

## 10 Things For Successful Coaching

- 1) Don't have a rule you don't want to enforce.
  - a) What is worst scenario—can you live with it.  
EX. Softball this year  
Miss a game—miss another game  
Some rules are tough to enforce in small school
  - b) Fair but firm.--high expectations. Do not allow behavior to get in the way of the team performance.
  - c) Varsity different  
JV and C much tougher. Wins not as important  
Varsity—try not to sacrifice team success to prove a point for a minor infraction.  
Ex. 2 starters late for practice.—Did not start and I only put them in when we needed them. It was humiliating to them to answer questions from peers and parents. I don't think they got in until the 2<sup>nd</sup> game.  
They did do some running at practice and kids knew I wasn't happy.  
  
Ex. A rule for everything—which made a consequence for everything.  
If you were late—1 board per minute. I felt like I was always enforcing rules and so caught up in making sure everyone was following the rules.  
Now I have rules but if things are a problem I will address it as a team. They will usually get a warning and then the next time we do some team conditioning.  
They seem to get my point.
- 2) Teach the heart (spirit) aspects of the athlete and game.  
Lot to winning a game—not all skill  
Huge part of the game is mental---90% possibly
  - a) Self-image cycle  

Performance
Self-image                      Self-talk
(See themselves)
  - b) Playing through mistakes  
Girls brain vs. boys brain
  - c) Playing to win vs. playing not to loose
  - d) Momentum.  
Most sports have momentum---ups and downs  
Obstacles—self inflicted, reffing, effort from other team changes.

Teach kids to be tough minded and have a positive mental attitude through it.

WIN—What's  
Important  
Now

Focus on things of value and not the threats.

e) OK to fail—must risk

How you face their mistakes shows up here.

I think it is always more important to take a chance than to hang back. OK to be 2<sup>nd</sup>. OK to fail. (takes out the sting if they don't succeed—more times than not by the end of the season my kids come through.)

Talk about—how it feels to be the hero. To come through with the big play. Visualize it. See yourself doing it. Be doing that through out the season.

Ex. Lauren—Vb state

Last year Erin and Kayla

f) What is your heart or spirit like in tough situations.

Frustrated?

Angry?

After a mistake

Get down, or throw a fit.

Likewise when something good—do you let up.

Effort should be the same.

Kids often respond to your emotions—What do you say and what are you feeding your team? What does each player need?

3) Be your own best coach.

A. Think of the coach's you have had

1. What was good?

a. What was bad?

2. You probably have similar tendencies and habits

i. We coach like we have been coached—we parent like we have been parented

ii. Much of our behavior is learned--

iii. Most of us are visual learners and we have learned by the role models we have had.

iv. So that means we can relearn or change our actions and behaviors but we have to make a conscious effort.

B. What was good—keep it, build on it

What was bad—(or negative and nonproductive)

1. Consciously change it—Visualization process

C. What is our temperament and personality

a. Take stock of your attitudes and thought processes

b. Video tape yourself is necessary –in games and practices

c. Checklist –positive and negative comments (have manager or assistant do it)

4) Establish roles.

If you don't do anything—do this

Totally changed my team dynamics

A. Establish early—

1. Pick team—tell team what I see their role as being through this season

2. Could change but this is where it starts

3. Tell them what they do well (strengths)

And what they need to work on for our team to be successful

B. Midseason

1. How are we shaping up

2. Is it going as planned

3. Have roles changed—still what they are doing well and what they need to work on for our team to be successful

C. End of season

Before districts

1. Address playing time again

2. Roles in game situations—practice those situations

3. Make changes quickly toward end of season—last matches before districts

D. State and Regionals

1. has anything changed

Ex. The server from Ridgefield.

E. Roles for people on the bench (usually are associated with someone they might sub in for)

a. Team talk

b. Encouragement

c. Holes in defense

- d. Weak passers
- e. Where to serve and hit
- f. Include them in timeouts (anything they see or think we need to fix)

5) Know your kids.

- A. Find out what makes them tick.
  - 1. How do they react to you as a coach  
Yelling or soft spoken
  - 2. How do they perform best under pressure  
Do you need to add pressure or decrease it.
- B. Are you willing to change your behavior so your kids can win?
- C. If you are a yeller? Is it affective?
- D. If you aren't a yeller are there times you have to?
- E. What you wear? Colors
- F. Have you put them through every situation in practice or past games so you know when they are going to loose it and need a break.
- G. Who do the kids rely on in pressure situations? How do you keep that person playing their best?

6) Feedback—Constant, positive and all players.  
Criticism and Sarcasm—not an option

- A. Feedback  
As coaches quite a bit of iour job is looking at performances, evaluating it and then give feedback
  - 1. Specific
  - 2. Objective—nonemotional
    - a. if we are frustrated or upset that can be transferred to our players.

- B. Mary Poppins Theory  
Spoonful of sugar helps the medicine go down

Positive criticism---

Positive----Feedback-----Positive

Start with a positive---What are they doing right.

What can they do to change----1 area at a time

Encouragement----I like how hard you are working or give another positive.

Reasoning---Do you want them focusing on the negative or the positive (think about self image cycle)

- C. Should be constant but not detract from game. Especially at the end of the season. (Is it your performance or the players performance people are watching)
  - D. Everyone should be given something in the course of the practice
- 7) Goal setting—one of the most important for self motivation--- Intrinsic vs. extrinsic motivation

A. Beginning of the season

1. Season Goals Top 4 @ State, League Championship, District Champs (State playoffs)
2. Team attitude—apart from skills when everything is said and done—how do you want to feel about this team and what you contributed to it
3. Team goals—65% passing, 95% serving
4. Individual goals---Starter, All conference 1<sup>st</sup> or 2<sup>nd</sup> team, make varsity, be the first one off the bench.

B. Weekly goals

Written (large piece of paper) and in my hand every Monday.

1. Skill—3 skills
2. Attitude—self attitude
3. Team—we decide or I influence
  - a. passing and serving (possibly something else or some strategy)
  - b. team attitude (talk, effort, usually has to do with heart)

C. Visualization

Seeing yourself doing it, under pressure, perfectly and hearing the crowd cheer---emotional response

D. Affirmations—

1. Goals written in positive statement.

Ex. Goal: Serve 95% in.

Affirmation: I will serve the ball over the net and into the court 19 out of 20 times.

2. Must be visible—mirror in bathroom, on wall as leave room.
3. Must be told to someone.

8) Pick captains early. (Usually 2 people, sometimes 3)

We pick ours at the end of the season for the following year and announce it @ the banquet.

Those captains start immediately

If any fundraiser—they help organize and run it

They contact team for anything that needs to be done

Summer time

They contact players

Develop phone tree

Address envelopes and help with preseason letter

Set the tone---pick the theme or word for the season

Can involve everyone or just them.

Taken pretty seriously. Outgoing seniors spend time discussing it and reasons why.

9) Practice planning

A. Organized

Planned out in minutes.

B. Vary drills

Quick paced (conditioning)

Slow paced (mental)

C. Frustration drills---work through head and heart issues. Teaches them to work through it quicker.

1. Know what they look like and what happens when they reach breaking point

2. Can the player or team work themselves out of it. Coach them how to do it.

3. What do they look like when they are about to fall apart—individually and team

4. What do they do when they do melt down---individually and team.

5. What do your leaders do in that situation.

D. Mental drills—drills for concentration

Ex. 1) Passes in a row.

2) Digs to a target.

3) Plays run perfectly

4) Points in a row.

E. Vary conditioning

1. Skill practice before fatigue (condition end of practice)

2. Skill practice after fatigue (Condition first)

E. Make things fun—

1. certain drills they love
2. game situations—competitions
3. warmup games
4. winners decide punishment
5. candy practice—amazing what they will do for piece of candy
6. team points and competitions
7. theme practices
  - a. Ugly socks
  - b. Halloween practice
  - c. 50's, 60's, 70's etc.

10) Mental toughness

- A. Mental toughness comes through conditioning
  1. Making your body do something beyond what it really wants to.
  2. Helping your teammates accomplish more than they thought they could
- B. Breaks through certain thresh holds of resistance we have in our mind.
- C. Extrovert vs. Introvert
- D. Everyone pushes till the end. Everyone talks to the end.
  1. Big games are won and lost because of conditioning both as a team and individual.

**Bonus**

1. Never to old or too experienced to learn or try something new.

Burnout—doing the same thing over and over.

Keep it fresh

Ask colleagues

Clinics—pick 1 or 2 new things

Bring in other coaches

We do what we do because we get results. If you do what you always do then you'll get what you always have got.

2. Know thyself.
  - A. What are your strengths—  
Your greatest strengths can also be your greatest weakness.
  - B. What are your weak areas---
  - C. Surround yourself with people that compliment you  
Learn and watch from them

If communication is a problem, find a good communicator and watch what they do and how they do it. Organization?

3. Weather the storms—outlast.
  - A. If you are a head coach, you must make tough decisions.
  - B. Be tough but willing to listen.
  - C. Never meet a parent 1 on 1. (athletic director or assistant coaches)
  - D. Never talk after a game.
  - E. Be respectful and expect that in return.
  - F. Be firm . Make a decision and stick to it. If it doesn't work be willing to admit it and move on. We are human and not infallible. (not everything works)
  - G. Keep trying until it works.