you love and love what you do, that is what is important!