About Us

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Today’s Game Plan

• Discuss your motivations for coaching;

• Discuss the usefulness of developing an athlete centered approach;

• Apply an athlete-centered approach through various workshop activities;

• Discuss and apply a multicultural perspective to the athlete-centered coaching model;

• Discuss barriers to maintaining an athlete-centered approach.
Questions to Answer:
My Personal Coaching Philosophy

• Why do I coach?
• What goals do I hope to achieve as a coach?
• What are the characteristics of a good coach?
• What are the goals/priorities of the team, and how will I communicate them to my athletes?
• What do I want my athletes to learn as a result of playing for me and my staff?
• What rules must my athletes observe, and what consequences will occur as a result of their choices/behaviors?
• What values will be communicated in my coaching philosophy?
More Than Just a Game

Workshop Activity: #1
More Than Just A Game Activity

**Purpose**: To illustrate the demands you are coaches experience daily.

**Format**: Throughout the duration of this workshop we are going to be doing an activity called “More Than Just A Game.”

**How it Works!**

1. The activity will consist of slides with different roles appearing.
2. If you identify with ANY of the roles that appear on the screen, stand up, go to either presenter and take a piece of yarn for each role you identify with.
3. Once you have the piece of yarn, sit down, and tie it around your wrist.
More Than Just A Game Activity

*Hint!!!*

Pay attention to the effect that the activity has on your:

- Attention
- Memory
- Ability to Focus
- Responsibilities
More Than Just A Game

COACH

PARENT (FATHER/MOTHER)

Teacher

Mentor
Athletes view coaches as teachers, mentors, role models, and support figures.

Athletes also put coaches on a pedestal as someone who they should strive and try to be.

How can you lower yourself off of that pedestal to be closer to your athletes?
Becoming More Than Just A Coach

Coaches are Human:
Admit to Imperfections, Making Mistakes, or Contradictions

What has happened when your athletes question if you made a mistake or did something wrong?

Power that the coach has is diminished, eroded or broken down, and over time can be completely lost.

Expectations of self, and others
All humans are capable of making mistakes.
[I am, or you are] human.
Therefore, [I or you] can make a mistake.
Becoming More Than Just A Coach

Communicate Expectations

What do I expect from my athletes as: a) people, b) athletes, c) teammates, d) youth/adults, e) students, etc…

How do you voice/share these expectations with your athletes? Keeping in mind that they too, manage multiple identities and responsibilities?

- Team rules
- Team guidelines or handbooks
- One-on-Ones or Group Meetings (offensive, starters, etc…)
- Discipline guidelines
- Organizational outlines (NCAA, etc.)
More Than Just A Game

Gender
Parent (Father/Mother)
Teacher
Sibling
Coach
Leader
Mentor
Significant Other
Becoming More Than Just A Coach

Setting and Following by your Expectations

• Coaches set the expectations for their athletes, but athletes expect the coaches to follow the same expectations
  • Takeaway: Do not set standards and expectations that you yourself can not follow.

• Provide a clear set of expectations, values, beliefs, and roles for your athletes.

What do you think would be the benefits to setting clear, specific, and realistic expectations for your athletes?

What do you think would be the results of not setting clear, specific, and realistic expectations for your athletes?
More Than Just A Coach

Traits and Qualities of Coaches

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<thead>
<tr>
<th>Cognitive</th>
<th>Emotional</th>
<th>Social</th>
<th>Psychological</th>
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<tr>
<td>Knowledge</td>
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<td>Skills</td>
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<td>Abilities</td>
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<td>Loyal</td>
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<td>Experience</td>
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“The professionalism, consistency, and integrity that coaches exhibited were some of the more prominent qualities that helped gain these athletes’ admiration, trust, and respect.” – (Becker, 2009)
Challenges Experienced

Communication

• Communication style does not match coaching style

• Some athletes are in the “know” and some are not

A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves. – Lao Tzu
Challenges Experienced

Discipline (Inconsistent)

• Starters may get delayed discipline

• “Punishment must fit the crime”

• Zero tolerance policies

Leadership: The art of getting someone else to do something you want done because HE/SHE wants to do it. – Dwight D. Eisenhower
More Than Just A Game

Gender
Athlete
Parent (Father/Mother)
Teacher
Student
Sibling
COACH
Leader
Mentor
Family Member
Employee
Significant Other
Challenges Experienced

Favoritism

• Better relationships get more attention, others ignored

• Halo effect- we tend to see the positives in people most like ourselves and we invest more in those relationships

_The best executive is the one who has sense enough to pick good men (women) to do what he wants done, and self-restraint enough to keep from meddling with them while they do it._ – Theodore Roosevelt
Challenges Experienced

Parenting vs. Coaching

• Coach sees his responsibility more as a parent than as an authority figure/coach/mentor

• Coach becomes the “referee,” coach picks sides and results in cliques/division on team

*The conduct of his leadership will be the true mirror of his doctrine. We don’t easily fool players, though we may think we do. We more easily fool ourselves.*

- H.A. Dorfman (pg. 3)
Challenges Experienced

What are some other challenges that you all experience that could be a result of trying to manage multiple roles?
Communication Styles

• Why is it important?

• How does it affect performance?

Leadership is getting someone to do what they don’t want to do, to achieve what they want to achieve. – Tom Landry
Command Style – The Dictator

• “My Way, or the Highway!”

Examples:

• Impact on the coach: Constant and consistent feedback, added responsibility, added stress, high chance of coach burnout.

• Impact on the player: Inability to make quick decisions on or off the field.
Submissive Style – The Babysitter

• Impact on the coach: Negative relationships, perceived as incompetent (needs constant support and guidance from others), and perceived as lazy or misinformed as to what coaching requires.

• Impact on the player: “feels lost,” loses faith in the coach, team, and goals.
Mediator Style – The Referee

• “Can’t we all just get along.”

• Primary role becomes managing conflict; less time on performance enhancement.

• Players may often turn to the coach to mediate team conflict, decreases in individual accountability, results in a team with many smaller groups or cliques.
More Than Just A Game

Gender
Athlete
Parent (Father/Mother)
Pet
Leader
Mentor

Authority
Student
Figure
Sibling

Coach
Employee

Friend
Family Member

Significant Other

Teacher
Religion
Cooperative Style – The Teacher

Initial Phase

- Feedback
- Athlete Driven

Final Phase

- Athlete Driven
- Feedback

Teaching Happens: Skills are Taught

Expectations For

Athletes
- Learn from Coaches
- Think Independently/Practice
- “Coaches on the Field”

Coaches
- Teachers/Mentors/Guides
- Flexible
Roleplays

Workshop Activity: #2
Roleplays

• Get into pairs
• One coach will be the athlete and the other will be the coach
• Read through the scenarios
• Get into your role, and try to resolve problem/concerns outlined on the scenario during your meeting with your “coach”

Pay attention to what your “coach” does well, as well as some areas where they could improve.
Scenario #1

• How do you approach the athlete, if they aren’t the one approaching you?

• What else is going on for the athlete in their life?

• What do you feel would help the athlete (e.g., gut instinct)?

• What do you think the athlete needs from you, the coach?

• Does what you FEEL would help the athlete meet what the athlete says they need?

• Additional options? Referrals, suggestions, mentors, tutors, time away from the sport?
Scenario #2

• How do you approach the athlete, if they aren’t the one approaching you?

• What else is going on for the athlete in their life?

• What do you feel would help the athlete (e.g., gut instinct)?

• What do you think the athlete needs from you, the coach?

• Does what you FEEL would help the athlete meet what the athlete says they need?

• Additional options? Referrals, suggestions, mentors, tutors, time away from the sport?
More Than Just A Game Debriefing

What effect did this activity have on your:

a.) Attention  b.) Memory  c.) Ability to Focus  d.) Responsibilities

What do you think was the purpose of having the roles pop-up randomly throughout the workshop?

How about the strings of yarn, what do they represent?
Why are they important?

Our experiences and roles can distract and get in the way of attending to our athletes needs!

Be aware, and attentive to your roles you have and how they are affecting your relationships with your athletes. Keep in mind, if you are managing multiple roles and responsibilities, your athletes are too!


Questions? Comments?

Thank you so much for your time, participation, and attention!