8 FACTS TO MAKE YOU AN OLYMPIC KNOW-IT-ALL

By ROHINI RAJARATNAM
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THE whole world tuned in to catch new records being broken, witnessing athletic splendour and the birth of champions. Brazil was the first South American country to host the Olympic Games held yesterday. But that’s not enough to ensure that you were the most interesting person at that opening ceremony viewing party?

Here are eight things you probably know about the Olympics:

1. HISTORY LESSON

The Olympic Games were initially celebrated as a religious festival to honour father of the Greek gods, Zeus, which until 393 AD when they were banned for being a pagan festival. However, in the late 1800s, Baron Coubertin fought for its resurgence as he thought physical education would be able to save his country from military humiliation.

2. RUN FREE

At the early Olympics especially since participants competed mostly nude, yes, competitors had to strut around in the buff, and oiled themselves for both looks and a tribute to the gods.

3. WINNERS

Back in the day, instead of a gold medal, a victor received a crown made from olive leaves, and was eligible to have a statue of himself made. Apart from that, the victor was pretty much treated like a modern-day celebrity.

4. RAINING MEN

Women were not allowed to compete until the 1900 Paris Games, which included women’s events in lawn tennis and golf, after a rival Women’s Olympics was held.

5. AGE IS JUST A NUMBER

Being 60 was no hurdle for Swedish shooting expert Oscar Swahn when he won his first gold medal in 1908. He then moved on to the Antwerp Games where he won a silver medal at the age of 72.

6. KEEP AN EYE OUT

During the opening ceremony, observe how the American athletes do not dip their flag as they pass the host country’s dignitaries. Why? Well, it all started in the London 1908 Games when American shot-putter Ralph Rose, who was of Irish ancestry, supposedly proclaimed, “This flag dips for no earthly king.”

7. SPORT QUALIFICATION

In case you’re wondering why some of our local sports haven’t made it to the Olympics, apparently for a sport to be included in the Olympics it must be practised by men in at least 75 countries on at least four continents and by women in at least three continents.

8. THE ARTS

From 1912 to 1948, Olympic medals were awarded for architecture, sculpture, painting, literature and music akin to modern-day art contest. However, it was later banned as artist were considered to be professionals, whilst athletes were required to be amateurs.

Rohini is excellent at hop-scotch and the sport of power napping. Share your thoughts with us at editor@leaderonomics.com

"It isn't the mountains ahead to climb that wear you out; it's the pebble in your shoe." —Muhammad Ali

QUOTES
The goal rush

Have you ever experienced that feeling when one type of success begets another success? When money begets more money, when one type of success begets another success? When money begets more money?

Similarly, no company will succeed if its star players make a team win. And no company will succeed if its top management makes a company win. Instead, they are all IP.

Effective leadership, in its purest sense, means clearing the path and not dictating the path for your people. It entails empowerment and delegation of power to managers who are capable of calling the shots, especially when the leader is out. And why would the leader be out? Because he’s probably out there in the vast ocean looking for new sources of growth.

Brazil’s less teaches us that relying too much on star players to make a team win is not sustainable, and is never enough to win the coveted cup. The team captain or the star player may be the best performer in the team, but he alone cannot carry an entire team to victory.

Are you a one-man-show company?

Similarly, no company will succeed if it is being run like a one-man show. As a company grows and becomes more complex, power naturally disintegrates and gets divided to more and more leaders. Resisting this by continuing to monopolise decision-making will only lead to a power vacuum.

Brazil’s loss in the 2014 World Cup will be one for the books and will never be forgotten. If there’s any valuable lesson I will tell my grandchildren about this sport, it would be about leadership. I will tell them in leadership (be it football or in class or at work), there is no such thing as carrying your team all by yourself to greatness.

After all, there is no “I” in “team.”

Brazil’s loss was on that same cloud. When the tally was on seven to one, Brazil’s fans had totally given up and lost any hope of catching up. Germany, Brazil’s fans had totally given up and lost any hope of catching up. In that particular match, Germany was on that same cloud. When the tally was on seven to one, Brazil’s fans had totally given up and lost any hope of catching up.

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Sustaining success through empowerment and teamwork

Neymar is a good player. Imagine what he can do in the next World Cup as he’s the only star player and cannot win for Brazil alone. He needs teammates who are as reliable and strong as he is. The same can be said for Thiago Silva who probably had less sleep that day as he took accountability for Brazil’s loss. Personally, I think that other team members should have also stepped up in these times of “national distress.”

In contrast, Germany slayed teams in the last World Cup because its players were generally reliable. Every German player possesses the mentality of stepping up and owning the responsibility to organise defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score – with or without the star players’ defence, demand the ball, and drive a score.

Resisting this by continuing to monopolise decision-making will only lead to a power vacuum. Henceforth, I’ll say it cold and straight. I hate companies that feature a one-man show.

These are organisations that perform extremely well because the leader dominates the power to strategise and execute everything. These are companies where managers are afraid to vocalise their own concerns, or suggest their own brilliant ideas out of fear that the CEO will shut them down, or because the CEO “will have the last say anyway.” These are companies that feature a small group of star players that drive 80% of the company’s sales but instantly crumble to bankruptcy the moment their star players leave.

One-man show companies don’t know what to do next the moment their leaders steps down (or in some cases, dies).

Polishing your next diamond talent

Successful leaders don’t just continue leading to achieve more success. They also think about succession planning. They are always on the prowl to look for those diamond-in-the-rough talents who can continue their legacy the moment they step down. They feel secure of their positions, and are willing to transfer their knowledge and skills to a new breed of leaders.

They are unselfish. They always “wear a corporate hat” and think of the organisation’s interests even after their exit, even if they have nothing to do with the company anymore (because that’s just what good leaders do).

Unfortunately, successful leaders get blind and complacent such that the agenda of searching for the “next big talent” gets shelved. We’ve seen this happen painfully too many times. We’ve seen countries collapse when their uncorrupted leader gets replaced by a rotten one. We’ve seen some companies crash the moment their CEOs die and get replaced by an irrelevant one.

PARTING THOUGHTS

Brazil’s loss in the 2014 World Cup will be one for the books and will never be forgotten. If there’s any valuable lesson I will tell my grandchildren about this sport, it would be about leadership. I will tell them in leadership (be it football or in class or at work), there is no such thing as carrying your team all by yourself to greatness.

After all, there is no “I” in “team.”

The one-man show

Companies don’t know what to do next the moment their leader steps down or passes away.
A Leader Is A Team Player

Having won the Ballon d’Or award in early 2016 for the world’s best player for the fifth time, Lionel Messi is arguably one of the best football players in the world. Messi, however, could not have worked his magic without the support of his teammates.

Great leaders are team players. Michael Jordan, Walt Disney and Akio Morita all achieved great success because of the teams they worked and played with. They know that successful teams do and achieve more together. What would a film be like without its extensive team of directors, producers, artists and cast? The greatest scientific discoveries to date are all also based on a pooling of knowledge and resources.

Exceptional teams deliver brilliant work. A leader recognises this and believes that everybody wins when they work together.

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DOPING: WRONG OR RIGHT? YOU DECIDE.

By TAMARA JAYNE
editor@leaderonomics.com

ROWDS would swarm together at local food stalls, fast-food joints, or anywhere that had a television airing of the nation's highly anticipated sport. As I was having my dinner at a local food stall, I noticed the "aunties" and "uncles" had their eyes glued to the television screen above me; with every few minutes bellowing a loud cheer or a disappointed "Ayeee!" as Datuk Lee Chong Wei moved swiftly across the badminton court.

The unity I found amongst Malaysians when the two-time-Olympic silver medalist and nation's top badminton player strived to make our nation proud was heartwarming. It came as a shock when we discovered the 32-year-old was handed an eight-month ban for doping.

However, the world governing body indicated that, "...this is not a case of doping with intent to cheat," but mere negligence as the prohibited drug was found in some gelatin capsules of food supplements Lee was consuming.

Lee said in a news conference, "I am of course relieved. I accept the result. I will review and be back, and maybe... will be stronger mentally for the competitions to come.”

NEGLIGENCE OR INTENTIONAL?

But how about Olympic silver medalist and Russian tennis player, Maria Sharapova, who was recently suspended for two years for doping, causing her to miss this year's Olympics? Sharapova claimed that she had been handed meldonium (the prohibited drug) by her doctor in 2006 to deal with irregular heartbeat and a family history of diabetes.

However, e-mails between her doctor and her indicated that he had advised her to increase her dosage before key matches.

"It's very important for you to understand that for 10 years this medicine was not on WADA's (World Anti-Doping Agency) banned list and I had been legally taking the medicine for the past 10 years."

Sharapova said at the press conference, "But on Jan 1, the rules had changed and meldonium became a prohibited substance, which I had not known."

"I have to take full responsibility for it," she added. "It's my body, and I'm responsible for what I put into it."

Or how about Lance Armstrong who was stripped of his seven Tour de France titles and Olympic bronze medal after he admitted to using performance-enhancing drugs? Armstrong blamed no one but himself for his actions.

Who sets the standards and rules of conduct on what is ethically wrong or right? Some say that if you play a friendly game of football, doping will not be the first thing to cross one's mind, hence making it wrong to do even at a professional level.

But is it inherently wrong?

To some, it is an insult to the game as players use doping as a cop out to replace hard work, discipline, and perseverance. Where drugs may be seen as a way of succeeding with less effort, some claim that the laws against it itself are dysfunctional and that doping should be allowed.

Norman Frost, Professor and Director of the Medical Ethics Program at the University of Wisconsin, stated: "There is no coherent argument to support the view that enhancing performance is unfair; if it were, we would ban coaching and training. Competition can be unfair if there is unequal access to particular enhancements, but equal access can be achieved more predictably by deregulation than by prohibition.”

THE FIGHT TO STAY CLEAN

While the fight to keep a clean reputation suffers, the countless rules for athletes change each time.

What do we do when the actions of leaders in their definitive space are questioned? More so when they carry the integrity of what we think role models should be? While we are hopeful to believe that some cases may have been mere negligence, it is hard to shut our eyes to the intentional ones.

What does that say about us as role models? What does that say about our role models? What does that say about our leaders? When we, as role models, fail to carry the integrity in the simplest of tasks, we ignore the reality because after all, "It was just a little money given to help my son pass his driving licence" and we ignore the fact that it was a bribe that adds to the corruption train or in this sense, doping.

THOUGHT TO PONDER

The doping debate will be ongoing but our perceptions on humanity determine our ability to cope with the actions of our leaders and role models in our lives... even when they fail to meet expectations of what we think role models should act like.

Will we forgive when actions don’t seemingly meet expectations? Or will we scratch them off of our list of people we hold in high esteem? Leaders who lose their way usually do not start their careers with the intention of cheating. Constantly being in the spotlight and pressure to always get it right is enough to make anyone crumble.

We are all capable of actions that are questionable; so it is really fair to be harsh on those who already undergo pressure to be the best? Whether doping is right or wrong in your books, you decide.

How we cope with the mistakes of our leaders however, makes all the difference. Aren't we just human after all?

Tamara is a curious monkey. She loves thought-provoking conversations over cups of tea. Should doping be allowed in sports? She would love to hear your thoughts! Just e-mail tamara.jayne@leaderonomics.com.

"Doping is the illegal use of a drug (such as a steroid) to improve an athlete's performance."
3 FUN FACTS ABOUT THE OLYMPIC GAMES

1. The original Olympic Games were founded in Olympia, Greece, and held between 776 B.C. and 393 A.D. The ancient Games formalized the inspiration for the modern-day Olympic Games, which have been running since 1896 and since then have been cancelled just three times due to war (1916, 1940, and 1944).

2. Before 1908, there wasn't an opening ceremony to be seen. London changed all that, and since then, cities have been striving to outdo one another ever since. Can't we just put down guns and knives and pick up a pair of scissors instead?

3. The first African gold medalist, Abebe Bekila, ran in the 1960 Olympic Games in Rome. He wasn't even allowed a ribbon for someone to cut and get on with it? (No. The answer is no.)

ARE YOU READY FOR RIO?

THE SIGNIFICANCE OF A GLOBAL SPORTING EVENT AND ITS ABILITY TO UNITE PEOPLE

By Sandy Clare

“Girls playing sports is not about winning gold medals. It’s about the desire to work in order to achieve your goals.”

—Erick Barrondo (Guatemalan racewalker)

“I hope that this medal inspires the kids at home to put down guns and knives and pick up a pair of scissors instead.”

—Katarina Witt (German figure skater)

“We all have dreams. But to make those dreams come into reality, it takes an awful lot of determination, self-discipline, and effort.”

—Jesse Owens (American Track and Field athlete)

“I am building a fire, and every day I train; I add more fuel. At the right moment, I light the fire.”

—Grete Waitz (Norwegian marathon runner)

“If you've got to look for tough competition, you've got to want to be the best.”

—Greta Waitz (Norwegian marathon runner)

“The Olympic Games embody the concept of unity where all humanity gets together to celebrate and enjoy themselves with a great show of solidarity and friendship.”

—Erick Barrondo (Guatemalan racewalker)

“The Olympic Games espouse the values still in use, the most popular is the sports facilities that are still used today. The Olympic Games have a rich history and have been a catalyst for change in many different communities, and exist that sport of unity, inclusiveness and strength for excellence for which the Games are best known.

The Olympic Games have always provided observers and participants alike with excitement, entertainment, and enthralling displays of finely honed athleticism. But perhaps the real legacy of the Games is the example it sets for all of us in its unending message that no matter who we are, no matter what our circumstances or our circumstances, we can find our voice and have it heard. Our societies are made up of people from all walks of life, and the Games serve as a platform for bringing together the best of the best from across the globe. They enable us to put down our differences and unite our communities to manage and deliver services, building on an Olympic legacy that runs far beyond the politically motivated."
When I first started out, my husband (then boyfriend) was extremely supportive and had a clear vision on how this would turn out. Not only did he give me ideas about how I can grow in this unfamiliar ground, he also encouraged me in many ways. He was very hands-on with some of these projects, and I find myself emulating him to have the drive and discipline to do what I needed to do.

4 How is your typical day like? 
I usually arrive early for classes, prepare the props or music and have their attention from the time they come. I sometimes play little games and have fun activities to de-stress and stretch our muscles at the end of the day, just to have the ‘feel good’ experience.

5 How has your journey been? 
It has been a very fulfilling and humbling experience. As a dancer, I have had amazing teachers and friends who have guided me. As a teacher to special children, you hold that responsibility to be a good role model to teach them the right things. It is also important to make them feel comfortable and to be responsive to the sessions.

6 What were some of your challenges? 
When I first started out, the lack of awareness of different learning styles among parents of children with special needs was a challenge. Some could not accept that their children have special conditions. But in recent times, parents are more receptive of alternative styles of education for their children.

7 How do you unwind after a day’s work? 
One of the beautiful things about working with these children is the amount of “feel good” hormones released through the work. I find myself in a very happy place after a typical day’s work with children, be it a normal dance class or a movement therapy session.

8 What keeps you going? 
My life principle is a combination of purchase and Yolo (you only live once). I try not to fill my life with anything mundane. As I continue to refine my purpose in life, it has given me quite an enriching experience thus far!

9 Which part of the job do you like most? 
I get inspired when I see visible improvements on the children. I also love to see my children having fun. Their smiles, laughter and enthusiasm fuel me. There was a time when I was doing a house call to work with a 10-year-old autistic child. He had severe autism, whereby he would never give me eye contact, nor does he follow any of my lesson plans. The mother used to sit and watch from afar, so as to not make him feel any more uncomfortable than he already had. Not only did he give me ideas about how I can grow in this unfamiliar ground, he also encouraged me in many ways. He was very hands-on with some of these projects, and I find myself emulating him to have the drive and discipline to do what I needed to do.

10 What is your future plan? 
I hope to get more people who are passionate about this therapy to be affiliated with me, so that I can train them to become dance and movement therapists. I believe the supply of teachers is far lower than the demand for it. Sometimes, I even think that the demand has not reached its potential because not many people are aware of the alternative learning and therapy methods.

11 What do you hope to achieve at the end of the day? 
I am happiest if, through the dance and movement therapy, a child with autism is able to fit well in society. I am also contented if a child with ADHD (attention deficit hyperactivity disorder) is able to concentrate in class for longer periods of time than before. Something as simple as that is actually a great achievement for them. I strive to help them do that.

12 Your advice to those who are interested to do what you do. 
You need a lot of patience! The teacher should understand the methods to teach children, especially when dealing with special needs children. He or she should know how to move with them, work with them and make them work with us. The teacher has to be strong physically and emotionally in dealing with the children, as they can really test you. You have to believe with all your heart that dance and movement is part of the solution to help these children.

13 Your parting thoughts. 
Find what you are good at, and what you love doing. You will know it when you don’t count the hours whenever you do that particular thing. Then, do it really well. Share it so that others will benefit from it too. I quote a famous saying: “The meaning of life is to find your gift. The purpose of life is to give it away.”

Dancing with Rigour and Soul
BRIDGING THE RELATIONSHIP GAPS THROUGH MOVEMENT

Dancing has always been something that children do naturally. It can be a powerful tool for the development of a growing child physically, emotionally, socially and cognitively. It becomes more prominent when special children are being taught the art (and science) of dance.

Gee Paary, 31, a dance and movement therapist, shares with Lim Lay Huan how she danced away from the information technology (IT) field to find fulfillment and purpose through touching the lives of children with special needs.
In leadership, as in personal life, strength lies in knowing the best course of action to take in any given set of circumstances; it’s not a display of strength to keep ploughing on when there’s no benefit to ourselves or others in doing so — that’s a display of mindlessness.

In her book, Impossible is Stupid, Osayi Emokpae Lasisi writes: “Quitting is not giving up; it’s choosing to focus your attention on something more important. Quitting is not losing confidence; it’s realising that there are more valuable ways you can spend your time.

“Quitting is not making excuses; it’s learning to be more productive, efficient and effective instead. Quitting is letting go of things (or people) that are sucking the life out of you so you can do more things that will bring you strength.”

QUITTING IS LEADING

In 1994, Nelson Mandela became President of South Africa. At the time, he was 75 years old and despite the certainty that he could have carried on, he retired five years later, insisting that he was too old to govern.

While this might now seem like the sensible choice to take, it was, at that time, a rarity for an African leader to relinquish control. Why on earth would anyone spend their life fighting for equality and justice, only to give up the reins after a short while of being in power?

But Mandela knew that South Africa would be better carried forward and served by allowing new blood to take the reins and write the next chapter in the country’s history. As a renowned leader recognised throughout the world for his patience, perseverance and sound judgement, quitting was not only an option for Mandela, it was a smart move for South Africa and the wise course to take for himself and his family after decades of fighting, struggle and hardship.

As Mandela pointed out, “Quitting is leading, too.” In leadership, we often hear about how the best leaders hire the best people and then “get out of their way.” However, some leaders who possess awareness of their circumstances will know that it’s sometimes best to step aside altogether in the best interests of those they serve as well as for their own sake and sanity.

Leaders like Nelson Mandela who possess awareness of their circumstances, will know that it’s sometimes best to step aside altogether in the best interests of those they serve as well as for their own sake and sanity.

“Deciding what not to do is as important as deciding what to do.” —Steve Jobs.
Self-discovery while in school

By JUSTIN YAP
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I n the past few articles, we first explored how one could discover more about their future careers through "dating their jobs." Then we looked at various categories of work and tried to match our interest with what's out there. However, those articles will not be of any help if you do not know your interests in the first place. This article will take a look at how we can start discovering our own interests while still in school.

Not knowing what to expect

One primary obstacle in making an informed career decision is the lack of knowledge regarding the world of work. The average secondary school student is caught in a situation whereby he is too young to work, thus limiting his exposure. This constrains his experiences within school, tuition, and maybe the odd part-time cashier or promoter job on the side. However, there are many other things you can do during your early teens to broaden your knowledge about both the world of work and yourself, so hear me out.

The opportunities for self-discovery are plentiful — regardless of which stage of life you are in. With the job market today, one can move across many different industries with a basic degree in any field. Entering a specialist field like accounting, law, or medicine is entirely possible through a combination of qualifications. The social type of work can be tested even before one enters into university, while still at secondary school.

For example, working as a cashier may seem like a mundane job, but to be a good cashier, you need to be organised, fast, and accurate with your calculations. This reflects on the jobs in the "conventional" category (Refer to my past article Courting Your Career: Part 2) like administrative roles and event management. Another good way to experience the conventional type of work is being a librarian at the school library. To do the work well, one needs to be organised and be comfortable working within a predetermined system. Similar to the kinds of skills and aptitude that one would need in order to be an accountant.

Not knowing what you're good at

If you are the type of person who like to experience entrepreneurial type of work, the debate club may be a good place to test your skills of persuasion. On the other hand, team management element can be experienced by entering positions of leadership like being a prefect or take part in club committees.

The social type of work can be tested out in any service-oriented event. Or, one could also volunteer to give tuition to weaker classmates. The realistic type of work is found in hands-on activities, which are predominantly found in a subject called Kemahiran Hidup. As mentioned above, cooking, woodworking, electronics and sports are all Realistic type of work and may indicate how much you like the field.

Investigative, however, is predominantly restricted to the sciences in school. The many experiments you will be doing, although simple, exposes you to a process that hones your critical thinking skills. These activities involve observation, following the "bread crumbs" of available information, and your analytical skills to obtain the next step; skills critical to perform the research nature of the investigative field. Finally, the Artistic type of work can be experienced through any activity offering creative expression. Music, drama, arts and craft, are some of which can be experienced at secondary school.

Bringing it all together

Just remember this: The point of trying things out at secondary school is to learn about the different aspects of work that you can try to see what you're both good at, and what you enjoy. Constantly ask yourself questions such as, "Can I get better at this?" or "How do I like doing it?" And finally, "Would I enjoy this eventually if I continue doing it?"

Tiring things out while in secondary school does have its restrictions. Your exposure may be limited and you may be highly dependent on others. And that is typically what you will face throughout life: challenges and restrictions. Rather than dwell on what you cannot do, try looking out for what you can do. And that probably starts with joining the fundraising project in school to discover if you like event management.
By STEPHANIE LING
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SEEING the junior golfers hike up the 18th green wearily but with big grins plastered on their faces sure does bring back some fond memories of having been exactly in their shoes.

While volunteering for MVfutures Junior Tour last April, I had the chance to reflect on how the game of golf has helped me become an athlete in the workforce. The 14-year-old me certainly did not foresee the positive impact this game would have on my career.

The game of golf is fast becoming the pastime of many, regardless of age. It is a game that can be so difficult and frustrating. However, it only takes a single great shot to make all the hours of adversity worthwhile. This, along with the innate desire for self-improvement, is what draws golfers back to the course week in, week out.

It is very much like leadership; zealous leaders never let hardship get in the way. Instead, they persevere, make the necessary changes and deliver amazing results.

1 HAVE YOUR WEIGHT ON THE BALLS OF YOUR FEET

Growing up, I have taken golf lessons, and over the years I have had my fair share of having been asked to modify my swing or even redo my swing completely when needed.

One of the key lessons that stuck was to have my weight on the balls of my feet rather than to have my full weight on my heels. This may seem simplistic to some, but in golf, this ensures that my alignment and foundation is strong through my follow-through swing.

In leading a team, this is crucial as well. By having a strong but flexible foundation, one will always be ready to respond in any given workplace situation because they would already have that ready-to-respond mindset from the get-go.

2 GRIP IT AND RIP IT

With the game of golf, you must be courageous to take occasional risks. This is where the athletes will say, “go big or go home.”

Initially, I would always play the safe shots, i.e. to place the ball nicely in the centre of the fairway. As I began striking the ball better and further, my father started advising me to take a calculated risk in attacking the pin (the pin refers to the hole with the flag in it). Safe shots got me average scores but calculated-risk shots got me medal-worthy scores.

In leadership, it is the same. Sporadically, we would have to take some risks and go big. When the opportunities to take risks present itself, we should learn to just grip and rip it rather than just to lay up a shot in hopes of playing it safe.

I have been presented with many such opportunities by my boss. I had my doubts in taking them up at first as I felt that I needed more years under my belt to take those tasks on. But he got me thinking of how that, in itself, was a self-limiting belief.

I should be changing my mindset to seeing a challenge as an opportunity for growth rather than to fear failure. That is what pushes me out of my comfort zone.

This type of mindset and attitude should be encouraged and adopted by all employees so that they will be able to learn of their full potential and to challenge themselves continuously.

3 EVERY SHOT COUNTS

On average, a round of golf takes about four hours to complete, and the actual time taken to complete a round may vary for many reasons. On some days, the ball bounces favourably onto the green and on other days it bounces into the hazard zone.

This happens often on the golf course but how you respond to it with your following shots is what makes the difference. In golf, it would mean having to forget your bad shots without getting disheartened for the rest of the game.

In leadership, you would have to learn how to move on and learn from your failures rather than to dwell on them and let them affect you. You may have done horribly on day one but with a spectacular or even decent round on day two, it is very much like leadership; zealous leaders never let hardship get in the way.

There will be days where the terrains are unforgivable and the weather is just impossible.

Comparably with leadership, we would be facing unreasonable client expectations, long working hours and even erratic economic challenges. As leaders, we must learn to push through these adversities and to learn from our mistakes in order to drive results.

With Leaderonomics Youth, our programmes aim at meeting the youths where they are, and to develop them to be successful adults.

With Leaderonomics Club, we strive to instil the importance of character development in our youths while putting these lessons into actionable and measurable practice through their M.A.D. (Making A Difference) projects.

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To find out more about Leaderonomics’ Youth initiatives, e-mail keatlim.chong@leaderonomics.com

- Stephanie Ling is the Club Programme Lead at Leaderonomics Youth. Playing of a handicap of 15, she strives to use her experience as a state athlete to empower other youths to realise their full potential in all aspects of their lives. The professional life may not have been for her, but she feels the lessons and experiences gained will help her do better at the workplace.
WHY SWIMMING IS THE SPORT FOR YOUR CHILD

By JOANNE LOVE
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Swimming isn’t just another box on the checklist of activities your child should do for safety, but it is totally unique in the fact that it offers many “scientifically proven” benefits outside of the aquatic world. In fact, swimming is considered to be one of the best forms of sport your child can do.

For those with young children, thinking about their longevity may not be high on your list of priorities, but researchers from the University of South Carolina found that regular swimmers lived considerably longer than all other sports, especially when it was continued into later life. For regular swimmers, this low-impact sport has also been shown to increase flexibility, improve circulation, and build a stronger and healthier heart, with many now considering it to be a fountain of youth.

WHY IS SWIMMING GOOD FOR YOU?
The modern world is rife with growing obesity rates in young children. Swimmers not only helps with weight control, but it also helps to create a trimmed and toned body, making water your child’s best friend. Swimming superstars, Michael Phelps and Emily Seebohm are just two examples of the many toned bodies in the swimming world, because water, being 12 times denser than air, helps tone our muscles more effectively than land-based exercises.

Whilst swimming can lead to a longer life, it can also improve educational development. An Australian study indicated that children under five years of age, who had weekly swimming lessons, had better language development, literacy and numeracy skills and were more prepared for school, than their non-swimming counterparts, regardless of socio-economic background. Professor Robin Jorgensen, lead researcher added: “It does appear that children who participate in swimming are achieving a range of milestones earlier than normal populations.” In addition, the study found that these children also scored better on measures of understanding and complying with directions. A skill that keeps parents happy!

But it doesn’t stop there, swimming is great for character-building and learning mindset skills that can be applied every day and well into the future, leading to a splash-free life. If your child is easily stressed or lurching from one crisis to the next, swimming is a sport which increases endorphins and serotonin levels, consequently leading to improved feelings of well-being.

Swimming goes one step further. With its constant rhythmic action and soothing water sounds, it also aids relaxation, regardless of the amount of effort extended. Like yoga, it has been found to have strong “relaxation responses” and can help relieve stress and tension, which has a growing prevalence in today’s society.

One of the drawcards of swimming is the opportunity for children to learn about winning, losing and recovering from failure in a sociably acceptable way. The long journey to make it to the Olympics in swimming teaches more than just resilience, but also the need for a passion to drive perseverance, continuous learning and hard work. These are just some of the characteristics we want in our leaders of tomorrow.

Competitive swimming is a whole other ball game, and some of the benefits include:

- Developing discipline (i.e. waking at 5 a.m. or earlier each morning)
- Learning to take care of one’s body like knowing how and what to eat to fuel themselves
- Learning to deal with disappointment, particularly when they fail to achieve a place that they wanted, and being able to pick themselves up and work even harder
- Learning to make and accomplish goals
- Having the opportunity to develop lifelong friendships

It is through these opportunities that children develop attributes that serve them throughout their lives and gives them the opportunity to bless the lives of others. What a great investment!

AS WE INCH CLOSER TO THE FINISHING LINE... When we look at the swimmers standing on the blocks at the upcoming Olympics, think about all those skills and the role models they had to get them there. Many people aren’t aware but when it comes to learning appropriate character-building traits and skills, those role models are “local.” They are the people with whom we interact and whom we are connected to on a daily basis. Importantly, like any sport, if your child is to improve in any of these developmental areas, the environment, the teachers/coaches and the way the skills are taught must be of consistently high quality!

“I love to see everyone perform at their best.”