

# **50th National Athletic Directors Conference**

**National Harbor, Maryland**

**December 15th, 2019**

## **Assisting your Coaches to See Themselves as Leaders**

**Phil Willenbrock, EdD - Athletic Director, Highline Public Schools**

**Chris Muskopf - Athletic Director, St. Louis University High**

# Chris Muskopf - Athletic Director, St. Louis University High

5th year as AD

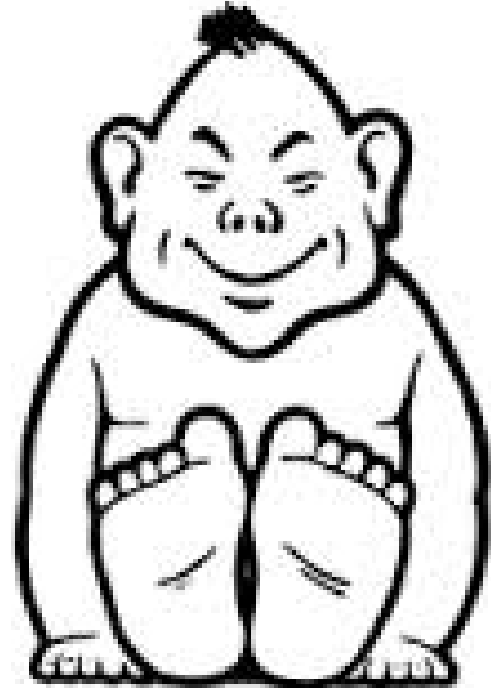
Enrollment of 975, all boys

Jesuit school

19 programs

- 4 fall/5 winter/10 spring
- 10 state-sanctioned/2 emerging/7 independently governed

Located near the St. Louis Science Center and Forest Park



**What is your definition of leadership?**

**For this presentation, here is ours:**

**Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers (Gardner 1990)**



**Leadership must be pervasive  
and purposeful!**

- *Jim Linhares*

## SLUH Athletics Purpose Statement:

*The purpose of the SLUH Athletic Department is to evolve and maintain an education-based athletics/activities program that extends and affirms the formational and educational goals of the Jesuit charism, while also focusing on the intentional development of the spiritual, intellectual, social, physical, and emotional well-being of each of our student-athletes and coaches.*

# Purpose Statement Process - Part 1

## Why Do I Coach?

Core values list – Choose 3 values from the list below, or add your own in a blank spot, to indicate your core values as a coach.

<b>Authenticity</b>	<b>Respect for Others</b>	<b>Faith</b>	<b>Drive</b>	<b>Integrity</b>
<b>Knowledge</b>	<b>Concern for Others</b>	<b>Health</b>	<b>Modeling</b>	<b>Spirituality</b>
<b>Generosity</b>	<b>Friendship</b>	<b>Fitness</b>	<b>Teaching</b>	<b>Listening</b>
<b>Courage</b>	<b>Kindness</b>	<b>To be a Role Model</b>	<b>Service</b>	<b>Humor</b>
<b>Responsibility</b>	<b>Accountability</b>	<b>Encouragement</b>	<b>Excellence</b>	<b>Openness</b>
<b>Honesty</b>	<b>Enthusiasm</b>	<b>Support</b>	<b>Harmony</b>	<b>Family</b>
<b>Life Lessons</b>	<b>Loyalty</b>	<b>Love</b>	<b>Perseverance</b>	<b>Education</b>
<b>Open-Minded</b>	<b>Change</b>	<b>Trust</b>	<b>Compassion</b>	<b>Guidance</b>
<b>Inspiration</b>	<b>Patience</b>	<b>Commitment</b>	<b>Freedom</b>	<b>Passion</b>
<b>Fun</b>	<b>Leadership</b>	<b>Balance</b>	<b>Connections</b>	<b>Adversity</b>
<b>Life</b>	<b>Energy</b>	<b>Relationships</b>	<b>Positivity</b>	
<b>Inclusion</b>	<b>Serenity</b>	<b>Genuineness</b>	<b>Caring</b>	
<b>Togetherness</b>	<b>Empathy</b>	<b>Creativity</b>	<b>Composure</b>	
<b>Formation</b>	<b>Happiness</b>	<b>Security</b>	<b>Mentor</b>	

# Purpose Statement Process - Part 2

## **“Why Do I Coach?” Questionnaire**

*If you selected 3 Core Values at last year’s Preseason Coaches Meeting, please use these responses - as much as possible - to expand on those selections.*

**Why do I coach?**

**Why do I coach AT SLUH?**



# Purpose Statement Process - Part 3

## **“What does it feel like to be coached by me?”**

*Based on the core values that determine why you coach, please respond to the following questions.*

**> Under the best of circumstances, what does it feel like to be coached by you?**

**> Share one instance or specific piece of feedback that affirmed achievement in the area of being coached by you feeling like you intend it to feel.**

**> Identify one specific and measurable action that you plan to take so that the upcoming season includes moments that connect with and build on your answers above.**

## Purpose Statement Process - Part 4

### **Write your purpose statement:**

*I lead this department so that I can provide guidance and support for coaches, teachers, parents, and other members of the SLUH family who aim to extend and affirm the formational and educational goals of the Jesuit charism, while also teaching young men to be accountable, to handle successes and failures, and to recognize the life skills and valuable relationships that can be developed through participation in athletics.*

The top right corner of the slide features a decorative arrangement of overlapping geometric shapes. These include a light pink triangle pointing down and to the right, a darker pink square, and a dark pink triangle pointing up and to the right, all partially overlapping each other.

**What is your definition of leadership?**

# **The Complexity of Leadership**

- Use and Abuse of the Term**

## **Cognitive connection**

- Traits, characteristics, expectations**
- Who comes to mind and Why?**

## **Context Differentiation**

- Peers, Team, Vertical, Shared**

**Commit to a Definition that Works**

**Are these things happening?**

- influence**
- interactions**
- relationships**

**YES!**

**How are leaders Selected? The 4 P's?**

**What is the Likelihood that Your Coach WAS  
at one point a Team Captain?**

**Alignment Check is Critical!**  
**Leadership without alignment is TOXIC**

**The Power of MODELING**

**How are YOU Leading your staff**

**AD – Coach Relationship & Coach – Athlete  
Relationship**

# **Leadership Paradigm** (Kouzes and Posner)

**Model The Way** (Align Actions with Values)

**Inspire a Shared Vision** (Envision the Future)

**Challenge the Process** (Innovate, “let it rip”)

**Enable others to Act** (share power)

**Encourage the Heart** (recognize and celebrate)

# Team Leadership

**...Whether the (team) does well that which it is supposed to do, whether the people in the (team) work hard and well, whether the actions and procedures of the (team) and its members are well suited to achieving its mission, and whether the (team) actually achieves its mission (Stillman, 2005)**




# Components of Team Effectiveness (Hackman)

**Presence of a Real Team**  
**Direction and Culture**  
**Enabling Structure**



**“CORE”**

**Support System**  
**Expert Coaching**



**“CORE SUPPORT”**

# Components of Team Effectiveness

## I. Presence of a Real Team

- Task/ Boundaries/ Authority
- Stability over time

## II. Direction and Culture

- Energize/ Orient/ Engage

### **III. Enabling Structure**

- **Core Norms of Conduct**

  - **What is Acceptable and Sanctioned**

  - **How to do the work**

  - **Behavioral Boundaries (always and never)**

- **How Norms Form**

  - **imported/ evolve/ deliberate creation**

- **Secondary Norms**

  - **Member regulated**

## **IV. Supportive Context**

- Reward System**
- Information System**
- Educational System**

## **V. Expert Coaching**

- Effort**
- Performance Strategy**
- Knowledge and Skill**
- Understand the team “life-cycle”**

# Program Overview Document

## A. Schedules (S.C)

1. Practice time/ locations
2. Day ONE information

## B. Staff Bio/ Contact/ Background Information (S.C. & E.C.)

## C. Program Keystones/ Objectives (C.D.)

(what we will be known for, Direction Setting)

1. Process
2. Performance

## D. Coaching Philosophy (effort, strategy, skill) (C.D. & E.C.)

## **E. Expectations (R.T.)**

**1. What players can expect from YOU**

**2. What YOU can expect from players**

**(Same for parents/ families/ guardians as above)**

## **F. Practice Policies/ Expectations (R.T. & E.S.)**

## **G. Game Day Decision Policies (S.C.)**

## **H. Team Guidelines/ (what is sanctioned)**

**1. Norms (R.T. & C.D. & E.S.)**

**How to do the Work**

**What we always Do**

**What we never Do**

**2. Lettering Criteria (S.C.)**

**I. Student Outcomes (S.C.)**

**(how membership will benefit the individual)**

**J. Equipment Policies/ Treatment (E.S.)**

**K. Cut Criterion (S.C.)**

**L. Progressive Discipline Plan (S.C. & R.T. & E.S.)**

PROGRAM OVERVIEW DOCUMENT – edit 8-8-19

Due at Pre-Season Coaches Meeting with A.D.  
Parent Must Sign indicating they read and understand by end of Week 1

Coaches Prepare a Handout Including:

A. Schedules clearly presented w/ start times – [spsathletics.com](http://spsathletics.com)

- a. Practice times/ locations
- b. First Day Information

B. Staff w/ brief bio and contact information – All Coaches

C. Program Objectives / Mission / Program Keystones

D. Brief Coaching Philosophy

E. Expectations

- a. What can players expect from YOU
- b. What can you expect from PLAYERS
- c. What can parents expect from YOU
- d. What can you expect from PARENTS

F. Practice Policies and Times (include absences etc...)

G. Playing Time Policies/ Guidelines (use the attached playing time statement if you don't have one)

The determination of playing time is dependent upon many factors both measurable and subjective. As head coach, one of my main responsibilities is to make personnel decisions that I believe provide our team with the best chance for success during any given competition. With that said, I am also keenly aware of how playing time affects team climate, the overall well-being of my program, and the development of individual self-esteem and perceived value to the team. I cannot guarantee that any player will play at all during the season, let alone how much they will play. What I will guarantee is that I will have weekly meetings with each student-athlete and they will be alerted to what needs to change in order for them to earn more playing time.

H. Team Guidelines / Policies / Discipline

- a. What it takes to maintain membership on the team
- b. What it takes to LETTER/ CRITERIA (JV/ Varsity/ Participation)

I. Student Outcomes

- a. What are the fundamental ways in which a students membership in your program will benefit them as an individual



**J. Equipment Policies/ Treatment (wash/ Care Instructions or protocol)**

**K. Cut Criteria – if applicable**

**L. Progressive Discipline Plan**

To be included at the END of each document – indicating signature of understanding.

I understand that I am financially responsible for the equipment issued to me, which will include:

\_\_\_\_\_  
\_\_\_\_\_ (add more if needed)

The school and/ or team does not provide the following, therefore, each participant will be expected to purchase on their own: (include approximate \$)

\_\_\_\_\_

I acknowledge that I understand and abide by the policies set forth by the program as identified in this document.

**Parent Signature:**

**Student Signature:**

\_\_\_\_\_

\_\_\_\_\_

How will your student get home after:

Practice: \_\_\_\_\_

Games: \_\_\_\_\_

I have received information on the Myers-Stevens & Toohy insurance for as little as \$40.00 for the entire school year which can cover injuries at practices and games. I understand that if I want more information, I will connect with my Building Athletic Director.

**Parent Signature:**

\_\_\_\_\_

*This Signature Page must be returned to the Coach by the End of the first week of practice (Friday)*

NORTH WEST  
**COACHES**  
LAB

EMPOWERING COACHES AND COMMUNITIES  
TO CREATE A CULTURE OF EQUITY  
IN NORTH WEST BAPTIST

2019 COACHES CLINIC >> NOVEMBER 15-16

# BEYOND COACHING

CULTIVATING  
A LIFE OF  
CHARACTER,  
COLLABORATION &  
CELEBRATION

KEYNOTE SPEAKER  
DR. SCOTT N. BROOKS



PUGET SOUND SKILLS CENTER >> 18010 8TH AVENUE, 98148  
12 ADDITIONAL CLINIC SESSIONS LED BY  
LOCAL COACHES REPRESENTATIVE  
OF OUR DIVERSE COMMUNITIES

## INFORMATION

Beyond Coaching is a clinic that seeks to highlight the gifts and experiences of a diversity of coaches, educators, and youth workers from our ever-changing neighborhoods, so that we can continue to learn and grow together as we seek to pour into the lives of young people through sports and beyond. Plenary sessions will challenge us in practices of inclusive and holistic coaching and workshops will cover a range of topics from team strategy, mental toughness, cultural humility, nutrition, motivation and more. Food will be provided.

COST: \$20

TIME: Nov 15th 5:30pm-9pm  
Nov 16th 8am-2pm

CLOCK HOURS: 10 HRS. OFFERED

>> [www.beyondcoaching.bpt.me](http://www.beyondcoaching.bpt.me)  
Register by Nov 1 to receive bonus raffle ticket.

## SPONSORS



# List of Pragmatic Ideas

- \* Require a Program Overview Document**
- \* Organize a Clinic - for your local community - to PUT coaches in front of others**
- \* Adapt co-Interview Questions that Sharpen Direction and Culture**
- \* Establish Expectations for a Shared System of Captaincy/ Team Leadership - which Creates the context for Coach clarifying and expecting Leadership at the forefront to crystallize what is important**

# Contact Information

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