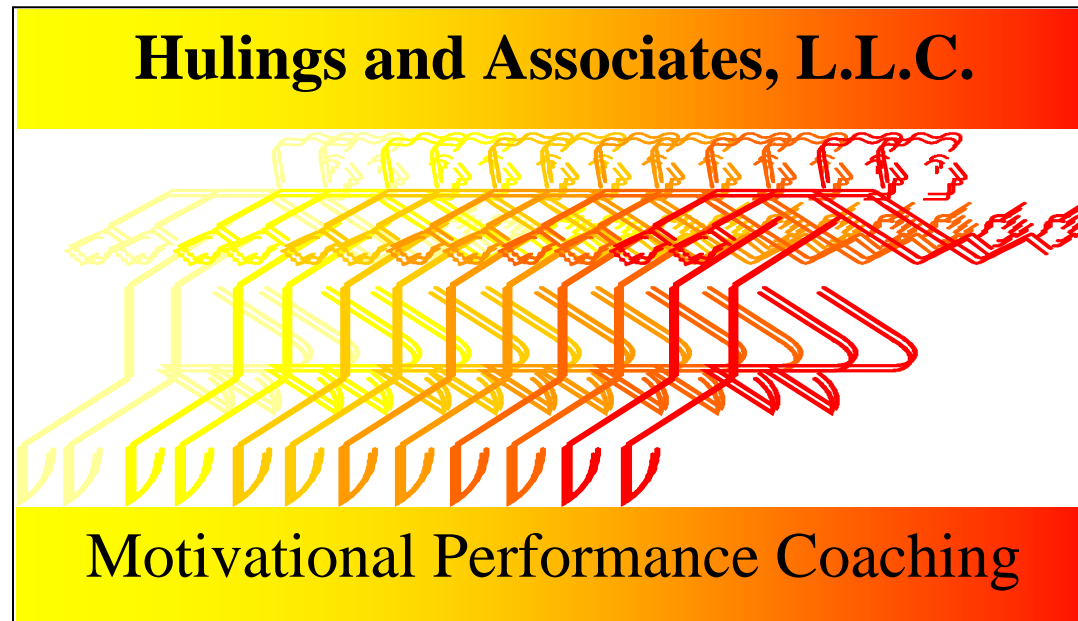


THE FIVE-HOUR CAPTAIN TRAINING PROGRAM



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INTRODUCTION

The enclosed material was prepared for the coaches of the Michigan High School Soccer Coaches Association for the purpose of providing them with a brief, but effective method of training their season's team captains. The material and approach outlined in this material is based upon information gleaned from a survey conducted of the association's coaches (5% of the current membership completed the survey) outlined in Addendum A, as well as the following conclusions drawn from that survey and other information and assumptions as outlined below:

- 1) The survey indicated that the majority of the coaches in the association demand a lot of leadership from their team captains:
 - a) The majority of coaches indicated that they look to their captains to do the following leadership functions, all of which call for difficult skill sets (see item #9):
 - i) Keep the team unified (86%)
 - ii) Speak to the team (66%)
 - iii) Contact players for information (62%)
 - b) The majority of coaches indicated that they look for players that have both *natural* and *on-field* leadership (86%), despite they are only juniors and seniors in regard to age and maturity. (see item #5)
 - c) The majority of coaches do spend time alone with their captains for the purpose of training them (69%) and also stated they spend less than five hours conducting this training (72%). Yet, of those who stated they spend time training (less than five hours) 83% indicated they have no formal program to train the captains. (see items #10, 11, 12) What quality of goal-keepers would a coach have on the team if they said they were going to have goal-keepers, yet they were going to spend less than five-hours per season training them and they had no formal program on they would train?)
 - d) The majority of coaches indicated that they tend to believe that the best captains are both *structured* and *organized* (59%), as opposed to those who are not. (see item #16) If, however, our sport is viewed by many as a creative sport and attracting free spirits and creative players, than a high number of our talent players may not fit the *structured* and *organized* skill sets.
 - e) The majority of coaches indicated that those players selected as captains could be either *loud* or *quiet*. However, 24% coaches responding indicated they would deliberately look for *loud* and *outward* players as captains, but no one indicated they deliberately would seek out a *quiet* and *inward*. (see item #13)
- 2) The following material was also based upon a 2007 survey conducted by the USA Today that the majority of Corporate CEOs played high school varsity sports and many of them also (because of their natural leadership?) were selected as captains, or indicated that their leadership style was formulated by their high school varsity coach. Assuming that the validity of those indicators it could be assumed that a high school varsity soccer coach has tremendous opportunity and impact upon not only potential leaders, but upon those they eventually lead.

THE FIVE-HOUR CAPTAIN TRAINING PROGRAM: PREMISE AND APPROACH

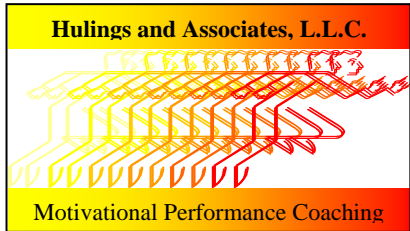
PREMISE FOR THE FOLLOWING MATERIAL:

Whereas the majority of high school soccer coaches have young captains (less the 18 years old who are still developing whatever natural talent they have) and the majority of these high school soccer coaches spend only five hours to train their captains but have no formal training program to follow and these future leaders may have great impact upon future people they lead and a large percentage of coaches are focused on a particular type of leader that may not fit the demographics of their player pool or their preferred loud and outward style of leadership, it would make sense to develop a five-hour program that develops captains to equip them to communicate and lead their teammates in the areas preferred by the coaching staff.

APPROACH FOR THE FOLLOWING MATERIAL:

1. SELECTION PROCESS: Guidelines for selecting a captain or captains for the team – a possible approaches to a tough job – see page 6
2. HOUR ONE: Gate 1 – The Power of an Example (The coach shares his or her leadership story telling the players his or her own leadership style, their strengths and weaknesses, their core values and they have to articulate it)
3. HOUR TWO: Gate 2 – The Power of Freedom (The captain discovers his or her leadership style and is free to live it)
4. HOUR THREE: Gate 3 – The Power of Awareness (The captain discovers his or her leadership strengths and weaknesses)
5. HOUR FOUR: Gate 4 – The Power of Core Values (The captain identifies his or her top three or four core values to live and lead by)
6. HOUR FIVE: Gate 5 – The Power of Articulation (The captain articulates to his or her fellow players about their style, strength and weaknesses and core values)

THE FIVE HOUR CAPTAIN JOURNEY – GETTING THROUGH THE GATES



Developing Team Leadership through Team Captains

Develop captains in the same way you develop keepers, strikers and defenders. We have the opportunity to impact leaders today and their followers tomorrow.

GOAL: A Developed Leader with Respected Influence

Hour 5 - Gate #5 – TRAIN BY ARTICULATION
 Require them to articulate their leadership style to the coach and players. It may be done in small groups, or as a whole (When we articulate to others in a public manner we give validity to it and gain strength from it.)

THE POWER OF ARTICULATION

Hour 4 - Gate #4 – TRAIN BY VALUES
 Discuss with them and help them identify the values that will be the coralls for their leadership and leadership decisions. (Have them identify five key values. What top values did you share with them in Gate #1?)

THE POWER OF CORE VALUES

Hour 3 - Gate #3 – TRAIN BY STRENGTHS/WEAKNESSES
 Identify their strengths and weaknesses and how they apply to their leadership functions on the team. (How do their leadership strengths and weaknesses apply on the field, off the field, on the bench?)

THE POWER OF AWARENESS

Hour 1 - Gate #2 – TRAIN BY STYLE
 Assist them in identifying “THEIR” style of leadership – don’t try to clone yourself. Do you know your style? Do you know the options for leadership styles?
 See addendum B and C

THE POWER OF FREEDOM

Hour 1 - Gate #1 – TRAIN BY EXAMPLE
 Tell the captains your Leadership Story. Talk to them about your success as a leader and the times you may have failed as a leader. Tell them for yourself the same items in Gates 2-5, following

THE POWER OF EXAMPLE

START: Selection Process for selecting captains - varies

Some thoughts on the selection process:

1. Do you ever let someone play who isn’t the best? Could you let someone lead who isn’t the best?
2. Since you put a “team” together for playing, could you put a “leadership team” together for leading?

THE FIVE-HOUR CAPTAIN PROGRAM – Step by Step

HOUR AND GATE	POWER OF ...	APPROACH ...	WHAT TO ACCOMPLISH ...	EVALUATION OF HOUR AND GATE ...
1st Gate – 1st Hour Train by Example	... EXAMPLE – by telling them your leadership story you are giving them a real life example to follow	Take a look at Gates #2-#5. That is the approach you follow in Gate #1. You are going to do in one hour what you are going to work with them in the following hours	You want to show them by example what you want them to do. You are going to articulate to them your style, strengths, weaknesses and values. The hope is that they learn from your example.	After this training session they should be able to easily identify your style, strengths and weaknesses and your core values. Ask them to repeat these things back to you and then give them their assignment for the next meeting
2nd Gate – 2nd Hour Train by Style	... FREEDOM – by assisting them identifying their style and giving them permission to live it in leadership they will be empowered to lead	Ask them to tell you what they think their leadership style might be. Discuss with them addendum items B and C. Give them the freedom to select the way they want to lead. Watch them as they move quickly into the 3 rd and 4 th gates. Use that drifting to assist them as they identify their style.	You want them to identify and feel comfortable with their own style. Discuss how your style might be different from yours or from others. If you don't have them write it down ahead of time they might start just "dittoing" the other captains, so make sure they have it written down ahead of time to assure they have a style identified for them	After this training session they should be able to easily state what their style is and how it may be different from the other captains and from the other coaches. They should leave the meeting having a sense of freedom from discovering their leadership style and from learning from the coach that they have the freedom to use it.
3rd Gate – 3rd Hour Train by Strengths and Weaknesses	... AWARENESS – by identifying their strengths and weakness they are able see where to lead from and where they need help.	Prior to the meeting they should have listed out in two columns their perceived strengths and weaknesses. Work with them to validate and clarify their perceptions. Use the other captains to assist them in the process. Don't be overly critical but affirmative for both.	The objective here is to put the issues on the table. They may be too critical of themselves. Use the process to be honest and to make sure they are taking an open look in the mirror. Spend some time on how both columns manifest themselves during stress.	After this session they should be able to state clearly what is a real and what is a perceived weakness and how they might manifest that weakness and strength in times of stress (which is where they tend to show up with the most consistency)

HOUR AND GATE	POWER OF ...	APPROACH ...	WHAT TO ACCOMPLISH ...	EVALUATION OF HOUR AND GATE ...
<p>4th Gate – 4th Hour Train by Core Values</p>	<p>... VALUES – by focusing them on their values they will be able to lead despite circumstances and situations</p>	<p>Prior to this session ask them to list out the top four or five values they live by or want to live by. Make sure they are able to not only identify the core value by how it might manifest itself on and off the field and with the team. These are their values so don't be critical. You might challenge the values and how they might be compromised in situations.</p>	<p>First you want them to be able to identify the core values of their life and leadership style, but you also want to see if they would compromise them or what they would do in key “real-life” situations that face the team everyday.</p>	<p>After this session you want them to be able to state, defend and apply their core values as they incorporate them in every day practice and during games.</p>
<p>5th Gate – 5th Hour Train by Articulation</p>	<p>... ARTICULATION – by requiring them to articulate the above to their team members you are bringing to life their actual leadership skill sets.</p>	<p>Prior to this session ask them to prepare what they would say to the team if they were in front of them as to the above four areas. They should be able to articulate your leadership story and their own. After they have articulated it to you, give them a chance to do so with the entire team or with the “cell” of players they are working with or are comfortable with.</p>	<p>What you hope to accomplish in this session is to have them articulate what they have discovered to others. The act of articulation allows them to <i>bring to life</i> what they have learned about themselves as to their leadership style. You would want to view how <i>comfortable</i> they are in identifying the things they know as opposed to the speaking aspect of this step.</p>	<p>After this session you want them to put out on the table their leadership story, good, bad and ugly. You want them to be able to articulate what they believe about themselves and how they are leading the group.</p>

Note:

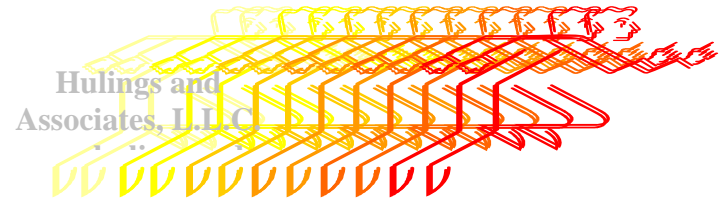
1. *Don't worry that you are going through the season faster than you are going through the captain material. Yes, it would be nice to have it down before the season started and that is certainly an option. But, it would be nice to have our players mature players before the season, as well. Remember, you are coaching potential leaders. That is always a work in progress.*
2. *One great approach to complete the above tasks is to meet your captains for breakfast once per week prior to school to discuss the above and to work on each gate. Prior to selecting the captains get their commitment to meet with you and to make sure they are willing to work on these issues.*

A SELECTING PROCESS – Choosing Team Captains

Based upon the survey results, discussion during the clinic and private discussions the following is offered in regard to a selection process.

1. A simple vote by the players for their captain selections is the quickest but perhaps not the most efficient method. Based upon the survey the majority of coaches allow the players to “advise” them as to the players selected as captains (48%) (see item #7). During most of the discussion coaches did allow the team to *advise*, however, using simple ballots.
 - a. Allowing the team to vote without giving any reason for the vote doesn’t hold the players responsible for their selection.
 - b. Allowing the team to vote without giving them some guidelines what the coach is looking for may cause them to select someone who can’t do the job.
 - c. Allowing the team to vote without some sort of verbal interaction with the coach may cause a selection process that is not good for the coach or for the team.
2. Sitting down in a one-on-one opportunity with each player allows the coach to find out exactly what each player thinks about many areas of the team but more importantly for this discussion, the team captains. Telling the team what you want for a captain is certainly a good option, but asking a player what he expects in a captain and what he expects a captain to do, may be even a better approach. See the interview questions in Addendum D.
3. Since the majority of coaches indicated that they select captains the first week of practice (72% - see item #2) it would be wise to formalize the approach and to develop the qualities you are looking for in a captain prior to the selection process.
4. Since players are mature as players why do we think a leader is going to be complete based upon natural ability? Why do we allow a player to play the game that is not fully developed and think it wrong to select a player who isn’t fully developed as a leader or is a *natural* leader? If our job is to *coach* players why not consider a player who doesn’t have *natural* ability to lead and coach him or her.
5. Most coaches select captains that fit a particular style or even their particular style. Why not consider selecting someone who might be a little different in style than the coach or the norm but can develop and eventually display their own style?
6. Why not consider putting together a *leadership team* rather filling the captain roles based upon their *natural ability* as defined by the model of a leader in our mind? In Addendum C there is description of the four temperaments in life. By completing the *leadership team* with a representative from all four temperaments, there is a greater chance for leadership success. By filling the captains simply based upon what is available, or by who looks like a natural leader, you may only hit one of the leadership temperaments. Are you willing to *coach* your captains based upon their style and temperament rather than on yours? Would you coach everyone to play the game the way you play?
7. By using four captains, divide your team into four “cells” that each captain has to lead. Allow them to “draft” players into their cells at first. Later you might have a re-draft to mix the cells up and to get them to lead others, as well as those they are not comfortable with.

ADDENDUM A - MHSSCA CAPTAIN SURVEY



Number of surveys taken on-line:		29
1. Do you select permanent captains each year?	Yes	No
	24	5
	83%	17%

2. When do you select captains?	End of Season for Next Season	Throughout season	1st Weeks of Season	Don't select Captains	Other
	2	4	21		1
	7%	14%	72%	0%	3%

3. What grade level do you typically select for captains?	Seniors Only	Seniors/Juniors	Seldom Underclassmen	Never Underclassmen	Other
		15	1		11
	0%	52%	3%	0%	38%

4. Do you carry captains over from the previous year?	Yes	No	Select throughout Season
	13	16	1
	45%	55%	3%

5. Are the captains usually selected because:	They have on-field talent?	They have both on-field talent and natural leadership?	They are popular with the team?	Other?
		25	1	3
	0%	86%	3%	10%

6. How many captains do you select each season?	One	Two	Three	Four	5 or more
	2	4	16	5	1
	7%	14%	55%	17%	3%

7. How do you select captains?	By team votes for captains	Coach select captains without team help	Coaching staff selects captains	Team advises but coaches select	Other
	3	4	3	14	4
	10%	14%	10%	48%	14%

8. What responsibilities do you give your captain(s)?	Only on-field responsibilities	On-field and Off-field responsibilities
	5	24
	17%	83%

9. If off-field, what are the captains responsible for?	Off-field events	Keep team unified	Assist in game planning	Assist in speaking to team	Reporting game results
	13	25	10	19	5
	45%	86%	34%	66%	17%
	If, "Other" answer was given, here are some of the results:				
	Contact players for issues, information	Other, Motivating team	Community service/Camps	Equipment Management	Identify Problems
	18	1	2	1	1
	62%	3%	7%	3%	3%

10. Do you meet with the captains to train them on leadership?	Yes	No
	20	9
	69%	31%

11. If you do meet with captains, how much time do you meet with them?	Fewer than 5 hours	6 - 10 hours	More than 10 hours
	21	4	1
	72%	14%	3%

12. Do you have a formal training program?	Yes	No
	5	24
	17%	83%

13. Are captains typically selected because they have a:	Loud and Outward Personality?	Quiet and Inward Personality?	Both Loud and Quite?	It doesn't matter or factor into the decision?
	7		5	16
	24%	0%	17%	55%

14. Which makes a better team captain?	Loud and Outward Personality	Quiet and Inward Personality	Both Loud and Quite	It doesn't matter or factor into the decision
	7		12	9
	24%	0%	41%	31%

15. Are captains typically selected because they are:	Structured and Organized?	Unstructured and Disorganized?	Both Structured and Unstructured?	It doesn't matter
	13	1	9	5
	45%	3%	31%	17%

16. Which makes a better captain?	Structured and Organized?	Unstructured and Disorganized?	Both Structured and Unstructured?	It doesn't matter
	17		7	4
	59%	0%	24%	14%

Some *possible* conclusions in regard to the development of a possible training program for team leadership training:

1. Items #10, #11, #12 – 83% of those responding to the survey indicated that they do not have a *formal program* to train captains on leadership. However, with such a high number indicating that they *do meet with their captains* (69%), but meet with them *less than five hours per season* (72%) it would be concluded that there would be a strong need for a formal, but nimble, training program, effective, but time sensitive.
2. Items #1, #2 - Since the majority of the coaches select a *permanent captain* (83%) and the majority due so in the *first week of the season* (72%) it would be wise to develop a program that assists the coach in identifying potential leadership quickly, or develop a program for the off-season that assists the coach with in-season leadership development.
3. Item #5, #13, #14, #15, #16 – Since most captains are selected based upon their *on-field talent and natural leadership* (86%), it could be *assumed* that there are identifiable *natural leadership* markers that are as easy to indicate as the *on-field talent* markers by the coach making the selection. “What are those markers?” would be a great question to ask. Or, “*What is natural leadership?*” would be another possible question. Based upon the results of items 13-16 we can see there is no common agreement between the respondents as to some specific markers, however. A possible program would include a way to identify and incorporate into training those markers.
4. Item #16 – A “small” majority of those responding indicated that a *Structured and Organized* person makes a captain (59%). However, soccer is also a sport that attracts creative and adaptive personalities. In the development of a program it might be wise to concentrate as much on identifying what the “best” captain looks like, as there is concentration on the actually training of the captain.

Notes about leadership taken from the coaches survey responses:

1. Leadership is an ongoing process. There are some basic criteria-qualities. However, the "type" of leadership a coach looks for is dependant on the composite of the team-age, strengths, weaknesses, numbers on the roster, coaches philosophy, etc. I believe that a team can have many leaders. Not all leaders have the ability to be a captain, and once chosen, should be "coached" as to how to be a captain.
2. A combination of many things. Respected by teammates and coaches. They are already leaders - if teammates are going to follow them anyway, why not make them captain and work closely with them instead of picking non-leaders that will have to work hard to earn to lead.
3. I have picked players on the team that were not starters but were natural leaders.
4. This year I'm likely to do away with captains unless I think they can benefit the team. I may go to a game day only captain. The idea of a formal program is great except that getting the time to properly mentor them is tough, we do some during the year but informally.
5. Team & coaches recommend-must give write out why they feel player would be a good captain. Coaches generally accept team recommendation but there must be valid leadership reasons vs. popularity contest.
6. Maturity and commitment to the team (on and off season) are huge factors for determining captains.
7. We have used both team selections and coaches choice. I tried the team voting deal and it was a popularity contest.
8. The Team gets to vote and the coaches vote (coaches votes carry more weight), Look at leadership skills.
9. We have the team vote and the coaches vote, coaches vote carries more weight. If the team's selection is agreeable to us we go along. Usually we align up fairly close.
10. I use the captains to keep the team focused during practices.
11. Highly important to me is character and responsibility. Obviously I'm looking for a player with some skills as well, but I'll take a weaker skill player with more leadership mojo any day
12. They have shown that they are able to lead through hard practices and work ethics.
13. Typically better players are chosen, and they are ones that the team looks to for leadership. Best ones lead by example, and are able to motivate their teammates to do more than they would on their own.
14. I'd like some discussion of using a leadership council. This has been proposed recently as an effective way of dealing with leadership, especially on girls teams. Does anyone use such a system, and if so how effective is it?

ADDENDUM B – TWO DIFFERENT CAPTAIN STYLES

AREA OF DISTINCTION	Those who lead from the <i>Front</i>	Those who lead from the <i>Back</i>
Reason for distinction	Tend to be more extroverted; think verbally; tend to be more comfortable with groups of people and breath of relationships; tend to be very clear and knowledgeable about their style of leadership and be very direct with it	Tend to be more introverted; think internally and then speak; tend to be more comfortable with one-on-one relationships and depth of relationships; tend to be more searching and ambiguous about their style of leadership and be very collaborative with it
Most obvious archetypes (The way we live our lives) associated with the distinction	<i>Ruler</i> (like to take charge; create structure; value responsibility & control) & <i>Hero</i> (tend to want to rescue others to improve everyone else; very competitive; value courage and discipline)	<i>Caregiver</i> (like to care for others and to do things for them; value compassion & generosity) & <i>Creator</i> and/or <i>Explorer</i> (like to create and discover; value individuality, autonomy and ambition)
As viewed by society (and other team members)	Accepted and promoted by society as a positive and typically way to lead	Marginalized by society and viewed as a less effective way to lead
Style Approach	Direct and may expect others to follow them based upon their confidence, personality and knowledge of their own direction for the team	Indirect and may not expect others to follow, but to take the lead as they encourage them and “coach” them. They have a direction but would prefer it evolve out of the groups needs/strengths
Danger (Achilles Heal)	Their strength of “taking charge” and assuming responsibility may cause a polarization within the group. They may tend to be unaware of the bad sides of power and use it corruptly; Or, they may be threatened by other “take charge” members in the group who are not the “official” leaders, but are unofficially.	Their strength of “collaboration” and letting others “discover” their own direction may cause the group to lose focus. They may tend to be unaware of their perceived lack of leadership (from out-front type team-members) and others may assume their role as leader (especially natural out-front type leaders)
When working with this distinction	Encourage them to become aware of the strengths and weakness of structure, power, control and responsibility	Encourage them to become aware of the strengths and weakness of discovery, autonomy and individuality on teams
	Assist them in making sure that their need for control takes into affect the need for others to explore and be creative. Too much control can stifle creativity.	Assist them in making sure they their need for collaboration and freedom of expression does not frustrate those who need control and structure. Too much freedom can sabotage structure.
	Require them to present their “plan” (structure) for where they want to lead the group. (The will get energy from the planning.) However, require them to also identify how they will present and administrate the plan to others	Require them to present their “guidelines” for how they will keep the <i>horse in the corral</i> . The guidelines can be loose but must be conveyed to the group. Require them to explain how they will “assist” those who wonder outside the corral.
	Alert them to the potential of polarization and limits of personality style leadership	Alert them to the potential problems of leading from behind and how to handle those who might “assume” leadership

ADDENDUM C – FOUR DIFFERENT CAPTAIN STYLES

Style focused upon	People	Competency & Systems	Structure and Organization	Action
Motivated By	Who?	Why?	What?	When?
Player comes to practice and is concerned about	<i>Who am I teamed up with today in today's practice? Can I be teamed with player ___?</i>	<i>Why do we have to do this? Is this the best way to do this?</i>	<i>What are we doing today? Can we do the same thing as we normally do?</i>	<i>When can I play the game? When can we stop talking and get going on playing?</i>
Quest	Identity	Competency	Belonging to Meaningful Institution	Action
Style	Catalytic	Visionary	Stabilizing	Negotiator
Achilles' Heel	Guilt	Incompetence (of others)	Disorder	Routine
Super _____	“F”	“T”	“J”	“P”
Eat, Sleep and Breath	People	Complexity	Procedure	Now
How to inflict Guilt	Damage bridge to people	Affirm their hidden bar of competency	Tell them they were irresponsible	Not motivated by guilt
Lying	Would tell a white lie to protect harmony	Would lie using “Word Smith-ing” (Perry Mason)	Would lie “creatively” to protect the system	Would tell the truth in stages ... new data changes the statement
Leadership and/or Power	Very Personal – Must connect with the people they lead	From “Competency” – Respect and ability from their “bar” of competency	Hierarchal – Authority driven systems, chain of commands	Power/Leadership can move to the person best qualified in the system
Their “Secret”	Keep a bank account on people	They have a tape running behind the scene telling them they can't reach the competency bar	They have a tape playing behind the scene playing the traditional songs and anthems	Beware of a bored SP who may just start a fire to have some excitement
Motto	Let's hug	Let's fix it	Let's schedule	Let's have fun
Life's Natural Learners	Team Builders	System Thinkers	Dutiful Servants	Problem Solvers
Authority	Need interaction	Need competency	Need structure	Need fun
Conflict	Please it	Independent from it	Dependent upon it	Share it
	View it personally	View it non-personally	View it as a threat to the system	View it as a problem to solve

ADDENDUM D – Overnight team-building player Interview Questions

The following questions have been used during an interview session for each player during a pre-season overnight activity for the purpose of team building and selection of team captains.

Each player is talked to in a one-on-one format to find out their thoughts and desires in regard to the season. Although these interview questions have many other reasons, one of the areas that are discussed and each player is questioned about is the area of team captains.

1. Why did you come out for soccer? (looking for their motivations)
2. After you go home from a practice session and you lay your head on the pillow, how would you answer this question: *It was a great practice today because _____?* (again, looking for what motivates them)
3. After you go home from a game and you lay your head on the pillow, how would you answer this question: *It was a great game today because _____?* (motivations)
4. What is your biggest WOW moment of soccer? (motivations)
5. What is your biggest WHOA (biggest challenge) moment for this season? (identifying their *perceived* obstacles)
6. What position(s) do you like to play or would you like to play? (identifying their comfort levels)
7. What position(s) would you prefer not to play (identifying their fears)
8. What do you think the job of a captain should be? (identifying their perceptions and expectations of leadership functions)
9. What do you think are the main qualifications of a captain? (identifying perceptions and expectations)
10. Do you think you could do job and meet the qualifications you listed? (identifying their ability and comfort level for leadership)
11. Who do you think on the team could (also?) do the job and meet those qualifications? (identifying their ability and comfort level to follow others)
12. What are your team goals for the season? (identifying expectations)
13. What are your personal goals for the season? How do they match the team goal(s) you just stated? (identifying team and community mindedness)
14. What are you willing do to for the team to reach their goals? To reach your goals? (identifying work ethic and soliciting a commitment)
15. What can I do as a coach to make this season a WOW moment in your life? (Identifying motivation and coach's possible work for the season).

WEST OTTAWA SOCCER

“Everyone has the power for greatness, because greatness is determined by service.” MLK, Jr.

A leader is someone who sets aside a personal agenda and embraces a greater agenda of serving others

LEADERSHIP = SERVICE

The goal of leadership is other people’s success

Social Contract

Definition = An agreement of behavior

1. How do you want to be treated by me (coach)? _____

2. How do you want to be treated by each other? _____

3. How do you think I (coach) want to be treated by you? _____

4. How do we want to treat each other when there is conflict? _____

EXCEL

Engage = Meeting and greeting

X-plore = Discovering the person's needs – “What do you need to better contribute to the team, improve your performance, feel more a part of the team?” “What are the good things you do for the team now?”

Communicate = Comment/action that shows you care about players relevance to the team. Address needs discovered in X-plore step.

Empower = Our teaching becomes teams doing – Assign each team member a specific, meaningful role. Starts as something they do then becomes who they are

Launch = Powerful end and send –

Player Name: _____

Engage: _____

X-plore: _____

Communicate: _____

Empower: _____

Launch: _____

STEPS FOR PERSONAL AND TEAM GROWTH

Remember...You can't grow without *feedback* and *accountability* and...feedback is only effective if the *relationships* within the team are *solid* enough to withstand the *struggles* and *issues* of life.

1. SELF-ASSESSMENT:

- What do I do...
 - That is detrimental to the improvement of the team?

2. SELF-CONTROL:

- What should I do...
 - To help the team improve?

3. SELF-DIRECT:

- What am I going to do...
 - To improve/serve this team?

ADDENDUM F - MHSAA Captain Leadership Training

The MHSAA has a captain training program and here are some notes about their Captain Clinics:

- The MHSAA Captains Clinic series targets sophomores and juniors who currently are, or plan to be, varsity team captains.
- Our training sessions typically go from 9:00 to 1:30, and are often conducted in schools.
- We typically target a league/conference for training as it provides a wonderful opportunity for student-athletes to work together off the field before meeting on the field.
- The day is full of interactive activities, and students end up meeting many others from competing schools.
- The day starts and ends with a large group general session, with three breakout sessions in the middle. The breakouts cover the topics of communication, motivation, and team building.
- We provide a 40-page guidebook that the students use throughout the day.
- We work with folks at MSU's Institute for the Study of Youth Sport. They wrote the guidebook, and their grad/doctoral students serve as facilitators during the conference.
- We have five leagues scheduled to receive training in February and April. The smallest clinic will have 8 schools and 100 students, the largest will be 25 schools and 250 students.

The Captains Clinics are just part one of our three part plan to train future leaders. Part two will see us create a workbook specifically for coaches and administrators, which will help them maintain communication with their student leaders, as well as continue the training process long after they leave the initial training site.

The final piece of our student leadership initiative is to hold a 3-day summer leadership camp for 300 seniors. Entry into the camp will be highly competitive and it will be an honor to attend – only the best-of-the-best will be there. We have not finalized a final location for the camp, and we are still working on the curriculum/day-to-day schedule for this camp. We're targeting June 2009 for our first camp.