

“It is the goal of East Tipp Summer Recreation to teach positive life lessons while coaching the skills of baseball and softball to the youth of our area in a fun and safe environment.”

You have spent the first four practices as a coach for the Little Leaguers (ages 7-9) focusing on the fundamental skills necessary for baseball. Because some of the players are new to the sport and to the league, you have focused on proper throwing and catching mechanics, the proper swing, and how to run the bases. While you know these four practices haven't been enough to teach everything, it's time for the first league game. Before the game starts you reinforce to the athletes that they are there to have fun! During the game you are in full coaching mode, teaching players new skills, reinforcing what they are doing well, and encouraging them. About half way through the second inning, however, you notice a parent in the stands talking more than you. She is providing feedback about details well beyond what you have covered with the athletes; probably information that is too complex for them. You take a moment to just listen and notice that she isn't just talking to her child, but every athlete. The athletes are becoming distracted by her, so much so that they are even looking in her direction rather than watching the playing field.

What actions do you take as a coach?

What are some positive and negative aspects of working with this type of parent?

Relevant National Standards:

Standard 16: Apply knowledge of how developmental change influences the learning and performance of sport skills.

Standard 19: Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.

Standard 31: Be involved in public relation activities for the sport program.

The mission of the Oak Mountain High School Athletic Department is to provide an athletic program that extends the learning experience beyond the classroom. Through membership in and adherence to Alabama High School Athletic Association rules, the OMHS Athletic Department strives to develop student-athletes physically, socially, and mentally; encourage leadership, responsibility, teamwork, and sportsmanship; and provide the opportunity for students to develop their potential as athletes in sports appropriate to their ability level.

Goals/Objectives

1. Support Oak Mountain High School's academic progress
2. Strive for program excellence and competitive teams
3. Instill the desire to excel through preparation and hard work
4. Produce a program that is a positive image for the community
5. Encourage broad participation among the student body, faculty, staff, and community
6. Develop student-athletes into responsible citizens
7. Operate in a fiscally responsible way

You are the new coach for the Eagles Soccer team at Oak Mountain High. While the previous coach for the program experienced some success, you notice several potential areas of improvement in athlete skill performance that could produce quick results. Therefore, you spend a good bit of time early in the season on fundamentals. You take every opportunity to reinforce to the players the benefit of reviewing fundamentals. You also talk with your players about the game strategy you want to implement this season. You believe, with this group of talented players, that this strategy will be the most effective. Practices are going great and, after several weeks, you have seen a marked improvement in player performance and flow of play. Although not starters, several of the senior players will make a large contribution to the success of the team. Seven games into the season, the team is experiencing success, but each time you sub in Sam, he makes long passes and runs up the field that are not in line with your controlled, methodical game strategy. You are confused by this because Sam knows the strategy and performs it extremely well during practice. He has become one of your most effective subs. After a few more games, you notice this behavior is becoming a pattern for Sam, so you decide to talk to him. When you ask him about his game performance and the discrepancy from his practice performance, he indicates that his dad told him he should be making stronger runs to try to 'make something happen' during the game. His father believed this was how he would be noticed and moved from a reserve to a starter.

How do you handle this situation?

What are the possible reactions of the parent?

Relevant National Standards:

Standard 1: Develop and implement and athlete-centered coaching philosophy.

Standard 20: Develop and monitor goals for the athletes and programs.

Standard 28: Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athletes.

New Trier Athletic programs will provide an experience that fosters an emotional, physical and intellectual foundation for growth and well-being. The New Trier institutional motto, *"to commit minds to inquiry, hearts to compassion, and lives to the service of humanity..."* is a reminder that these programs provide a direct connection to the quality of our students' educational experiences now and in the future.

Student-Athletes will demonstrate compassion, responsibility and dedication to their team and teammates as they act with integrity, honor, and an understanding of their role in the school and community. Spirit, loyalty, confidence, self-esteem and enjoyment of the sport are visible components of a positive experience.

The New Trier Athletic Department is committed to providing opportunities that enhance the experiences of student-athletes in their specific sports. The department believes that participation in sport produces lessons that will be used in life as well as in competition: interscholastic and intramural sports promote an awareness of the positive impact of hard work, the value of developing measurable skills, the importance of attending to detail, and the ability to persevere through adversity.

You have been coaching at New Trier for ten years now and have really started to feel like your Volleyball program is your own. You have a supportive administration and a wonderful group of athletes. As your eleventh season gets underway you are confident in the success your team will experience this season. Many of the returning athletes were starters last year and practices are running like a well-oiled machine. As play begins, your predictions are accurate; your team starts off 10-1. Mid-way through the season you notice that one of your starting players, Shakida, seems to be losing motivation early in the game. You find this odd because she is a very hard worker at practice and even during warm-ups she is focused and excited. Early in the match, however, she seems to lose motivation. As the season progresses, this lack of effort becomes more pronounced, to the point her performance starts to decrease. When you ask her about it, you are totally shocked by her reaction; she starts crying immediately. She goes on to explain that her parents have separated and that her mom hasn't been to any of the games this year. She used to be able to count on her mom's support for her sport participation.

What is your role as a coach in this situation?

What are your action steps?

Relevant National Standards:

Standard 17: Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.

Standard 18: Provide athletes with responsibility and leadership opportunities as they mature.

Standard 26: Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.