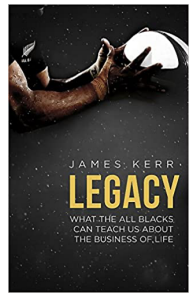




## LEGACY

*What the All Blacks Can Teach Us About the Business of Life*

By: James Kerr



### Medium.com Summary:

The All Blacks, New Zealand national rugby team, are the most successful professional sports franchise in history, undefeated in over 75% of their international matches over the last 100 years. Legacy uncovers what is required in order to develop an extraordinary high-performance culture and what it takes to maintain it over time. What can we — as individuals, companies, and teams — learn from them? How can you achieve world-class standards, day after day, week after week, year after year? How do you handle the pressure? What do you leave behind you after you're gone? What will be your legacy?

### What is Read2Lead?

Read2Lead is a series of book studies published by the Center for Junior Officers, a small Army research center dedicated to empowering junior officers to develop themselves and their teams. Read2Lead modules give junior officers a ready-to-use product that they can integrate into leader professional development programs.

### What is in this module?

Every Read2Lead module contains:

- A short summary of the book that you can circulate to prime people for reading.
- Advice for running your Read2Lead session.
- A series of questions that you can use in multiple sessions, with options for using the questions over different lengths of time.
- Additional resources that may be helpful for the facilitator.

### What do I need to provide to run a Read2Lead program?

**DEDICATED TIME:** Read2Lead sessions work best when they're done over multiple sessions, so participants can digest books in small "chunks" instead of trying to cram them in all at once. Make sure you give your participants enough time to read the book in order to foster maximum participation.

**BOOKS:** Books can be purchased with a government purchase card if they remain in the hands of the unit, however, buying a personal copy often fosters ownership. If you choose to purchase with a GPC, ensure to mark the books appropriately per the purchasing regulations and legal guidance of your organization.

**SPACE:** We recommend that Read2Lead sessions are conducted in spaces that easily facilitate conversation. Think of it as a time for your Soldiers to think outside the box, discuss something beyond the day-to-day concerns of the unit, and improve their communication skills. Use the following outline as a starting point but feel free to add/take away in order to make this more meaningful/personal for your Soldiers.



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## What do I need to do to run a Read2Lead program?

First, read the appropriate chapter(s) and review this prep guide (to include the additional resources). You can easily prepare to run this LPD session in 60 – 90 min.

Second, schedule the LPD and issue clear instructions to attendees. Some things to consider. A) do you want to do this in person or virtually? B) do you want people to read the chapter(s) in advance (recommended for a 60 min session, but if you have a 90-minute session planned, people could read the chapter(s) on site); C) how you will arrange/set up your LPD space. Often, friends sit together. This can be detrimental to lively discussion. You might consider assigning small groups or pairing people up with specific partners.

Third, issue guidance and get the LPD on the training calendar. Clearly communicate the message that this is a planned event and warrants the attendees' full attention.

Fourth, rehearse. While this guide is intended to make the process easy, it is always a 'best practice' to rehearse your LPD rather than just walking in and winging it. Your prep will pay dividends in multiple ways.

Finally, execute the plan outlined below!

Note- you might also consider an AAR after the event. If you have any lessons learned or suggestions for improving this guide, let us know at [CJO@westpoint.edu](mailto:CJO@westpoint.edu) !

## LPD Session Guide

The following guide is designed to run a 60-minute LPD session. For a 60-minute session, we highly recommend you have people read the assigned chapters before the start of the LPD.

- 1. Concrete Experience (10 min).** The concrete experience step or CE, serves as a trigger of past experience and knowledge by bringing a specific topic into focus for the entire group. A CE supports the teaching of new content by providing a common "experience" that is connected to the new content offered in class. (Adult Teaching and Learning User's Guide, p.24). We recommend the following short video clips as your concrete experience.

Chapter 1. [Great Men Make Great All Blacks \(2016\)](#)

Chapter 2. [The Mindset of a Winner – Kobe Bryant \(2019\)](#)

Chapter 3. [Start with Why – Simon Sinek \(2010\)](#)

Chapter 4. [Level 5 Leadership – Jim Collins \(2020\)](#)

Chapter 5. [How to Get 1% Better Every Day – James Clear \(2018\)](#)

Chapter 6. [Trusting Teams – Simon Sinek \(2019\)](#)

Chapter 7. [Arnold Schwarzenegger on Setting Big Goals \(2019\)](#)



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Chapter 8. [Simon Sinek on Training Your Mind to Perform Under Pressure \(2014\)](#)

Chapter 9. [What Makes Elite Athletes Thrive or Dive Under Pressure? \(2019\)](#)

Chapter 10. [The Examined Life: Know Thyself \(2017\)](#)

Chapter 11. [Going the Extra Mile \(2016\)](#)

Chapter 12. [The Army Values \(2017\)](#)

Chapter 13. [Phil Jackson on Mindfulness \(2013\)](#) and [The All Blacks Haka \(2019\)](#)

Chapter 14. [Legacy of the Yankees \(2011\)](#)

Chapter 15. [Troy \(2004\)](#)

- 2. Publish and Process (10 min).** The publish and process step or P&P, allows participants to share their experiences from the CE. You may want to ask, “what did you see?” or “what happened?” or “what’s your reaction?”. During this step, participants should engage in critical thinking. To promote critical thinking, consider [Applied Critical Thinking \(ACT\) Tools from the Red Team Handbook](#) such as the 5 Whys (pg. 81), Brainstorming (pg. 109), Divergence-Convergence (pg. 144), Fishbowl (pg. 150), and Think-Write-Share (pg. 201). During this step, participants might engage in groupthink behaviors. To mitigate group think, consider [Groupthink Mitigation \(GTM\) Tools from the Red Team Handbook](#) such as 1-2-4-Whole Group (pg. 75), 5 Will Get You 25 (pg. 83), Appreciative Interview (pg. 99), Brainstorming (pg. 109), Circle of Voices (pg. 112), Circular Response (pg. 114), Divergence-Convergence (pg. 144), Dot Voting (pg. 147), Fishbowl (pg. 150), and Think-Write-Share (pg. 201).
- 3. Generalize New Information (20 min).** The generalize new information step or GNI, introduces the new learning objectives through a lecture, discussion, role play, or simulation. The following questions are some of the suggested talking points but are simply recommendations. We encourage you to modify them based on your/your unit’s goals and situations.

## **Week 1: It Begins with Character – Pages 2-45**

### **Chapter I: Character // Chapter II: Adapt // Chapter III: Purpose**

- *Never be too big to do the small things that need to be done.* Chapter 1 introduces the timeless aphorism that encompasses the premise of the entire book: *Sweep the Sheds*. Collective character is vital to success. What challenge is separating you from being the best at your level? If you are already the best at your level, what are you doing to improve? Does your organization prioritize character or talent? What are the key values of your team?
- *When you’re on top of your game, change your game.* Chapter 2 recognizes that organizational decline is inevitable unless leaders prepare for change. Even amidst great success, what part of your game needs improvement? Do you have a compelling picture of the future? What are you doing today to ensure that future is attainable?



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- Ask 'Why?' Chapter 3 highlights that the emotional glue of any culture is its sense of identity and purpose. Do you deliver the 'why' with the 'what'

(Task/Purpose)? Are people attracted to your organization because of the 'who', the 'what', or the 'why'? How are you actively adding to the legacy of your team?

## **Week 2: Theme – Pages 46-85**

**Chapter IV: Responsibility // Chapter V: Learn // Chapter VI: Whānau**

- *Leaders create leaders.* Chapter 4 teaches that leaders enable others to take charge of their own environment. What options are you generating for your subordinates to succeed? Does the current commander's intent allow front-line soldiers to exploit the opportunities that develop? How can you balance professional will and personal humility effectively?
- *Leaders are teachers.* Chapter 5 discusses the importance of marginal gains. Are the things around you helping you towards success? What do you need to rid your daily routine of in order to become a better you? How can you create an environment that delivers the opportunity for personal growth and professional development? Are you sharing the skills you have mastered with others?
- *Follow the spearhead.* Chapter 6 reminds us that if it's not good for the team, don't say it and don't do it. Do you hold everyone to the same standard? What can you do to make your team more united? Is your team united with a singular focus?

## **Week 3: Fostering a Winning Spirit – Pages 86-121**

**Chapter VII: Expectations // Chapter VIII: Preparations // Chapter IX: Pressure**

- *Aim for the highest cloud.* Chapter 7 describes the power of harnessing the fear of failure into a positive effect. What are some of the failures you have experienced professionally or personally? What are some of the failures you have experienced in your current or past teams? How did you individually or collectively overcome the fear of failure to achieve a goal? Moving forward, what are the high expectations and goals for your team?
- *Practice under pressure.* Chapter 8 introduces training to win with intensity to accelerate personal and team growth. What are some of your team's upcoming critical assessments? What are ways where you can introduce pressure and intensity while building technique and skill proficiency? Moving forward, how will you challenge your team to increase competence and capability?



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- *Control your attention.* Chapter 9 highlights the need to stay focused, attentive, and on-task during highly-pressurized moments. What are some historical or personal examples of crumbling under pressure? What are some techniques to regroup and regain focus? Moving forward, what team mantra will you implement to facilitate effective thinking in times of pressure?

## **Week 4: Rallying Around the Guidon – Pages 122-155**

### **Chapter X: Authenticity // Chapter XI: Sacrifice // Chapter XII: Language**

- *Keep it real.* Chapter 10 describes authenticity, personified by honesty and integrity, as the mark of a true leader. What are your values? What are the values of your team? What would an outsider say your individual and team values are? Moving forward, what will be your team’s espoused values that will define you?
- *Find something you would die for and dedicate your life to it.* Chapter 11 introduces the notion that champions do extra because life is brief and anything we do should be really excellent. What kind of life do you want to lead? What immediate extra effort can you begin today to live the life you want to lead? Moving forward, what is the extra that you can do now to make your team extraordinary?
- *Sing your existence into existence.* Chapter 12 highlights the All Blacks’ “The Black Book” (pg. 143) that outlines twelve aphorisms that informs the team’s culture. What are some of the sayings, proverbs, and phrases that have shaped you individually and professionally? How can you channel the team’s values and culture into your very own and unique team vocabulary? Moving forward, how will you create meaning and connect your team’s individual lives to the team’s vision of the future?

## **Week 5: Make History – Pages 156-183**

### **Chapter XIII: Ritual // Chapter IV: Whakapapa // Chapter XV: Legacy**

- *Create a culture.* Chapter 13 interprets culture “like an organism, continually growing and changing” (pg. 159). What rituals or practices reconnect you to the United States Army? What rituals or practices reconnect you to your team? Moving forward, what will be your team’s *haka*?
- *Plant trees you’ll never see.* Chapter 14 introduces the notion that we are called to “leave the jersey in a better place”. What is the legacy of your team’s forebearers? How did their legacy impact your team’s current reputation? How are you contributing to the stewardship of your team’s legacy? Moving forward, what actions will you take today that will define your individual and collective legacy?



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- *This is your time.* Chapter 15 challenges us to write our own individual and collective legacy NOW! How do you want to be remembered? How do you want others to remember your team? Moving forward, how will history remember you?
4. **Develop (10 min).** The develop step is designed for participants to answer questions such as “how will you use this in the future?” and “what value does this have for you?”. We recommend the usage of open-ended questions and to actively listen to develop follow-on questions.
  5. **Apply (10 min).** The apply step is focused on serving as a feedback tool for the facilitator to confirm that the new information was understood by the participants. We recommend the [Classroom Assessment Techniques from the Adult Teaching and Learning User’s Guide](#) such as the 1-Minute Paper (p.28) and the One-Sentence Summary (p.28).

## Additional Resources

[Adult Teaching and Learning User’s Guide](#). This User’s Guide is intended to serve as a tool for new and experienced faculty members as they reflect on their practice as instructors. Additionally, it provides detailed descriptions of each step of the ELM, and offers suggestions regarding how these can be implemented effectively in a US Army classroom.

[The Read Team Handbook](#). This handbook is an unclassified living document and regularly evolves to incorporate new ideas, approaches, and tools. It should provide a compendium of ideas from UFMCS curriculum and serve as both a reference for our graduates and a broad introduction to others.

*This Read2Lead module was produced by 2021 CJO Leadership Fellows CPT Miguel Moyeno and CPT Ryan Rogers. CPT Miguel Moyeno graduated from the United States Military Academy and commissioned as an Infantry Officer. He has served in the 2<sup>nd</sup> Infantry Division, the 198<sup>th</sup> Infantry Brigade, the Western Hemisphere Institute for Security Cooperation, the 3-353 Armor Regiment, the 4<sup>th</sup> Security Force Assistance Brigade and deployed in support of Operation FREEDOM’S SENTINEL. Miguel is an Armor Officer and is currently a student at Columbia University as part of the Eisenhower Leader Development Program. CPT Ryan Rogers graduated from the University of Arkansas and commissioned as an Infantry Officer. He has served in the 101<sup>st</sup> Airborne Division, the 75<sup>th</sup> Ranger Regiment and deployed twice in support of Operation FREEDOM’S SENTINEL. Ryan is currently a student in the Maneuver Captain’s Career Course.*