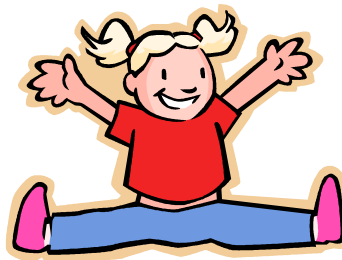

**NYS Coaching Course – Phase I: The
Philosophy, Principles, and
Organization of Athletics in Education**

Offered by Top Form, INC. (518) 477-2700 [www.topform.us]
81 Miller Road
Suite 100
Castleton, NY 12033
855.Get.Int

How else would you want to be spending your summer days/nights?

- Try to keep an open mind!
- Stop and think! (A time for self-reflection)
- **“Knowledge is, indeed, power”**
- Try to find things that may work for you, or your program. “Tweak” them and make them your own! Get something out of everything! Ask questions & TALK!!!



Your Needs: (Topic) Let's Meet Your Needs!!! Purposeful

- **Philosophy** of:

- Coaching
- Athletics

- **Principles**

- Beliefs
- Values
- Ideology
- Ethics

- **Organization**

- Planning
- Preparation

PHILOSOPHY: (Small Group Discussion)

- ***Why do people coach?/Why have you chosen to coach?***

- ***What are the challenges of coaching today's high school athletes/athletics?***

PRINCIPLES: (Small Group Discussion)

- ***What are your personal beliefs about the value of participating in athletics?***
- ***Where does ethics fit in (with your athletes, with your own personal coaching philosophy)?***
- ***When will your philosophy and ethics be challenged?***

ORGANIZATION: (Small Group Discussion)

- *How do you/will you approach the season? What “things” do you do?*
- *How do you/will you approach each practice? What “things” do you do?*
- *How do you/will you approach each contest? What “things” do you do?*
- *What do you do before, during, and after your season to better prepare yourself and your team?*

Your Needs: [Our list]

- Topics?
- Questions?
- Interests?

What would you like to get out of the next few weeks? (Besides a certification of course completion) Are you aware of personal areas that need additional information, knowledge, practice, preparation, attention, etc.???

Phase I Objective:

- This coaching course will evaluate the goals of athletic programs in New York State, the **philosophy of athletics** and the **role of interscholastic athletics in education**. In addition, this course will focus on the regulations and procedures set by national, state, and local Governments, and explore the **legal and moral responsibility of coaching**. Specific topics include: the coaches **responsibility to players, spectators, and student athletes, team discipline and supervision, sportsmanship, motivational techniques, coaching methodology, coaching concerns, evaluations, the business aspects of coaching, and challenges** for the modern day athlete.

YOUR Homework for Our Next Class:

- **Begin to develop (WRITE IT DOWN) your own philosophy of coaching.**
 - ❑ What's do YOU think is the value of participation in athletics?
 - ❑ Why do YOU coach?
 - ❑ What skills do YOU want your athletes to develop?
 - ❑ How will YOU know if YOU'RE successful?
 - ❑ What are YOUR “**Non-Negotiables**”?

Characteristics of the Effective Coach:

- **The Coach: YOU are important!**

“Coaches Play the single most important role in shaping the success or failures, satisfactions or frustrations, and joys or sadness of the sport experience for the youngsters who run, jump, shoot, kick, hit, throw or catch.”



The Coach

- The importance of the **relationship** between a coach and a player cannot be overemphasized.
- Many years after the player stops playing, they will remember “the coach”!
- Coaches are **respected** not only by the players but also by the adults in the community, and all of the students usually listen to them.

The Coach

- Most people who wish to coach imagine themselves as the encyclopedia of **knowledge** and the **master of strategy** directing “their” team to victory before a large crowd of screaming fans, however the vast majority of **coaches begin** their careers in the junior high school, **teaching elementary fundamentals** to eager, yet often immature, youngsters.

The Coach

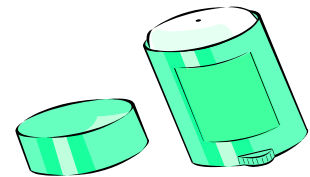
- Among those coaching younger athletes we find our **true teachers** – **coaches** with an opportunity to **introduce proper and correct fundamentals** and greatly **influence the lives of young people**.
- The interpretation, application and organization of each sport specific knowledge, concepts and instruction are of your own design and drawn from your own experiences.

The Coach

- Most coaches played the game in their younger years, were influenced by their coaches or a coach that they played under, and became dedicated and committed to the profession as a result of those experiences.
- Attend a coaching clinic and you will see younger coaches just starting in the profession, coaches in the middle years staying up with the trends and coaches that have survived economic crunches and win-loss statistics to remain in the profession several decades.

The Complications of Coaching and Athletics

- ***“High School sports are a lot like church. Many people attend, but few understand.”***
- ***Coaching is complicated!***
- ***What is most important is to help prepare kids to live successfully in the 21st century.***
- ***“Winning is a lot like deodorant, it covers up everything that stinks.”***



Complications of Sports and Coaching (Challenges)

- Sports are **highly valued** in this culture. We could argue long and hard about whether they should be or not, but they are!
- **We see** victory celebrations that cause death, injury and destruction after big games and big wins.
- We see parents of children coming to blows over umpires' calls.
- We see multi-million dollar athletic contracts and product endorsement deals.

SOME TRUE STORIES:

- **1.) Salt Lake City, Utah:** Following a baseball championship game two woman assaulted another mother leaving her unconscious in the parking lot.
- **2.) Manitoba, Canada:** An assistant coach jumped over the boards and grabbed the referee during a 13-year-old hockey game.
- **3.) Los Angeles:** More than thirty adults brawled at the conclusion of a soccer game, leading to the arrest of three parents, including one on suspicion of assault with a deadly weapon.

More True Stories:

- **4.) Michigan:** A wrestling official is knocked unconscious after receiving a punch to the head after the referee called a pin.
- **5.) New Mexico:** A father admitted to sharpening the buckle on his son's helmet before a game in which five players on the opposing team were cut, including one player who needed twelve stitches. After the father was arrested, he stated that he only did it because the referees in the previous week's game had failed to penalize players for roughing up his son.
- **6.) North Dakota:** A member of a high school football game chain crew received a broken nose during a half time when he attempted to break up a tussle between cheerleaders from opposing teams.

More True Stories:

- **7.) Hazlet, New Jersey:** An umpire and a parent are arrested after exchanging blows in the parking lot at the conclusion of a freshman baseball game.
- **8.) Manalapan, New Jersey:** A father who was upset because his child had not played in a game attacked a high school baseball coach.
- **9.) Chicago, 1995:** A youth football coach acknowledges that he had given some of his players laxatives, so they could make the league's weight requirements.

The “Do anything it takes to win approach”.

What We See On TELEVISION (ESPN) Has An Impact:

- 1.) Tennis player, John McEnroe swearing at opponents, yelling at the linesman and throwing his racket resulted in an increased interest in the sport of tennis.
- 2.) Basketball player, Kermit Washington shattered the face of Coach Rudy Tomjonovich.
- 3.) Ohio State Football Coach, Woody Hayes slugged an opposing player who had just intercepted a pass.
- 4.) Mike Tyson bit Evander Holyfield's ear.
- 5.) Latrell Sprewell attacked his coach, PJ Carlisimo

Impact of Media on High School

Sports:

- 6.) Lawrence Philips beats up his girlfriend only to be signed over and over again to big pay contracts.
- 7.) Roberto Alomar spitting at the umpire.
- 8.) The Tonya Harting and Nancy Kerrigan ice-skating incident. If you can't beat them, hire somebody to take them out!
- 9.) Bill Romanowski spitting in the face of San Francisco wide receiver J.J. Stokes.

Shaping Your Own Approach:

- The public pays to see the fights in hockey games. Every team has an enforcer.
- Bench clearing brawls in baseball excite the fans.
- Parents that once were sincere and gentle turn into angry people when their child who at an earlier time in their athletics was an all-star but now is earning only limited playing time at a higher and more challenging level.
- Parents want and deserve the very best for their child.

Reality??????

- Modern day primal sporting events are an extension of that basic drive to elevate our position in our communities.
- Winning allows you to distinguish yourself from the average.
- People will point and say: “That guy’s a champion;” they respect the accomplishment.



Make Sure That Your Athletes and Parents Know:

- A champion is never something you become Ever. It starts by acting as a champion, committing yourself to practicing the habits and ways of a champion, choosing to engage in a lifestyle that demonstrates such qualities and characteristics on a consistent and daily basis!
- Sports are an up-and-down, gain-and-loss odyssey of self-discovery.

SPORTS are the greatest tool that we have in today's society to help children develop positive character traits and life values.

■ **SPORTS** provide constant opportunities for getting into challenges:

- ❑ making teams
- ❑ earning playing time
- ❑ making mistakes
- ❑ trying to improve
- ❑ dealing with failures and disappointment



Aristotle: “We are what we consistently commit to doing.”

- Focus on **consistent preparation** and performance
- Outcomes and results are natural by-products of strong commitment to a thorough, **intense work ethic**
- **Setbacks** are a natural and inevitable result of entering the competitive arena
- Everyone wants to win! **Wanting to win is never enough!**

Value of Sport – Shaping YOUR Own Philosophy: *Why Are YOU Coaching?*

- There is no guarantee that sports will develop character. It doesn't just happen.
- Sports don't develop character as much as they reveal it.
- How you meet challenges in *sports determines how you approach obstacles in your personal life.*

Sports Put Kids Into Character

Building Situations:

- Pitching- every play begins with the pitcher whose action is immediately graded. When the pitcher misses his or her target it's a ball. When the pitcher gets the ball over the plate it just may be a hit.
- Basketball- a one and one free throw situation with no time on the clock and your team is behind by one point.
- Tennis- a player who has to make the next serve or lose the match.
- Soccer or Field Hockey- a sudden death shootout

Food For Thought:

- If you can't handle dealing with difficult situations on a regular basis, then don't get involved with athletics.
- Sports parallel life- you put an enormous amount of time and effort into self-improvement, but you still might encounter defeat. Keep on going! Persevere!
- Prior success never guarantees future success!
- Coaching is primarily about relationships.



Food For Thought:

- When you coach, relationships are developed with kids, parents and other adults.
- You coach individual young kids of all different types (kids with hang-ups and ideas of their own. Kids who have character strengths as well as weaknesses. You deal with many parents who have different philosophies on how things should be done).
- Everything that a coach does (or fails to do) is exposed to everyone to see.
- *Coaching is not as easy as it appears from the sidelines.*
- You are to carry on normally while people behind you watch and critique your every move.

PRESSURE:

- ***When an English professor at Texas A&M complained about Paul Bear Bryant's complaint about the demands of winning and his salary earned, Bryant responded: "How many people watch you give a final exam? Well, I have 50,000 watch me give mine every Saturday!"***



Our Own Needs and Concerns:

- Every COACH wants to look good or at least not look bad. When things happen that make us look bad we react. Sometimes-in bad ways and sometimes-in good ways. Coaches are human.
- On one hand we want to develop all those great characteristics involved with sports:
 - Hard work
 - Dedication
 - Perseverance
 - Character
 - Positive self-esteem

REALITY: CHALLENGE

- BUT, coaches that put the benefit and development of their players first are generally not revered unless they also win.
- America loves a winner!



Are YOU Still Awake????????????

- ***“There are only two kinds of coaches: those who have been fired and those who will be fired.”***

Basketball Coach, Ken Loeffler

- ***“If you don’t win, you’re going to be fired. If you do win, you’ve only put off the day you’re going to be fired.”***

Baseball Manager, Leo Durocher

- ***“Finish last in your league and they call you an idiot. Finish last in medical school and they call you a doctor.”***

Basketball Coach, Abe Lemons



Stay With Me!



- ***“The hero of a thousand plays becomes a bum after one error.”***

Football Coach Bob Zupke

- ***“My hardest job as a coach is to convince people that 10-1 is not a losing season.”***

Nebraska Football Coach Tom Osborne

- ***“We formed a booster club in Utah, but by the end of the season it had turned into a terrorist group.”***

Basketball Coach Frank Layden



Other People's Opinion

- As a coach, you are constantly confronted with “O.P.O” (Otherwise known as: Other People's Opinions).
- The “I Could Do It Better Attitude”
- A lot of people notice when you succeed, but they don't see what it takes to get there.
 - Stay Strong!
 - Review YOUR Philosophy on coaching!

More Reality:



- Thirty years ago, parents were happy to just watch their children participate in sports. Today, spectators yell at the players, bark out directions and advice to the players and coaches, criticize the coaches' calls, argue with parents from the opposition and insult officials as if they were watching the final four, world series or super bowl.

Where Else Do You Ever See This?

- They don't yell at the kid who forgot his or her lines at the school play. They don't yell at the teacher or the child when they misspell a word during a spelling bee, but when it comes to sports watch out!
- One of the great athletic joys in America is to watch a professional sports contest and then argue late into the night with your friends about the dumb moves the coach made that lost the game. Some people get so used to doing this that they start doing it for college sports and even at high school games.

Where Else Do You see This?

- It's natural to **second-guess the coach**, especially when it comes to **cuts** or removing your child from a game or contest.
- As parents, we have the tendency to try to control things, to make sure that nothing bad happens to our child, but you can't control competition. You cannot control other people's actions, desire, commitment or any other factors that determine success.
- Scoreboards, standings and championships can bring out the worst in many people. People yell at young athletes, criticize coaches and degrade officials who make calls against their team.

Where Else Do You See This?

- The concept of fair play and sportsmanship become virtually nonexistent in the heat of the moment. Fans, spectators, and even coaches at times approving or ignoring incidents of cheating, taunting, attacking officials and voicing their opinion to run up the score when an obvious mismatch of strength has been encountered.
- Doing your best has become less and less acceptable. It is all about winning!

Greed, fear and ego are the three primary factors that influence attitudes and behaviors about sports:

■ GREED:

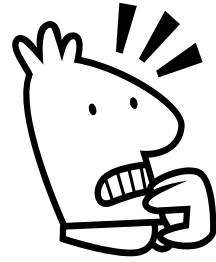
- ❑ **People have visions of athletic stardom**
- ❑ College scholarships
- ❑ Multi-million dollar contracts
- ❑ Shoe endorsements
- ❑ Unrealistic expectations
- ❑ Being delusional about your offspring's athletic abilities {Some kids will be outstanding athletes, however most won't} That doesn't mean that you don't play or work at it but we need to see the big picture. 4 to 8.5 scholarships available at a D-1 school for wrestling with 10 weight classes to fill.

TRUE STORY:



- New Jersey: A father files a lawsuit against a league because they were using a non-regulation baseball that was designed to reduce injuries among children. The father stated that the use of this type of ball would diminish his son's professional future as a baseball player and that he would not progress as an athlete the way that he should. ***HIS SON WAS PLAYING IN A 5 AND 6 YEAR OLD LEAGUE!***

FEAR:



- **We're all motivated by fear! We fear our children will strike out, miss a catch or allow the winning goal, basket or run. We fear our child will sit the bench or maybe not even make the team. We're afraid that our child may not be that great athlete. We become desperate to do anything that we can to prevent these things from happening.**

“If you never want to make a mistake in life, don't do anything.”

EGO: Otherwise Known As “The YUPPIE Syndrome”

- ❑ The don't I look great approach
- ❑ Many times parents sit in the stands with their best friend, mortified when it is the friend's child who is in the starting line up while their own child rides the bench. A perception that other people will judge you based on how your child performs on the athletic field.
- ❑ The friend's child scores the winning point or gets the press while your child fails to be recognized or fails to produce.
- ❑ We take it too personal!

The “Yuppie Syndrome”

- ❑ **There’s a desire to relive lost or “never were” days of glory.**
- ❑ **You hit the winning homerun and suddenly the next day at school you have girls hovering all over you that never even talked to you before.**
- ❑ **Moments of sports glory are few and far between, but we like to think about them.**
- ❑ **Most of us never get to experience them.**
- ❑ **Be honest with yourself!!!– STODDARD NEWSPAPER ARTICLE!!!**

We've All Done It – So Don't Forget!

- ❑ **My son's first wrestling experience**
 - **Just turned 5**
 - **Forced him to go/bribed him to go/told him how fun it would be**
 - **The pressure/the name**
 - **The first match**
 - **The loss**
 - **The girl**
 - **My reactions- I took it too personal. It wasn't about him, it was all about me!**
 - **It's normal for parents to want to see their child succeed!**



Where Will YOU Go From Here?

- **We need to understand the difference between healthy encouragement and involvement and undo pressure!**
- **Don't allow destructive behaviors to occur!**
- **Don't lose perspective!**
- **Competition is a contest in which the participants seek the same objective. With competition comes: rules, scoreboards, standings, championships, wins and losses, happiness and heartbreak.**

Stay Focused on the Real Lessons in Sports That Will Hopefully Last a Lifetime:

- ~Develop a strong desire to continually strive towards excellence. (Inner Growth and Self-Improvement)
- ~Realize that nothing of true value is ever achieved without hard work and dedication.
- ~Develop self-confidence in yourself.
- ~Learn to stick to a task longer before giving up.

Lifetime Lessons:



- ~Learn to stop doing things that aren't working.
- ~Learn to try new things.
- ~ Learn to set goals for yourself.
- ~Learn to be committed to achieving your goals and know how to go about it.
- ~Learn to expect to succeed at things.
- ~Learn that we all have the power to choose to be a “champion” or to be ordinary.

Lifetime Lessons:

- **AVOID “SCAPEGOATING” AND SELF-PROTECTION STRATEGIES – SHIFTING BLAME ONTO SOMEONE ELSE! THIS CAN BECOME A LIFE-LONG PROBLEM SO DON’T START!**
- **Remember: KEEP IT IN PERSPECTIVE!**



A Typical List of Reasons Why People Become Coaches:

- I have always been active and interested in sports and I want to have a profession in which I will be involved in sports.
- One of the Persons that I admire most is a coach.
- I like to work with people, especially kids.
- I think coaches can help build physical and moral character.

Why People Become Coaches:

- I want to continue to be involved in athletics now that my playing days are over.
- I want to teach young people the things that they need to know concerning fortitude and character, which I feel come through athletic participation.
- Being a coach gives you a sense of pride and satisfaction.

Tangible Rewards:



- Players' Accomplishments
- Team's Accomplishments
- The satisfaction of seeing your plan develop into a winning combination
- Additional pay
- Material benefits – “PERKS”
- Recognition from peers



Most Coaches Never Think About These things Until They Experience Their First Losing Season:

- YOUR PHILOSOPHY – WHY DO YOU DO THIS??? (**YOUR INFLUENCE/IMPACT**)

Be aware that when assuming a coaching job, a **young coach** often settles quickly into the general behavior pattern of the **older coaches**. More likely than not, the older coaches walk, talk and generally look like coaches and the younger coaches struggle to try to fit in with the group.

YOUR Foundational Beliefs – PHILOSOPHY!!!!

- Never abandon your **foundational beliefs** on coaching and teaching youngsters!
- Find a situation that fits you or find one where you'll be able to create your own vision!
- Honors and material gains will increase with success, but the basic reason for being in the coaching profession should never vary or change.
- Always strive for personal and psychological maturity and development in yourself and your athletes.

Is This Really What You Want To Do With Your Life?

- You will be viewed by townspeople, parents, players and other coaches.
- You may be viewed as a genius, a miracle motivator or a coaching moron!
- This all quite often **depends on whether you're winning or losing!**



Some Questions That Might Be Helpful To Ask Yourself:

- Will your commitment to coaching allow you to accept public criticism and will you be able to maintain your self-confidence?
- Do you possess the quality of being able to modify your plans at short notice (flexibility) while still keeping your sights on your main objective?
- Are you willing to neglect your wife/husband and children at times due to your coaching duties? (Are they willing to accept your time away from home?)

Questions That Might Be Helpful:

- Are you a **good planner and organizer** and are you aggressive enough to follow through with your plans?
- Do you have the ability to exert leadership as well as follow the directions of others?
- Do you feel comfortable when people openly criticize you or your program, and do you have the physical and emotional security to remain calm and on an even keel with your life and career goals?

Questions That Might Be Helpful:

- Do you possess the physical health, energy level and appearance to meet the demands of the coaching profession?

It is important to question yourself about your own ability to meet the challenges of a coaching lifestyle!



YOU Should Strive to Maintain an Educated and Professional Image!

- “THINGS” to think about:
 - How do you dress?
 - Your own language (spoken and written)
 - Your own social habits – Talk the talk and walk the walk!
 - Are You yourself physically fit?
 - Do you value a healthy lifestyle?



Performance of his/her team is in large measure a reflection of the coach's personality, philosophy and attitude.

- **Attempt to be the best team that you can be!**
- “Gifted Leaders” – Mold young minds, shape futures and energize human beings to levels of unthinkable distinction!
- Great coaches appear to transcend the game itself and can seemingly impose their irrepressible will to win on any given situation.
- The quality of an athlete's experience can never exceed the quality of the **leadership** providing it.

Performance – Coaching Impact

- If the coach has sound sport specific fundamentals, but cannot successfully convey his/her systems and schemes, apply his/her strategies and techniques and ultimately earn the respect and devotion of his/her players, then the manner in which he/she operates is insufficient to produce a prosperous outcome.
- The manner in which a coach communicates his/her concepts and utilizes his/her systems and techniques are just as important, if not more so, than the quality of the strategies and procedures themselves.

In Order to Be Successful, a Coach Must Understand Himself/Herself.

- As a coach, you should be able to state, write and comfortably share your own philosophy concerning the value of your sport in the educational process as well as your own personal philosophy of coaching.
 - What are your few key principals? (Priorities, Beliefs and Values – **“Non-Negotiables”**)
 - Short but powerful statements/beliefs! What’s important? What’s real? What’s of value?
 - Without strong foundational beliefs, a consistent, strong and enduring structure cannot be built.

Understand Yourself and Your Situation – Where are you headed?

- List the possible problems associated with coaching as part of your profession.
- List the possible advantages, both extrinsic and intrinsic, of the coaching profession.
- Discuss and think about the possible problems that will be encountered by a coach with parents, teachers and students. Be prepared for all possible situations.
ALWAYS HAVE A PLAN – FOR EVERYTHING!!!



YOUR Responsibility:

- Coaches must **constantly assess** their **players** as well as their own **methods**. You owe it to yourself, your athletes, your school, etc. to **stay current** and up to date with what's going on with and in the sport that you are coaching. **Times change** and certain **tactics** that worked in the past may no longer bear the same fruits of success.

General Categories of Coaches:

- The Authoritarian (Autocratic) Coach
- The Dictatorial Coach
- The Democratic Coach
- The Laissez-Faire Coach
- The Nice Guy/Nice Gal Coach
- The Driver Coach
- The Laid-Back Coach

The Authoritarian Coach

- A strong disciplinarian
- Rigid in nature (schedules, practice content, etc.)
- Maintains a distance between himself/herself and his/her athletes
- Usually chooses more placid assistants
- One-Way Line of Communication
- “My Way or the Highway”
- A Task Oriented Leader
- Expects an unquestioning obedience to his/her authority

The Dictatorial Coach:

- A two-way line of communication may exist, but the coach will always have the final say.
- A task-oriented leader
- A domineering approach to coaching
- Possible unreasoned and unpredictable use of one's power or authority
- Not open to dispute
- Very rigid theories without regard to practical application

The Democratic Coach:

- People Oriented (A Social Leader)
- The coach and his/her athletes have an equal say in team matters
- Decisions made by consensus or majority vote
- Please the majority approach
- Not snobbish
- Equal opportunity and treatment for all

The Laissez-Faire Coach:

- Allows people to act without interference or direction
- “Do as you please” approach to things
- People-Oriented (Social Leaders)
- Little or no direction from the coach
- Individuality is the norm
- Communication is mixed and misunderstood

The Nice Guy/Nice Gal Coach:

- Usually Well Liked
- Uses Positive Motivational Techniques
- Is More Flexible
- Typically creates and produces more relaxed and cohesive teams
- Is sometimes manipulated by some athletes and parents

The Driver Coach:

- Emphasizes discipline and aggressiveness
- Frequently emphasizes or dramatizes a situation
- Takes things personally
- Attempts to motivate by example
- Continually pushes for more and more
- May result in quicker burn-out
- May push some athletes away

The Laid-Back Coach:

- Puts very little pressure on himself/herself or his/her athletes
- Attempts to appear to be in control
- Does not take competition seriously
- Lacks a sense of urgency regardless of the situation
- Very relaxed approach to everything
- Easy going personality

USOC Study/Findings – Summer 2007

[Study of the last 20 years of our Nation's Coaches]

- Increase in the average age of our amateur coaches (**more experienced**)
- Increase in the number of female coaches
- More highly **educated** (84.9% had college degrees in 2007)
- **Increase in technology** has benefited both coaches and athletes
- More coaches increase their **knowledge** by attending clinics, lectures and seminars

USOC Study/Findings Continued

- **Topic: How coaches learn, What they study and what they feel is important for a coach to know**
 - #1: Skills of your sport
 - #2: Strategies of your sport
 - #3: The ability to teach the skills of your sport
 - #4: Understanding Sport Psychology
 - #5: Sport Biomechanics
 - (physiology, sports medicine, sport law)

USOC Study/Findings (Continued)

- **Topic: What coaches most actively study**
 - #1: Skills
 - #2: Sports Psychology
 - #3: Strategies
 - #4: Biomechanics (techniques, functions, capabilities of the body)
 - #5: Physiology (functions, processes of organisms and their parts/organs)

USOC Study/Findings (Continued)

- **Topic: When faced with a problem, how do you find an answer? [NOT listed in any order]**
 - ❑ Talk to the athlete(s)
 - ❑ Talk to my assistants
 - ❑ Talk to a “High Performance Director”
 - ❑ Call another coach
 - ❑ Call a sport scientist
 - ❑ Think about it on my own
 - ❑ Research

USOC Study/Findings (Continued)

- **Topic: Traits or Qualities that Successful Coaches Must Possess**
 - #1: Knowledge
 - #2: Communication Skills
 - #3: Listening Skills
 - #4: Commitment, Dedication, Perseverance
 - #5: Leadership Skills
 - #6: Passion and Open-Mindness (flexibility, creativity, patience)
 - Respect

USOC Summary/Suggestions

- Instill belief/trust/confidence in YOU as the coach
- “Big Vision” – See the big picture
- Develop the ability to set and adjust goals
- Care about others more than self
- Persevere in tough times!
- Keep a sense of humor
- Pay attention to skills development

USOC Summary/Suggestions

- **Tailor skills development to your athletes' needs**
- Be precise with your training techniques
- Have the ability to filter through “THE STUFF”
- Develop your problem solving skills
- Have the ability to observe without judgment
- Keep the desire to improve through knowledge

USOC Summary/Suggestions

- Be able to make quality decisions under pressure
- Possess a high level of integrity and fairness
- Have the ability to multi task with equal amounts of high energy
- Be knowledgeable with the ability to transfer knowledge simplistically
- Stay focused on the process (NOT OUTCOMES)

USOC Summary/Suggestions

- Be creative and open-minded to new ideas and new approaches
- Have (**OR GET**) thick skin!
- Be flexible, but decisive (Think Ahead/Plan for *Everything*)
- Develop excellent instructional skills
- Be able to deliver messages (Get your point across)
- Understand critical zone training

“Food for Thought”

- The meetings between coaches and athletes at critical times in athletic contests requires someone to step up and take control.
 - Level Headed
 - Good Decision Making Ability
 - Prepared = Builds Confidence and Trust
 - Able to comprehend the situation and determine what's best!
 - Consistency!!!
 - Fairness!!!

“Food for Thought”

- Coaches may be a combination of the categories of coaches depending upon the situation, ability of the team, desired outcome, level of participation, etc.
- More experienced athletes seem to have a preference for more democratic coaching behavior. [Independent actions and decisions for the individual athlete] [Provides a sense of ownership in the team]

“Food for Thought”

- It is critical to always understand the team climate that your leadership style will create.
- ***“ A champion is never satisfied, he is always looking to improve. A contender is fine taking second place.”***



More Food for Thought:

■ Research Results:

- ❑ Male athletes had a high preference for more training, and for more autocratic and social support behavior from their coaches.
- ❑ Female athletes had a high preference for more democratic behavior from their coaches.
- ❑ Coach – Female athlete relationships became poor when the coach was perceived by his/her athletes as providing less positive feedback!
- ❑ As a coach's training and positive feedback increased, so did the athletes' satisfaction level!

Similar Attributes That Champions

Share:

- Most are **willing to put in the extra time and effort!**
- Champions usually **have someone who is close to them**; someone who supports them along the way: a dad, a mom, a brother, a coach, or an older best friend. They all have someone who cares about them and what they are trying to accomplish!

KEY THINGS that Will Help You Build a Winning Program:

- Surround yourself with great, loyal people who aren't afraid of hard work!

“It’s amazing what you can accomplish when nobody cares about who gets the credit for it!”

“You won’t get to the top of Mount Everest by just going for a walk.”

Key Things for a Winning Program:

- Always have a game plan!
- You have to establish your values, which ones are in stone and which are negotiable.
- Plan to spend a lot of time and **don't procrastinate.**



“If you’re going to eat a bull frog, don’t just sit there and look at, eat it!”

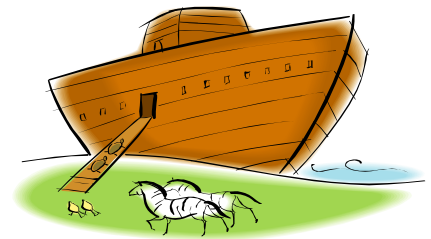
Key Things for a Winning Program:

- Set your goals high, work hard to achieve them, but never forget where you come from.
- Surround yourself with assistant coaches that are winners, have a shared vision and a strong work ethic.
- Always make sure that your team knows that you really care about them (as people)! If your team knows that you will run through the wall for them, they will run through the wall for you! It works both ways!

Key Things for a Winning Program:

***“Noah didn’t wait for his ship to come in ...
he built one!”***

- Don’t forget to teach skills and consistency.
- Remember that there are no short cuts!
- Focus on being an all around educator who focuses on expanding opportunities for all of your athletes.
- Teach your kids how to handle adversity and develop more confidence in themselves.



Key Things for a Winning Program:

- Don't make practices too repetitive; design them in a way that they have **some diversity** in them to keep your athletes fresh.
- Try new ideas and look for ways to **keep your athletes' interest level up**, obtaining new goals and continuing to **improve their skills**.
- Remember that the coach is the motivating force, but you need **good leadership** from many individuals involved in your program!

Key Things for a Winning Program:

- Good **communication** is the KEY!!!
- Most importantly – Have FUN with the sport!!!!
- Always Teach – Use every opportunity to share YOUR message and YOUR vision:
 - **Dedication** leads to accomplishment
 - Make **courageous decisions** [confidence]
 - Separate yourself from the “*pleasure pack*”
 - Options demand **decisions** and decisions have **consequences**. [think]

Key Things for a Winning Program:

- Submit to the **sacrifices** of achievement!
- Discipline yourself, do what's required!
- Make choices to achieve your potential!
- Dream Big! Create your own POWER!
- Learn how to successfully battle the natural ups-and-downs of insecurity, self-doubt and intimidation.

“Our bodies won’t do what our minds don’t believe.”

Tips & Secrets – Take Them for What They're Worth:

- **Avoid distractions** – girlfriends, boyfriends, etc. Sometimes they just don't understand all that is required to physically and mentally stay on the right path!
- Explain to you athletes that at times they have to be selfish! Their supporters should not only respect that, they should help them be selfish! Everything in real life is put on hold on competition day!

More Tips & Secrets:

- Teach your athletes how to **prepare!** NEVER just think that your athletes now how to get ready to compete.
 - What to do prior to competition
 - Rest and Recovery
 - Confidence Routines (Emotional Stability)
 - What they eat
 - What they wear
 - Music that they listen to

More Tips and Secrets:



- Develop the ability to ***“flip the switch”*** – Kicking it into gear for the battle!
- Food is fuel – Know what your athletes are eating! Forget taste! Go for nutrition! Detach your tongue!
- Learn how to detect, control and channel doubt and fear!
- Understand that all of your athletes are different – Individualize the personal message that you deliver! Know them!

More Tips & Secrets:

- Understand that doubt is inevitable. Denying it or ignoring it will be fatal! Teach your kids how to refocus!
 - Teach your athletes to focus on real situations where they felt superior!
 - Teach your athletes to disconnect with the situation that is causing them to meltdown!
 - Executing under pressure takes guts and experience. Put your athletes in those situations prior to the “big game” or “big event”!

Win the Mental Game – Don't Ignore It!

It's just as important as the skills!

- Physical strengths and skills are important, but there are few physical differences between athletes at the highest levels of competition.
- The primary factor that separates CHAMPIONS from the average is quite often due to the strength of their mental game!

“There’s not much traffic on the extra mile.”

- Very few people possess the commitment and the desire to consistently do what’s necessary to be successful.
 - Ultimately it’s up to your athletes to take the necessary steps.
 - Help your athletes set clear and challenging goals!
 - Help your athletes to remain committed to their goals!
 - Focus on quality training (physical & mental)!
- True success is really maximizing your full potential.***

“Whatever can be conceived and believed, can be achieved.”

- Too many times people lose to themselves rather than making their opponent beat them.
- Realize that your athlete’s toughest opponent is not someone from a rival team but is most often themselves.
- Your athletes mind can be their worst enemy or their best teammate.
- Help your athletes to discover the mindset that works best for them.

Mental Makings of Champions

- Team mental training meetings are especially effective because they tend to generate a great deal of discussion and yield a variety of perspectives and strategies.
- Your athletes have the power to choose how they think and feel which will ALWAYS impact how they perform.
- Focus on your athletes' strengths.
- Talk about why they deserve to be successful!

Get Your Head In The Game!

- Champions realize that mental skills are just as important as physical skills (if not more).
- *What percentage of a person's success is related to mental factors such as, commitment, attitude, confidence and focus?*
- *What percentage of your practice time do you devote to developing your athletes' mental strengths?*
 - ***Traditional: 10%/90%***
 - ***Championship Training: 50%/50%***

GOALS:

- **Controllable** – focus on the things that they have a high degree of control over.
- **Challenging** – Encourage them to perform close to or beyond their potential.
- **Realistic** – Attainable
- **Individual/Team** – Personal goals that complement the goals of your team.
- **Specific** – Measurable
- **Short/Long Term** – Short term goals that support their long term goal.
- **Positive** – Focus on what they can achieve rather than what they want to avoid.
- **Process** – Rather than outcome! *“It’s a journey”*

My Suggestions for Coaches:

- Whatever may have happened during your day, leave it all behind you when you get to practice. **You** will always **set the tone** for your team!
- **Watch what You do!**
 - ❑ Don't hang out in the neighborhood tavern & bar!!
 - ❑ Don't have a beer with dad. If you want to, wait until the athlete graduates and then expand the friendship.

Anticipation + Preparation + Dedication = SUCCESS

- The skilled coach is a teacher, a technician, a strategist, a disciplinarian, a motivator, an organizer, a dedicated worker and is at all times is committed to the positive development of young people.
- The coach must wear many different hats, which at times may cause conflict and strain.
- The coach may be seen as a friend, counselor or parent substitute.

DARE TO BE BETTER

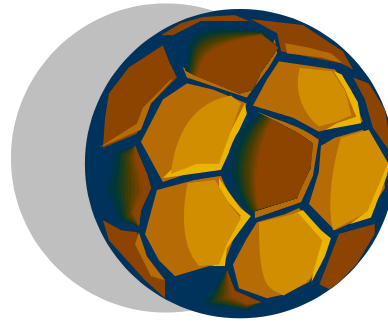
- The coach must be an administrator, personnel manager, public relations person, sales person, promoter, diplomat, strategist and tactician, recruiter and trainer, psychologist, judge and above all else, a caring and committed teacher.
- For the athlete, the coach is the leader, role model and disciplinarian.

Treat Them Like Your Own!

- Parents desire to see their child excel, to get more playing time, or to be the “star” performer!
- Parents want a positive experience for their child.
- Parents expect the coach to be caring, provide committed leadership and counsel, to be an enthusiastic role model who is proud and excited about their children.

Treat Them Like Your Own:

- Parents expect the coach to offer an athletic experience which provides a fair opportunity for their child to develop physically, psychologically and emotionally.



LEADERSHIP = Integrity x Communication x Understanding of Human Behavior

- “As coaches, we represent one of the few remaining organized systems for demanding discipline of young men and women. Their education will not be complete if it does not include the discipline and generosity that can come from being a team member, if it does not include an awareness of responsibility to others. We are **people coaches** not just athletic coaches.”

Criteria for Successful Coaching – Definition of Success

- Win-loss record is only one factor for measuring success.
- What is **success**?

Only a very few may win in any competitive situation, but success is available to everyone. Success should not just be determined by how well one does against another, but rather it should be measured against oneself. As a coach, don't forget this, because mostly everyone else will!

WHAT'S REALLY IMPORTANT? WHAT REALLY MATTERS?

- Columbia Wrestling
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Teaching Life Lessons

- Be committed to excellence
- Be positive
- Be prepared
- Pay attention to details
- Be organized
- Be flexible
- Be ethical
- Show/Teach sportsmanship



Life Lessons!!!

- Make the will stronger than the skill
- Teach them to understand that life is not a dress rehearsal
- Teach sacrifice
- Teach them to learn how to create opportunity
- Teach discipline
- Teach commitment
- Teach them time management
- Teach them accountability



Establish Philosophies and Beliefs That You Can Refer to in Everyday Life!

- **“What you do in the dark will come to the light.”**
- **Understand that the things that you do when nobody is looking matter – It will always show in the heat of the battle!**
- **Only by knowing yourself, your principles and your values can you hope to become an effective leader!**

Develop the Ability to Identify Goals and Create a Plan to Get Them Done!



- Put it in writing!
- Be committed to your goals and your plan!
- Share your goals! **GO PUBLIC – INCREASE YOUR COMMITMENT!!!!**
- Remember that winning is never accidental!
- ***Plan your work and work your plan!***

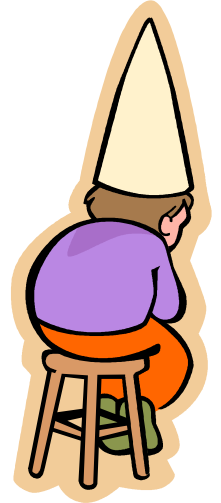
Stay Focused and on the Right Path!

- **“A life of frustration is inevitable for any coach whose main enjoyment is winning.”**
- **“Winning is only half of it. Having fun winning is the other half.”**
- **“Success is not forever and failure is not fatal.”**



Discipline:

- **Decisions should be consistent**
- **Discipline should be consistent and reasonable**



“I feel more strongly about this than anything else in coaching: Anybody who lacks discipline, who doesn’t want to be part of the team, who doesn’t want to follow the rules, who doesn’t want to meet the requirements – HAS TO GO! It’s that simple.”

Bud Wilkinson, Oklahoma Football Coach

Discipline:

“ Discipline is 90 percent anticipation.”

Woody Hayes, Ohio State Football Coach

- Team Rules should be clear and understood by athletes, parents and your school community.
- Do you know your school policies and are you in accordance with those policies?
- Foster Trust – Do What’s Right!
- Avoid making decisions based on peer pressure or personal desires!

Demonstrate a Genuine Interest in Your Athletes!

- ***HANDLE WITH CARE!!!***
- Treat others just as you yourself would like to be treated – with concern and care!
- Get to know your athletes outside of the practice room.
 - Stop by their concerts
 - Watch them participate in other sports. Try to stop and see at least one event from all sport teams every year!
 - Discuss their grades, outside interests, etc.

Establish Your Own Individual Goals Relative to Your Professional and Educational Approaches:

- Have a sense of **purpose** – Understand what you are trying to do! Make sure that everything you do has a **useful** and **practical** purpose! Just because it hurts, doesn't mean it's of value!
- Stay completely focused! You owe them that!
- Don't be sidetracked!
- Emphasize Citizenship – utilize “**teachable moments**”
- Understand your team's **potential** and set **realistic goals!**

Don't Forget to Take Care of Yourself!

“Try not to do too many things at once. Know what you want, the number one thing today and tomorrow and then go get it done!”

“If you are bored with life – you don't get up every morning with a burning desire to do things – you don't have enough goals.”

Lou Holtz

“There's nothing wrong with setting goals, but it doesn't mean a thing if you don't pay attention to the day-to-day details.”

Don Shula

Role of the Assistant Coach:

- **EARN YOUR STRIPES** – Leaders earn the right to lead, because they manifest character and integrity and they get results!
- Assistants must share the philosophy and attitudes of the head coach

“If an assistant coach doesn’t buy into your philosophy, one of you won’t be there for long.”

Roy Thompson, Basketball Coach

Role of the Assistant Coach:

- **Assistant coaches** should be part of the decision making process
- **Assistant coaches** must support the decisions of the head coach and they must be positive role models for the athletes.

“Work hard, stay focused and surround yourself with good people.”

Tom Osborne, Nebraska Football Coach

Enthusiasm:

- It's a word derived from the Greek, meaning "to be inspired by God." **Enthusiasm** is often associated with success. Everybody has **enthusiasm** at one time or another in their life. Some people have it for thirty seconds; others have it for thirty years! The people who maintain it long-term will attain their goals.
- **Enthusiasm** is contagious! If you have **enthusiasm** for what you do, people will recognize it and want to share in it!

MOTIVATION:

- **Motivation** = “Motive to act” An inner drive or an externally imposed stimulus or an incentive to act!
- **Inspiration** adds a creative component – ***Get them to understand what they’re doing and why they’re doing it!***



Motivating Individuals and/or Teams In Order to Assure Optimum Performance:

- Give them meaning – It has to come from within.
- Keep the pressure on – Know how far you can push them.
- Treat different players differently – Remember that all teams are collections of individuals and therefore they don't respond the same way to the same stimulus.

Motivating Individuals and Teams:

- ❖ Help athletes to achieve their personal best
 - ❖ Personalize the motivation
- ❖ Win their respect – affection may follow
 - ❖ Respect motivates
 - ❖ Involve key players
 - ❖ Changes take time – “Motivate by inches”

Techniques for Motivating Athletes and Teams That Have Ceased to Improve:

- Build Accountability
- Reexamine Your Own Goals
- Tweak Your Plan
- Talk!!!!
- Notice The Small Improvements – Acknowledge successes!
- Use Situational Specific Motivational Techniques – Know Your Team!

MOTIVATION and RECOGNITION

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A Sampling of Motivational Techniques:

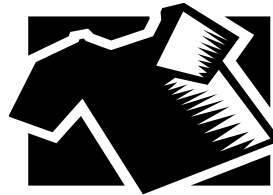
- A letter to athletes before the season starts
- Know each individual athlete
- Create Bulletin Boards
- Display athletes pictures
- Supply media with noteworthy information and statistics
- Pep Rallies
- Signs in your locker room, practice room, throughout your school building

A Sampling of Motivational Techniques:

- Each athlete develops personal goals for the season
 - Write on 3 x 5 index card or a goal sheet
 - Discuss goals with each individual athlete
 - Have a plan to achieve those goals
 - Review goals with each individual athlete during and after the season
 - Provide athletes with copies of their goals with their action plan
 - Encourage your athletes to post their goals in prominent locations to serve as reminders for them

A Sampling of Motivational Techniques:

- Team Meetings to discuss problems, issues, goals, plans of action, expectations, concerns, team and individual recognition, etc.
- T-Shirts
- Events to increase parental support and understanding
- Start your own unique traditions



Coaching Methodology:



- Practice Procedures and Time Management

“Practice does not make perfect; perfect, planned, purposeful practice makes perfect.”

- Have a well thought out plan with a clear purpose.

Warm – Up and Stretching

- **Stay current!** Research is continually being done in the areas of physiology, psychology, sociology and sports medicine. Be a professional coach! Understand the benefits to an increase in your sport knowledge. Benefits to research journals are to point out the “whys” of conditioning theory, strength concepts and training procedures. **Be an expert at what you do!**
 - Continuous Research
 - Beg, Borrow and Steal
 - Get out to see others in your field
 - Talk to successful coaches

Static Stretching

- (Holding) It has been documented that static stretching activities are far superior (for injury prevention) to the jerky bouncy stretching exercises. However, that debate continues today, especially when considering the activity. (15 to 20 second holds) These activities should put the muscle in a passive stretched position, beyond its normal resting state. Then you slowly stretch the muscle even further.

Stretching:

- Stretching should always be supervised by the coaching staff.
- Make sure that your team is in a formation that allows you to see all of the participants.
- Stretching also allows you to get your players in the proper frame of mind to practice and work together as a team.
- The first five minutes of formal practice activity are typically the most dangerous because, players are exerting themselves at top speed with muscles and joints that may still be stiff and immobile.

Your warm-up and stretching routines will vary depending upon your sport specifics and personal beliefs!

■ **Examples from my own experiences:**

□ **FOOTBALL:**

- Form running (jog, high knees, long bound, high bound, etc.)
- Static Stretching
- Agilities (Conditioning with a sport specific purpose)
- Goal is to gradually increase the intensity of the practice so that we reduce the occurrence of injury!

Examples of Stretching and Warm-Up

Activities:

■ **WRESTLING:**

- ❑ Jogging, agilities (Tumbling and Coordination Activities) (15 - 20 minutes)
- ❑ Static Stretching (10 minutes)
- ❑ Drilling (Review and Repetition of basic skills)
- ❑ Instruction (Practice/Drilling/Review of New Technique)
- ❑ Situations that incorporate new skills (Put in situations where they can use new skills taught)
- ❑ Live Wrestling
- ❑ Conditioning ***with a purpose!***

Instruction, Demonstration and Performance Evaluations

- Skills can be taught either in their entirety (**Whole Method**) or broken down into their component parts (**Part Method**)
- In some cases coaches will utilize a combination of these instructional methods (**Whole – Part – Whole Method**)

Whole Method

- This technique is used to show the athlete the total movement pattern.
- The learner gets a broad view of all aspects of the sport skill or movement.
- This works better with skills that are less complex.
- Athletes get a better “picture” or “feel” for how the skill is to be actually performed.

Pure Part Method

- This technique more effectively introduces complex skills and focuses attention on only a portion or a phase of the entire skill.
- This is sometimes more effective with less experienced athletes who aren't familiar with certain movement patterns.
- It also allows your athletes to be more focused on specific details of the instruction.

Whole-Part-Whole Method

- This technique introduces skills in their entirety and then isolates a portion of the overall task.
- After working on isolated parts of the overall skill, the skill is shown, reviewed and practiced in its entirety.
- Allows your athlete the opportunity to see the total movement of the skill as well as an opportunity to break the total movement down into smaller steps for greater accuracy.

Skill Acquisition and The Learning Process

- Athletes have three learning modes in which they process information relative to skill development.
 - Visual
 - Auditory Mode
 - Kinesthetic (Feeling/Doing) Mode



Visual

- Many athletes learn best by watching and then by trying to imitate.
 - Films
 - Videotapes
 - Demonstrations
 - Modeling
 - Watching others compete

Auditory Mode

- Athletes who acquire skills better when they are explained and described to them verbally.
 - Verbal Descriptions
 - Athlete/Coach Discussions
 - Mental Preparation
 - Individual and Team Strategies
 - Motivation
 - Nutrition
 - Character/Sportsmanship
 - Life Lessons

Kinesthetic Mode

- Some athletes may perform newly acquired skills best after they have physically experienced the movement patterns of the skills.
- The coach must allow these athletes the time and opportunity to explore and get the “feel” for the newly introduced skills. [Practice]
- Skills acquisition through repetition

Performance Evaluations

- As the coach, you must set appropriate goals
– ***BE REALISTIC!!!***
- Understand the goals and purpose of athletic competition.
- Understand that nothing of any real value is ever achieved without hard work and dedication.
 - Teach/Share that message with your athletes, parents and assistant coaches

Foundational Beliefs!!!

- ***Don't Leave Home Without Them!***
- ***Don't Ever Go To Practice or Competition Without Them!***
- Be Positive – always!!! “That’s not bad, but try it this way.”
- Remember: Things that get rewarded get done! Note progress, even if it is minimal! Acknowledge as much as possible without having it lose its desired affect.

Foundational Beliefs!!!

- Develop a strong coach-athlete relationship so that the athlete is receptive to you. Earn your creditability! Take away their excuse!
- Provide criticism, praise and redirection at the most opportune times while it is still meaningful to the athletes. **[4 to 1 Rule]**
- Use technology – Films, etc. – **Films Don't Lie!**
- Stick to your beliefs, set goals for your team and athletes that are achievable!

Procedures for Days of Competition

- Always have a plan to get the most out of your athletes and team. **Having a plan for the day of competition** is just as important as having a plan for a practice. Know what you need to accomplish.
REMINDERS FOR YOU!!!
- **Always coach to win** (or achieve the very most)! You're the leader and they'll read you like a book! **If** your approach and attitude is different depending upon the opponent, they'll notice!

Procedures for Days of Competition

- Minimize distractions (girl/boy friends, parents, family, etc.)
- Check their attitude – Are they ready? No “Stinking Thinking”! [Non-Negotiable – if you don’t think you’ll win, don’t get on the bus!]
- Get them familiar with the arena – “combat posts”
- Get them comfortable and relaxed during down times [less for the body and more for the mind]

Procedures for Days of Competition

■ Check Player Equipment Needs

□ Pack-It: **Confidence Routine**

- Have them make their own list and you make your general list for them which consists of all of the things that they will definitely need! Don't take anything for granted! Don't think that certain things are "no brainers"!
- Make sure that they have all of their physical necessities gathered together. Lay it out, check it off, pack it up! [equipment, clothes – ***the lucky socks or shirt***, food, fluids, music, etc.] What ever is important to them as the athlete should be packed!
- Idea: Your own "training table" – You control what they eat. Bring it with you!



Procedures for Days of Competition

- Battle Fuel – high energy carbs and fats (avoid the low energy “tongue foods”) Make sure that your athletes are eating right! Refuel and hydrate at the correct times! **This is part of your job too! Don’t ignore it!**
- Believe – Get them thinking “**I CAN!**” I will not tolerate anything but this as a coach – no excuse! You won’t compete for me if you don’t have the right mindset – my number one “non-negotiable”! My kids know this through consistency and action!

Procedures for Days of Competition

- Flip the switch when the competition begins – Know when it's time to concentrate! You have to teach most kids how to prepare! You hear it all the time: ***“Those kids just don't know how to get ready to compete.”*** – **TEACH THEM COACH!**

- Know your athletes:

- How do they get ready?
- What do they need from you as the coach?
- Know which buttons to push!



Don't Forget: {Important for Continual Progress to Occur}

- Always analyze your game plan!
 - What worked
 - What needs to be change
 - Address everything even if it takes you out of your comfort zone!
- Always prepare for half time (or breaks)!
 - How will it be conducted?
 - Who will do the talking?
 - Where will you go?
- Have an idea for your Post Game (end of competition) Wrap-Up
 - Find the positives!
 - Share your plan for the days ahead! Let them know that you have it under control!

Coaching Duties

“Becoming a coach requires you to possess many skills and abilities, to own great knowledge and wisdom, to be perceptive and understanding and to be driven by an emotional commitment to sport, to self and to others.”

Brad Adler – *Think About It???*

The way in which a coach chooses to traverse the course towards winning is his choice. He is free to develop and implement any system he deems worthy. He can devise strategies that he believes will accentuate the abilities of his athletes. He can deploy his players in any fashion that he sees fit. But the truly elite coaches, the ones who win consistently and totally endear themselves to the men they direct, all seem to have special attributes that transform them from mere “managers” into gifted leaders who maintain the uncanny ability to mold minds, shape futures and energize human beings to levels of unthinkable distinction.

Brad Adler – Continued????

- For it is entirely possible that a coaching candidate qualifies as a tactically sound fundamentalist; however, if that same individual cannot successfully convey his systems and schemes, advantageously apply his strategies and techniques and ultimately earn the respect and devotion of his players, then the manner in which he operates is insufficient to produce a prosperous outcome.

Do you get the message?????

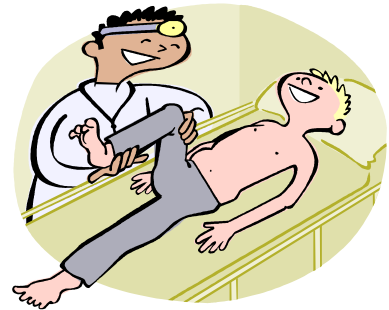
Pre-Season Procedures



- This begins as soon as your season ends.
- Be organized and ready!
- Don't put things off!
- Set the example – It's the easiest way to gain or lose the trust and faith of your athletes, parents and colleagues!
- Remember: **Everyone** is watching **YOU!**

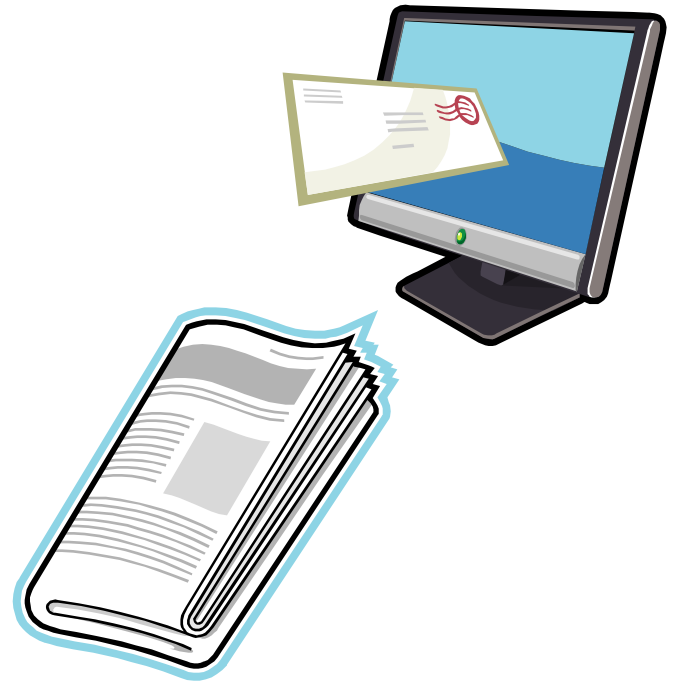
Pre-Season Procedures

- Arrangement and Announcement of Physical Exams
- Know and follow your school's policies and procedures
 - Physicals
 - Who, Where, When and What forms are required
 - Rechecks
 - Injury Reports
 - Eligibility



Pre-Season Procedures

- Spread the Word!
 - Inform Your Athletes
 - Inform the Parents
 - Phone Calls
 - Letters Home
 - Signs Posted In Your School
 - Local Newspapers
 - Booster Club Meetings
 - Community Events



Pre-Season Procedures

- Rules and Regulations with permission slips and instructions to parents outlining expectations and all documents that are required and necessary.
- ***“FAILURE TO WARN”***
- Avoid the headaches!
- Expect the unexpected!
- Be prepared for anything and have a plan in place beforehand so that you are ready to deal with absolutely anything!



Know Your School District's Policies and Procedures



- Do you have a grade policy?
- Do you have an athletic participation policy?
 - Does it coincide with an academic or school/community conduct policy?
- Do you have a Code-of-Conduct?
 - School Conduct
 - Drugs/Alcohol Consumption
 - Conduct out in the Community



Early On and Throughout The Season

- Make sure that all of your records and paperwork are up to date, handed in (get things signed and keep a copy for your records) and well organized and available for later reference if needed. **“CYA”**
- Decide how you want to get all of the information out to parents and athletes.
 - “Meet the Coaches Night”
 - Booster Club Meeting
 - A Preseason Event
 - Make yourself available to parents at appropriate times – Let them know when!

Types of Information to Share

- Written and Spoken
- Feel good about your decisions and your policies!
 - Your Philosophy
 - Making the Team
 - Try-Outs and Cuts
 - Goals and Expectations
 - Rules
 - Calendar of Events- Practice (Dates & Times), Events

Information to Share

■ Injuries

- How to prevent injuries
- Follow-Up on all injury reports
- Insurance Coverage
- Returning to practice and competition after an injury or illness
- What to do if you're hurt or sick
 - Informing the coach
 - Informing the school



■ Bus Departure Times

- Have all trips well planned with clear information accessible to parents and staff.
 - Maps/Directions to away events



Information to Share

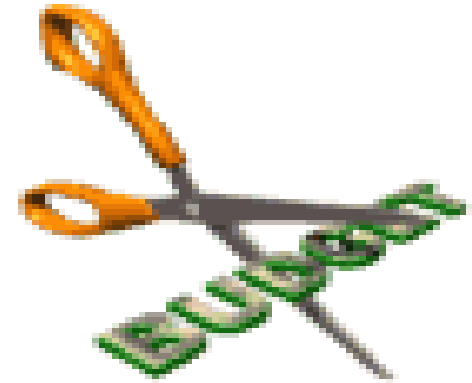
■ **Equipment**

- Issue
- Collection
- Care of (Responsibility)
 - Washing
 - Mending



Inventory Equipment and Supplies

- Know what you have
- Know what you will need
- Know your budget
 - How much?
 - What forms should you use when ordering, purchasing or requesting
 - Where to order
 - When it is due
 - Number of quotes necessary
 - No substitutions?????



Equipment, Ordering and Budgets

- Understand the value and importance of Long Range Planning – LOOK AHEAD – What will you be needing in a year, two years, etc.
- Plan Accordingly
- Where can you store your equipment
 - Can you access it when needed?
 - Will it be safe
 - Theft
 - damage

Equipment

- Have an equipment sign-out policy/procedure
 - Create or “borrow” an equipment sign-out and return sheet with a list of all equipment given with dates, athlete’s name, grade, home address, home phone number, parent(s) name and a place to mark off when the equipment is returned.
 - Have the athlete sign the sheet and then keep all of the equipment sheets in a safe and accessible location.

Equipment (logistics)

- Do you want to collect equipment after each event and then reassign it for the following contest?
- Protect and care for your equipment but try to make your life manageable!
- Does your school have a washer and dryer available for you to use?
 - ❑ Could you have team managers wash and handle equipment responsibilities?

Responsibilities of Assistant Coaches and Duties of Team Managers

- Look for the qualities in your coaches that are absolutely necessary
 - ❑ Hard Working
 - ❑ Loyal
 - ❑ Knowledgeable
 - ❑ Committed
 - ❑ Fair
 - ❑ Flexible
 - ❑ They share your same vision



Qualities in Your Assistant Coaches that are Absolutely Necessary

- Well Respected
- Possess good values
- Possess a positive attitude and a passion for the sport
- Responsible
- Willing to make personal sacrifices (No personal issues will interfere with the task at hand)

Assistant Coaches



- AVOID the “I” GUYS
- My own personal feeling and belief: NEVER have someone on your staff that is not happy with their assigned position. It is never good to have a person on your staff that wants your job! When you have staff members going in different directions, giving different information and directions out to your athletes, parents and community – somebody is going to have to go and it just may be you if you fail to take care of and address these issues!

Assistant Coaches



- **Assistant Coaches** must realize that their good deeds and hard work will eventually be recognized and rewarded.
- Opportunities will come along in time if you've done the right things at the right times.
- **BE LOYAL – ALWAYS!!!**

“It is amazing what can be accomplished when nobody cares who gets the credit for it.”

Assistant Coaches

- Make them accountable
- Give them clear tasks that they can handle
- Get them involved in the process
- Share responsibilities
- Get everyone vested in the big job – The Mission!
- Know Education Law
 - Job Postings
 - People Applying
 - District Procedures
 - Who Decides?
 - Head Coach should share their feelings and opinions (Evaluations)

Get Staff Involved

- Preseason Jobs
- Planning for the upcoming season (playbook, handbook, rules, plays, goals, etc.)
- Planning Practices
- Game Day Duties
- Don't try to handle everything yourself – It may result in doing just an average job at everything – Strive for excellence everywhere!
- Know who your kids respond to the best in order to get the desired action and outcome!

The Value of Meetings

- ALWAYS assure that your meetings have a purpose – **don't waste people's time!**
- Preseason, In Season and Post Season
- Daily Contact during the season. Make sure that everyone knows exactly what's going on with the team.
- Get feedback, ideas, suggestions, opinions
 - What's Going Well?

Meetings



- What worked?
- What's not working?
- Where do we need to make changes?
- NEVER argue on the field or in front of your athletes!
- Respect other's opinions
- Think and Reflect
- Ultimately the head coach must make the final decision

Meetings

- When you walk out of out of your coaches' meeting, everyone **MUST** be on the same page! If not address it immediately!
- Remember that it takes time to put the right staff in place and get everything “clicking”!
- Be organized for your meetings!
- Write things down!
- Summarize in writing and share!

Provide Feedback to Your Staff

- During the season
- End-of-Season evaluations
- Be honest and fair – make sure that it has value!
- Don't put things off or they'll just get out of control and “sink your ship”

Acknowledge Your Staff

- Give credit where credit is due!
 - In front of your athletes, parents, etc.
 - Let them know when they did something good
 - Share the credit
 - Share the blame
 - “**WE**” not I when speaking to the team, media, parents, community, etc.
 - Show appreciation and gratitude towards others that are deserving

Keep Your Athletic Director Informed and Up-To-Date

- Avoid putting your athletic director in a situation where he or she is caught off-guard.
- Anything that you send out to parents, athletes, media should also go through your athletic director.
- Invite your athletic director to all events:
 - Contests
 - Meetings
 - Banquets

Press Releases

- Pre-Season Press Release
 - ❑ School (address, phone numbers)
 - ❑ Athletic Director
 - ❑ Administrators
 - ❑ Returning Players
 - ❑ Last Year's Highlights
 - ❑ Milestones (Brief History of Your Program)
 - ❑ When and Where You Practice
 - ❑ Team Roster with Correct Spellings



Press Releases



- Pre-Season Continued
 - Schedule of Events with Times and Locations
 - Indicate the Big Game or Big Rivalry
 - Coaching Staff
 - Names
 - Phone Numbers
 - Include Information About Major Events – If they don't know about it, then they can't cover it!
 - Sectionals
 - States



Press Releases



- During the Season
 - Be as organized before the event as possible
 - Create reporting forms
 - Fax sheets
 - Decide how you will be reporting the results
 - Decide who (coach, manager, parent) will do the reporting
 - Home Team Reports
 - Be prepared with all contact numbers if you compete out of the area

Press Release

■ End-of-Season

- Always Prepare a final year end press release with highlights
 - Sectional Winners
 - Sectional Place Finishers
 - Team Accomplishments
 - School Records
 - Post Season Recognition
 - All-Stars
 - Sportsmanship
 - Academic Awards
 - Scholarships

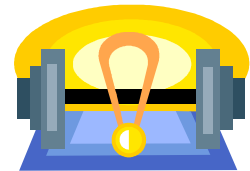


Public Relations

- **Don't ever forget how important this actually is!**
 - Media
 - Community
 - Youth Groups
 - Rotary Clubs, etc.
 - Booster Clubs
 - School Based Groups

Recognition

- Bulletin Boards
- Posters
- Announcements
- Letters
- Awards
- Pep Rallies
- New Traditions
- Perpetual Plaques



“THINGS” *I wish somebody told me!*

- Divide seemingly insurmountable tasks into small, manageable segments in order to achieve your goals!

***How do you swallow an elephant?
(one bite at a time)***



Expand your lens of perception by focusing on possibilities!

- *Surround yourself with the right people in healthy environments.*
- *Foster courage, compassion, strength, determination, and desire in your athletes.*
- *Have a vision for your aspirations (Have a plan and then carry that plan out!).*
- *Identify obstacles and determine where the most work is needed right now.*
- *Recognize shortcomings as well as strengths!*

Idea? Have your athletes write their own story.

- “I, (place your name here), am on a champion’s journey from now to (date). While on this path, I attend to my total self-spirit, mind, and body - in the following ways: (then go into some detail of what you do specifically on a daily basis and list what you achieve athletically and personally from each action).

Write your own story!

- Affirm some of the qualities and positive virtues that you possess that make this all possible.

“I can accomplish all of this because I am a (fill in the qualities) athletic person.” (Use words that fit or could fit with a little work, such as:

Courageous, conscientious, committed,
fearless, brave, persistent

Post your writing so that you can read it daily!

Think of people you admire, particularly athletes.

- List the qualities and virtues you admire in them and would like to develop in yourself.
- What five or six actions or behaviors can you demonstrate on a daily basis that would allow others to really see YOU in this way?

SELF-ACCOUNTABILITY and RESPONSIBILITY

TEAM TIME / TEAM BUILDING

- Activity: Have your athletes respond to the following:

“What three things am I willing to do in practice each day in order to prove to myself that I am serious about my commitment to the team and to my own personal improvement?”

Record the results and the share responses with all team members and coaches.

BALANCE

- Healthy pursuit of excellence with an interest in results
- Be realistic!
- Understand that perfection is unattainable!
- Perfection is a standard to go towards rather than a way to measure self-worth.
- Refuse to self-destruct when perfection is not attained! ***Needing to be perfect causes stress, anxiety, and tension which all negatively impacts performance!***

TEAM TIME / TEAM BUILDING

■ Activity:

- Have your athletes imagine that their season is now over. Have them imagine that they are looking back at their season, their work, their fitness program.
- Have each athlete identify five regrets that they could possibly have at this point and time. (not giving it their all, not lifting, not eating healthy, etc.)

TEAM TIME / TEAM BUILDING

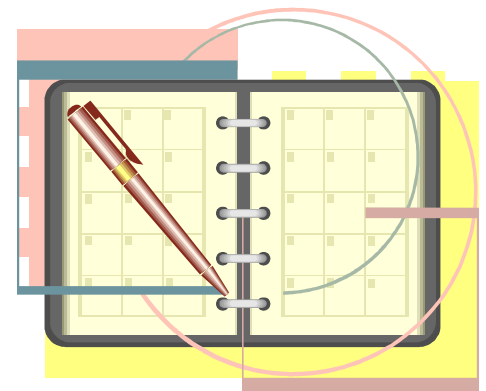
- Next:

- Have your athletes answer this question:

**What five or more actions or behaviors could I perform that, if successful, would eliminate the chances of having those regrets?
(Specific, tangible tasks, such as: lift weights three times per week for 90 minutes a session in order to prevent my body from becoming weaker)**

TEAM TIME/TEAM BUILDING

- Next:
 - Having your athletes state these tasks in order to avoid regret, now have each athlete take those actions that they are certain to commit to, and have them create a daily and/or weekly schedule of activity that will guide them in a more consistent effort and journey this season!



RELAXED INTENSITY

- Relaxed intensity applies to both coaches and athletes. Becoming outwardly angry, frustrated, or upset is a sure indication of your loss of control and an admission that your opponent is getting in your head. Athletes, particularly in individual sports, begin to walk the path of defeat when they begin to display negative emotions (Unpreventable at times!).

Your opponents' greatest advantage – “their competitive edge” – is *YOUR* lack of belief in your ability to perform your very best!

“The pain of going all-out is much less than the pain of knowing that you held out.”

A Chinese fable that demonstrates the power of working together:

The story has it that heaven and hell are exactly alike. Both are enormous banquets with every wonderful dish imaginable covering numerous round tables. The diners are given five-foot-long chopsticks. In hell, the diners give up trying to manipulate these giant utensils and starve. In heaven, everyone simply feeds the person across the table.

Summary – *“Sports help to fill the holes in the souls’*

- How you are on the field, in the arena, or on the court shows up in the larger game of life!
 - Relationships
 - Heart
 - How you approach things
 - Who you are
 - Confidence in self
 - Willingness to try and take risks
 - Ability to handle failures

Don't Forget:

- Get athletes to focus on their performance rather than the outcome
- Eliminate self-doubt
- Get your athletes relaxed and focused
- Understand the value of preparation, and consistent, and quality repetitions
- Value of visualization, and positive self-talk
- Address obstacles and share strategies for dealing with self-doubt, stress, failure, etc.

Questions????????

- Find some value whenever you attend conferences and clinics!
- Take the good and tweak it so that it works for you!
- Don't be afraid to let them see your other side, but be careful!
- Take care of yourself!
- Enjoy the ride!
- **THANK YOU & GOOD LUCK!**

