



Arizona Sidelines

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Buy-In!

A Coaches biggest job- Salesperson?

At a clinic in June with Marv Dunphy, he flatly told the coaches in attendance, “You DON’T pass with your legs, it’s a myth!”

Many of the coaches in the room looked at each other in amazement. Dunphy, sensing he had some selling to do, asked one of the coaches to stand at the three meter line, and pass the ball back he was about to toss, which was over the coach’s head to his left side. The coach turned and ran and passed the ball back over his head on the left. “How much did you use your legs?” Dunphy asked?

He had closed the sale!

A Coach has to be a jack of all trades; tactician, mentor, psychologist, analyzer. But one job may be the most important, salesperson.

The phrase “buy- in” continues to creep into the business, coaching and everyday vernacular more and more. In fact it is now an actual phrase in current dictionaries. Buy-in - noun. Definition: **Commitment-** commitment to achieving a shared goal.

Continued on page 3

Leadership Can Be Taught!

By Cory Dobbs, Ed.D. The Academy for Sport Leadership

Taking part in team sports can be exciting, rewarding, and a healthy developmental experience for the student-athlete. Involvement in sports provides some of life’s greatest lessons. Competition, discipline, cooperation, and communication are just a few of the essentials that student-athletes encounter in athletic participation. However, one vital element of sports participation many young people avoid or learn little from is leadership.

Coaches at all levels acknowledge that when student-athletes provide peer leadership the team experience is greatly enhanced. Research supports the premise that youth leadership programs positively shape the growth of young people. Participation in leadership development experiences is linked to increased self-confidence, self-motivation, better decision-making and working well with others. Athletic programs that emphasize and support youth leadership development produce better outcomes for all participants.

Attention to the team building process requires an investment of time, effort, and creativity on behalf of the coach. Youth leadership, when taught by a caring coach, helps young people develop physical, intellectual, emotional, and social competencies.

Sports programs are positioned to serve as a key component of leadership development for student-athletes. A wide-range of opportunities emerge daily presenting student-athletes with opportunities for practical leadership experiences. In addition, coaches can provide lessons and activities to teach about various leadership roles such as leading a small group to planning an event. Coaches should devise a coordinated and progressive series of activities and experiences that guide the young student-athlete according to his or her individual readiness. The skilled and alert coach is always seeking out the teachable moment—that moment when an incident, event or experience intersects with a valuable life and leadership lesson.

Leadership is both an internal and an external process. Three basic principles are involved in leadership development. These principles are: knowing, being, and doing. Knowing involves the student-athlete “knowing” what skills are necessary to be a team leader and what skills and attitudes they need to develop to be a leader. The emerging leader needs to learn to assess their own strengths and set goals for personal development.

Continued on page 4

INSIDE THIS ISSUE

- 1 The “Buy-In”
- 1 Leadership Can be Taught
- 2 What the AIA Needs You to Know
- 4 On the Nightstand
- 5 GRO Coaches

What the AIA NEEDS You to Know!!

Every year, there is questions and concerns about what a High School athlete can and can't do under the guise of the Arizona Interscholastic Association, the governing body of high school athletics in our state.

One of the biggest rules the AIA has to oversee is the Nonschool participation provision, article 14.4 of the AIA bylaws. In this provision, it states:

“A student who is a member of a school team shall not practice or compete with any other group, club, organization, association, etc., in that sport during the interscholastic season of competition. This rule applies to team sports only, which are football, baseball, basketball, volleyball, soccer, softball, track relay and swimming relay teams. For purposes of this rule, the interscholastic season of competition shall begin with the first regularly scheduled game and conclude with that particular team's final game. Any student violating the above rule shall forfeit his/ her eligibility for a minimum of the balance of the season for that sport or up to a maximum of one calendar year.”

Translation is simple. If you are playing for a high school team, either freshman, Junior Varsity or Varsity, then camps, clinics, etc. are off limits once your high school season has started and until it is finished.

It is possible for an individual student to take private lessons anytime except during the school day or during school practice sessions but the school can't pay nor arrange for them in any way.

Last March, the AIA determined that the USA Boy's National High Performance tryouts held here in Phoenix were open to boy's High School participants due to the 14.4.1.1 exception rule which used soccer as a determinant:

“Athletes are permitted to tryout for and compete with the U. S. Soccer Federation national team training camps and/ or matches, as well as training camps or matches as a roster player in the Olympic Development Program state, regional, and/ or national team.”

High school coaches were spooked by the thought of losing their star players for the season, but the tryout had already been cleared by the AIA using this exception. In future, training camps and tryouts run the National Governing Body of a sport will be allowed by the AIA.

In the AIA document entitled Camps, Clinics and Clubs FAQ's, the following questions are brought forward and answered in detail.

Q: Can a high school coach be involved in a camp during the school year?

A: Yes. A high school coach can be involved in a camp/ clinic/ private instruction as long the only participants are students that are attending that coach's school and the camp is only using the acceptable equipment under the specific sport article in the AIA bylaws.

Q: Can a camp held during the school year involve potential students from a feeder and/ or non-feeder school?

A: No. Under Article 15.12.4.11 of the AIA Bylaws that would be considered a recruiting violation.

Q: Can a coach hold a camp/clinic/private instruction for students not enrolled or attending his/her school?

A: Yes, but the camp must take place between the start of the 47th week of the AIA Standardized Calendar and the first day of permissive football practice as identified under Article 23 of the AIA Bylaws.

Q: Can a high school coach be involved with students not enrolled or attending his/her school as part of a club team?

A: Yes. If the club team is clearly separate from the school and/ or district for which he or she represents (as a volunteer or paid member of the coaching staff). This does not allow a coach to circumvent the recruiting, start of season and/ or what school equipment can be used out of season per the AIA Bylaws. . A club team is defined as an entity that falls outside of the school and/ or district. This is in part exemplified by that team being a member of or participating within the framework of a national governing body or state entity (e.g. USA Volleyball, USA Track and Field, Arizona Youth Soccer Association) as well as other similar consideration. In addition, this club or private team must have a separate finance and insurance structure from the school and not use any uniforms or equipment from the school/ district.

Q: Who can participate in a school's open facilities?

A: Any student that is attending that school.

Q: Can a booster club or similar organization affiliated with a school sponsor a youth sports program/league?

A: No, that would be considered a violation under article 15 and Article 17 of the AIA Bylaws.

Continued on page 5

At the highest levels, it's a forgone conclusion that any thing less than total buy-in can be the demise of a coach and their system, a fact that USA Women's National Team coach Hugh McCutcheon understands all too well.

"Buy-in is crucial." McCutcheon preaches. "Coaches are salespeople first, and change agents second. If you don't get the buy in, if you can't sell your system, you won't be able to facilitate a lot of change."

McCutcheon is taking over the Women's National team fresh off an Olympic silver medal and wanting to change the way they play. He has had to become an expert at buy-in.

"Coaches need conviction. If you're going to make an athlete believe in the way you want to play, then you'd better believe in it yourself. Belief stems from applying principles to your coaching - conviction and consistency help buy in. On top of that you need to be able to communicate well, and you need to build relationships of trust with everyone in your program."

Buy-in starts for new coaches to a program day one! Ashley Hardee is the new head coach at the University of North Dakota in Grand Rapids. He understands that a new coach to a program, one that was successful last year, has a tremendous undertaking on his hands, but one that is an absolute.

"You know, I get that question a lot since I'm taking over a program that won 24 matches last season and returns everyone." Hardee says. "I believe that volleyball isn't any different than the classes that our kids take. They want to be able to understand what is going on and feel like they have some ownership in the process. I've spent a lot of time with these seniors in an effort to understand what they have been through here. Ignoring them and just focusing on the younger players or "my recruits" is a mistake because your seniors are your leaders and they have a tremendous amount of influence on the team. I'm not suggesting letting the seniors run the show, that's my job as coach, but they need to understand why things are different than the season before. Communication is the most important factor in "buy in."

For established programs, buy-in may not be that hard of a sell. A winning tradition brings with it a certain amount of buy-in with it. At Nebraska, John Cook makes it abundantly clear he accepts nothing less than 100% buy-in from his team. "You are either 'N' or out at Nebraska, there is no middle of the road" Cook says flatly. "The factors that make that happen are the culture we create, the tradition. They see themselves getting better and they love to work hard." Then almost as an after thought, Cook says, "I really need an hour clinic to answer that question."

Florida's Mary Wise is another established program but she too understands its importance. "If the goals of the program are the goals of the team members, then "buying in" is critical to a team's success." Wise says. "The words we use are: 'accept your role.' Although roles can change throughout a season, the sooner roles are defined and players accept, the sooner a team will win consistently."

Wise notes something that all the coaches above have mentioned, communication. "We believe each player must have a specific, clearly defined role on the team." Wise explains. "That is the coach's responsibility. After the role is defined and communicated, it is the player's responsibility to accept it. If either aspect is lacking, such as the role not communicated by the coach or the players not accepting of it, then the disconnect will never allow the player to reach her full potential."

The Coach who Dunphy had sold on the idea of not passing with your legs came up to him at a break and asked him point blank, "I've been telling my kids to pass with their legs for the last 12 years. What do I tell them now?" Dunphy smiled and said, "Tell them you know more now than you did before."

In other words, salesmanship.

On the Night Stand



In this feature, we will highlight articles, books and resources that may help you on your journey toward coaching excellence.

We Coach the Way We Were Coached

John Kessel

<http://usavolleyball.org/blog/post/1164>

In one of John Kessel's best pieces, he examines why we as coaches ask our athletes to open their minds and try new techniques and ideas, but why we as coaches rarely do the same.

Positive Coaching: Building Character and Self-Esteem through Sports

By Jim Thompson

A book from the mid 90's oft forgotten but as relevant now as it was then. Many of the ideas presented are echoed by USA Volleyball in their IMPACT and CAP clinics.

The Academy for Sport Leadership

<http://www.sportleadership.com/>

How many times have you as a coach said, "I wish we had more leaders on the court?" Local Coach Cory Dobbs has put together a website and a program to help Coaches and Club Directors build leaders through sport. It's something we as coaches talk about as one of the great benefits of an athlete's life, but we do little to make it happen.

The student-athlete must also "be"—ethical, principled, and caring of his or her team members. The final principle, "doing" entails action. Student-athletes must continually take leadership actions and learn to reflect on how they are performing and why they are taking action. These three foundational principles of leadership will help the young leader to positively influence the actions of his or her teammates.

As I am sure you have experienced, you don't just assemble a team and begin working together effectively. Rather, it is the teaching and deliberate practice of developing team leaders that prepares a team to perform at a very high level. Participation in sports holds the promise for developing leadership skills and attitudes in the young athlete. The coach needs to be actively involved in all aspects of the leadership development of the student-athlete. Leadership can be taught.

What Team Leaders Do

***Shoulder full responsibility for their actions**

***Get teammates involved**

***Deal with discouraged players**

***Manage and solve conflicts**

***Direct and motivate teammates**

***Persevere through adversity –model the way**

***Recognize when to use vocal or visual leadership**

***Inspire teammates and coaches**

***Facilitate team meetings**

***Clarify miscommunication among teammates and coaches**

***Help teammates to understand their roles**

***Inspire a sense of belonging**

***Listen to teammates**

***Initiate trust building behaviors among team**

***Help team members stay focused on core values and team goals**

Q: Can a school have an outside vendor hold a camp on its campus for students not enrolled in their school?

A: Yes, but there must be a clear line between the school and the outside vendor. The vendor cannot be a coach within that school and the school cannot provide any equipment to the vendor in order to hold the camp.

Q: Can a high school coach contract with an outside vendor during the school year to provide instruction to students not enrolled and/or registered at his/her school?

A: Yes. The coach may participate in such a camp but it cannot be in the name of or affiliated with his/her school. The coach is still subject to the restrictions regarding recruiting found in Article 15 of the AIA Bylaws.

Q: What constitutes a high school coach?

A: A high school coach is considered to be anyone that has been approved by the administration and/or the governing board of control as a volunteer or a paid coach.

Q: Can a high school coach be involved with a club or private team during the academic year?

A: Yes, there is no AIA Bylaw that prohibits a coach from being involved with a club team that is separate from and operated outside of the school/district funding and insurance. A club team is defined as an entity that falls outside of the school and/or district. This is in part exemplified by that team being a member of or participating within the framework of a national governing body or state entity (e.g. USA Volleyball, USA Track and Field, Arizona Youth Soccer Association) as well as other similar consideration. In addition, this club or private team must have a separate finance and insurance structure from the school and not use any uniforms or equipment from the school/district.

If you aren't sure if something you are doing is allowable, then contact the AIA and ask them. Better to be safe than sorry.

GRO-Coaches Program off and Running!

The Arizona Region of USA Volleyball would like to reach out to entry level coaches at the elementary school, middle school, high school, city recreation programs and even church and community center groups and using the resources already available through USA Volleyball, conduct 2 hour coach's clinics.

These free coaches' clinics would include instruction on the following; Proper volleyball skill instruction, volleyball practice planning, finding volleyball coaching resources, opportunities for volleyball coaching advancement, introduction into the liabilities of youth volleyball coaching and ethics regarding coaching youth volleyball.

The materials for the coaches would include but not limited to the Mini Volleyball book written by John Kessel, skills posters, nutrition posters and pertinent information and articles regarding the training and handling of youth athletes in a sports environment.

CAP Level II certified coaches will be used in this program and they will be paid a \$50 stipend by the region for each clinic scheduled through the Region office and completed.

Local volleyball athletes needing community hours or service for such programs as NHS, Girl Scouts, etc. could be used in these clinics.

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