

- their effort
- their disposition, attitude
- their academic status
- D. Beware of witch hunting – National Team veterans vs. young players, seniors vs. freshmen

X. CONSTRUCTING ATTITUDE

“What Alone Remains as the Last of Human Freedoms?”

The Ability to Choose One’s Attitude in a Given Set of Circumstances.”

- Viktor E. Frankle, Man’s Search for Meaning

WHAT IS YOUR TEAM CONSTRUCT?

WHAT IS YOUR MORAL FIBER?

WHAT DO YOUR PLAYERS OR YOUR TRADITIONS TOLERATE AS ACCEPTABLE BEHAVIOR?

- XI. Develop your leaders consciously
 - A. Freshmen – Ray & Bill’s team building and conflict resolution
 - B. Sophomores – Fred’s “Champions Conversation”
 - C. Juniors – John Silva’s Sports Psyc class
 - D. Rising senior leadership course
 - Man’s Search for Meaning – Viktor Frankl
 - The Leadership Moment – Michale Useem

- XII. Your Role with Reserves
 - A. give everyone a role
 - B. be honest
 - C. relate directly with the players
 - D. Goal setting meetings three times per year and your chance to personally share how much you value and respect them, follow up with a personal letter.

- XIII. Learn and Participate in the Politics of your Environment
 - A. Within Your Team
 - B. Within Your Community
 - C. Within Your State and Region
 - D. Nationally

They will make excuses and fight you to stay at a more comfortable level. But what they have to understand is that excellence is not out of reach: → **excellence is actually mundane** → To constantly motivate people, you have to be a driving force and make personal investments for which you can pay dearly. This is stressful, it is not easy.

V. The Balancing Act

- A. A part of this high level coaching persona is balance . . . knowing when to pull back, when to take it easy, when to change the standard to recreational. Don't take yourself too seriously it's just a game. Urgent phone calls? How could I get an urgent phone call?
- B. At a youth level make it fun!
- C. For girl's make it social! "Raffi"

VI. Learning How & Why

- A. Treating players with respect, tell them why.
- B. I teach them my job, tactical clues, while I am teaching them theirs.
- C. Pre-game quiz. I have a reason for everything we do; I explain what we get from playing that zone in the back (attacking shape) and what we lose (selection of match ups)
- D. I want them to be sold on our system so I want their criticism; if they have a better idea sell me on it and we will change. Athletes always play harder when they are sold on the system. So sell them on it.
- E. Use the Socratic method . . . see what they know, get them involved and thinking, see what you have not coached into them.

VII. Having An Effect

- A. Coaching is about effect
 - it is not a lecture
 - it is not an example
 - it is an influence

VIII. Protecting the Take – On Artist . . . no one else will: Stephanie Zeh

- A. Protect your geniuses – Mia Hamm
- B. Cover for your unique contributors
- C. Witch hunting – jealousy

IX. Organizing Team Chemistry

- A. Try to create a community of equals where everyone is respected for their humanity.
- B. This is difficult in athletics where there is a public hierarchy.
 - 1. Starters – Reserves
 - 2. All – Conference, All American
 - 3. Leading Scorers
 - 4. Scholarship athletes – Non-Scholarship
- C. Connect with players as people first
 - Value them for – the way they treat people,

Coaching as Leadership

(Lecture drawn from Training Soccer Champions)

I. There Has to Be More Than This

When I was young I felt if only I could find the ultimate finishing exercise, possession game, box organization etc., and if I could piece everything together in the correct order, I would arrive as a coach.

“But after a while, your coaching development ceases to be about finding newer ways to organize practice. In other words, you soon stop collecting drills. Your development as a coach shifts to observing how the great ones motivate, lead or drive players to performances at higher and higher levels.”

So now what you start to notice is not what is being done but what is being said and how the coach is saying it or how his presence is felt or how he establishes it if it is not there.

Not that we ever stop learning about the game but in studying the extraordinary coaches “we are basically looking to learn the parameters of their entire influence as a coach, leader, mentor and human being. I feel this is how you impact players if you are effectively coaching.”

II. The Next Level: Coach as Personality and Powerful Life Force

Getting your team to transcend ordinary effort is the challenge in every training session and every match. To get this effort, you as a coach are regularly dealing with the emotional strain of not accepting the lower standard of performance and effort.

YOUR STRENGTH IN COACHING IS HAVING THE COURAGE TO CONSTANTLY DEAL WITH THE ATHLETES THAT UNCONSCIOUSLY TRY TO TAKE THINGS A BIT EASIER.

III. What Is Missing that Makes Most of Us Ordinary?

Maybe what we start to lack is energy, or maybe it is a kind of combative courage which we are sick of soliciting to fight the human tendency to be comfortably mediocre. There is an emotional battle that is constant when we are trying to take our players to higher levels, and our players are unconsciously fighting us to stay at a more comfortable level.

The way the lower-level coach eventually loses the respect of his team is by not being demanding enough . . . not harping on a higher standard and not making the stressful, passionate investment and risk a loss of popularity. They win the popularity contest, but sacrifice respect.

IV. We should all have Greater Expectations – this is the beginning of the fight against mediocrity

A. Most people will gravitate to a level well below their potential – the constant emotional stress of taking people to their potential is the challenge in coaching.