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Issue
THREE

Standard Focus— Teaching and Reinforcing Personal & Social Responsibility

Review of *InSideOut Coaching*

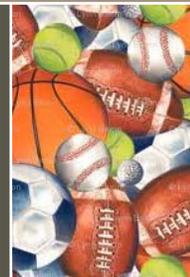
VHSL news

Ask The Experts



A Quarterly Newsletter for Coach Development– Spring 2014

Coaches Corner



current topics >>>

Focus on the AAHPERD National Coaching Standards

The current issue focuses on the National Coaching Standard in Domain 1—Coaches have a responsibility to teach and reinforce personal, social, and ethical behavior..

As written in the National Standards for Sport Coaches published by AAHPERD. The coach has the responsibility to facilitate development of positive behaviors in and through sport..

For more information on the National Standards for Coaches go to www.aahperd.org



Be Accountable

Brendan Dwyer, Ph.D.
Virginia Commonwealth University
Center for Sport Leadership (www.sportsleadership.vcu.edu)

Be accountable. It's an easy statement. Anyone can say the words. It's even a simple premise: take ownership over your actions; be responsible for your behavior, and most importantly, act with integrity. If it is so simple and easy to comprehend, than why is it so hard to teach?

Why? Because teaching accountability requires unwavering consistency and the relinquishment of total control. It requires us to have the confidence and fortitude to forgo short-term outcomes to teach life-long lessons. This is a risky proposition for a high school coach. Therefore, to teach accountability you need a plan.

Accountability is not a catch phrase; it is a culture. It is formed and developed by leaders not through a bumper sticker or mission statement, but through consistent and thoughtful actions. Actions that provide student-athletes with three things: role clarity, support, and the freedom to make their own decisions.

Role clarity requires simplicity of task and consistency in action. In addition, athletes build confidence through structure and repetition; thus, once straightforward roles are developed they must be revisited often, communicated, and well-rehearsed.

Constant feedback, both constructive and critical, is the crucial component in establishing a foundation of support. The depth of feedback and even the content is not nearly as important as the consistency. Student-athletes need to learn that their actions have consequences, both positive and negative. In addition, adolescents crave feedback. Once they know you care, you will have their undivided attention. More importantly, you will have the opportunity to extend this support off-the-field and become a mentor and an advocate.

InSideOut Coaching

by Joe Ehrmann with Paula Ehrmann & Gregory Jordan

BOOK REVIEW BY LORI GANO-OVERWAY, Ph.D., BRIDGEWATER COLLEGE

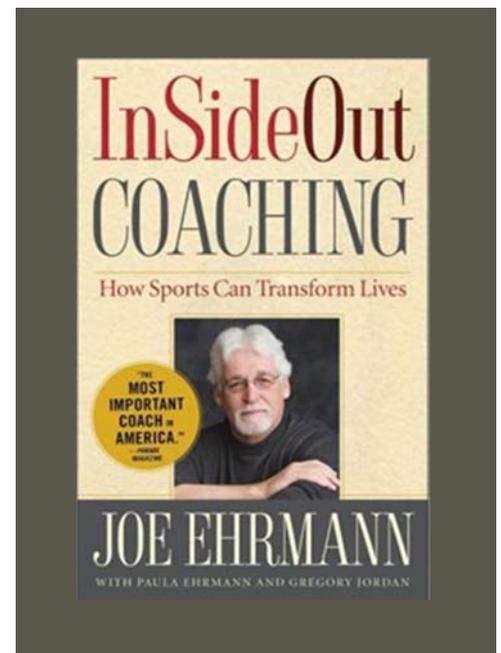


While many of us recognize the transformational power that coaches can have in the lives of young people, sometimes we are pulled into the culture of winning. Joe Ehrmann reminds us how coaches play a role in the lives of student-athletes by teaching them important lessons that will help them contribute positively in their communities. He also introduces an intentional framework for helping coaches struc-

ture the sport setting to achieve these aims.

Part 1 of the book provides insight in Ehrmann's journey as an NFL football player, minister, and coach. He explores how his experiences helped him discover his why for coaching. As he states, "I coach to help boys become men of empathy and integrity who will lead, be responsible, and change the world for good" (p. 110).

Part 2 explores how to implement his InSideOut Program, which contains five pillars that focus on developing a transformational culture. These include developing community, creating lessons plans that integrate the educational mission onto into sport, communicating effectively and collaborative-



ly with coaches, players, and parents, focusing on honorable competition, and celebrating and honoring the transformation.

It is an enjoyable and easy read filled with little gems that coaches may find useful in their own journey toward making a difference in the lives of young people. In the end, he also reminds us that coaching is a process that can teach us, challenge us, and, hopefully, transform our own lives in positive ways.

Continued from page 1 >>>

Lastly, your athletes will need the freedom to make mistakes. This is the hardest part. Giving up control is a dangerous concept for a high school coach. Adolescents are notorious for acting irrationally, over-emotionally, and without thinking, yet as mentors/coaches it is our duty to use athletics as a vehicle to prepare them for adulthood. And, adulthood demands accountability.

Too often, however, we try to control the moment for our athletes. We make the proper decisions for them on- and off-the-field as opposed to providing the freedom and proper support to make a decision and survive the consequences. This may alleviate issues in the short-run, but it stunts personal growth in the long-run. Accountability is a foundational element in human growth and development, and thus, it should be a cornerstone in every coach's lesson plan.

High school athletics provide a wonderful platform for social growth. The best of all platforms, in my opinion. Through high school athletics, there are countless opportunities to teach positive traits to an athlete. Hard work, dedication, perseverance, temperance and teamwork are just a few. Accountability should be high on this list as well. It is a skill that never goes out of fad.

Accountability is requiring public service to teach community involvement. Accountability is remaining positive in defeat to teach resilience and perseverance. Accountability is teaching appreciation to counteract entitlement.

Accountability can't throw a touchdown pass. Accountability can't hit a game-winning basket. Accountability will never be flashy or on the front page of the newspaper. But, accountability takes talent. Loads of it, in fact. It takes integrity, ownership and responsibility. Most of all, it takes confidence to do the right thing no matter what the pressure. And in a time of social media, camera phones, and the elimination of post-game handshakes, it is needed more than ever in high school athletics.

Developing RESPECT on Your Sport Team

Lori Gano-Overway, Ph.D., Bridgewater College

How can we help develop respect on our sport team? Here are seven key ideas that I have learned from coaches, students, athletes, and researchers that could help us answer this question.

Relational Encounters: Showing appreciation and concern for others can go a long way toward building respect. When we show we care, it shows our respect for our team and models to them how to engage in respectful interactions (e.g., welcoming players to practice, taking an interest in their lives, or listening to their suggestions for the team).

Empathize: Sometimes when students engage in inappropriate behavior, I hear myself say, this student should know better. However, this is not always the case. As a middle school coach once gently reminded me, these kids may not really know how to handle themselves and do not have the experiences that we have. Part of our role is to help them learn how to perform as human beings. It was a good lesson in empathy, i.e., taking the perspective of another. Understanding why student-athletes engaged in a particular behavior can help us navigate them toward more respectful interactions.

Safe Atmosphere: Another way to develop respect is by creating an environment where all players feel physically and emotionally safe. A place where everyone feels accepted and included and can feel safe to speak his or her mind. Obviously, this does not mean that everyone will get along but respectfully disagreeing and peaceful conflict resolution is encouraged.

Praise Respectful Behavior: While coaches often praise student-athletes' athletic skills, respectful behavior can also be praised. The advice from Tony DiCicco and Colleen Hacker in their book, *Catch Them Being Good, Everything You Need to Successfully Coach Girls*, is particularly helpful. Coach DiCicco notes that rather than identifying every wrong behavior that occurs, it is more useful to point out when things are being done right. This is praised and celebrated. Team members are reminded to continue these right actions rather than being corrected for poor behavior.

Encourage and Support: Another way for coaches to demonstrate that they care is to encourage and support their student-athletes in achieving their goals both on and off the court. By writing an encouraging note when you know they need it, supporting them at their music concert, or providing a listening ear when they face a personal struggle, shows that the coach is concerned about their well-being. It also has the unintended, but fortuitous side effect, of modeling positive ways for them to respectfully encourage and support others on their team.

Create a Community: Helping team members get to know one another and develop as a community can also encourage respectful behavior. Coaches can provide structured opportunities in practices, on the way to games, and outside of athletics for athletes to get to know one another. For example, starting a practice asking student-athletes to complete this sentence (e.g., I like swimming because, What I like to do on the weekend is) or pairing up new and old players to conduct teammate interviews including both general and fun questions can help them recognize their similarities and develop connections. Coaches can also create a team mission and goals that not only focus on performance but also on respect, kindness, and generosity which help set the stage for a respectful sport community that encourages excellence in all areas of development.

Teach Respectful Behaviors: Telling stories or talking about recent news events that deal with issues of respect, trust, patience, acceptance, care, and concern can remind players why these behaviors are a part of being a good teammate and person. These mini-lessons during practice also remind everyone of the ground rules (e.g., offer supportive comments, avoid put downs, listen to one another, avoid interrupting, disagree respectfully) of how a respectful team operates.

So it seems it comes down to RESPECT. By being Relational, Empathizing, promoting Safety, Praising respectful behavior, Encouraging student-athletes, Creating community, and Teaching respect, coaches may be better poised to develop respect on their sport team.

ask the experts >>>

Q & A: Are there any free resources to help a coach teach character to their athletes? The U.S. Anti-doping agency has a free program with publications geared to high school athletes. Check it out at: <http://www.usada.org/truesport>.



final thoughts...

This newsletter is brought to you thru collaborative efforts of the VHSL Coaches Education Committee and the Virginia Colleges and Universities that support the positive professional development of scholastic coaches throughout Virginia.



The National Coaching Conference will be hosted in Washington, DC on June 18 -20. Below is a list of some of the sessions that will take place. If you are interested in learning more about the conference or registering, please go to www.aahperd.org/ncc/2014

Session Topics:

- Coaching with Developmentally Appropriate Practices
- USA Football: Delivering a Better, Safer Game
- Coaching Athletes with Disabilities
- Building Strong Teams and Life Skills Through Positive Discipline
- Using Intensive Physical Activity to Develop Young Athletes Psychologically
- Physiology of Over-training: What the Coach Doesn't Know Can Ruin Athletic Careers
- Speaking the Same Language: Communicating Effectively with Athletes
- Best Practices for Preventing Sudden Death in Secondary School Athletics Programs
- Developing a Value-Driven Leadership Philosophy for Long Term Success
- Student Athlete Alcohol Use - A Skill based Training for Coaches
- What They Don't Know: The Power and Importance of Parent Education



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Virginia High School
League



coming soon >>>

In The Next Issue

Focus on Standard—Motivating Athletes

VHSL News

Book Review—"Drive: The Surprising Truth about What Motivates Us"

VHSL News

- ◆ **VHSL state tournament programs are now available in electronic format online!**
- ◆ **Even when you can't make it to the tournament, you can still see all the information highlighted in the state tournament program.**
- ◆ **You can find programs at the VHSL website:**
 - <http://www.vhsl.org/vhsl-publications>