COMMUNICATION

"The Relationship of Athletes, Parents and Coaches"

DON MCKEE
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BILL OF RIGHTS FOR YOUNG ATHLETES

RIGHT of the opportunity to participate in sports regardless of ability level.

RIGHT to participate at a level that is commensurate with each child's developmental level.

RIGHT to have qualified adult leadership.

RIGHT to participate in safe and healthy environments.

RIGHT of each child to share in the leadership and decision-making of their sport participation.

RIGHT to play as a child and not as an adult.

RIGHT to proper preparation for participation in the sport.

RIGHT to an equal opportunity to strive for success.

RIGHT to be treated with dignity by all involved.

RIGHT to have fun through sport.

from Youth Sports Guide
for Coaches & Parents
11 COMMANDMENTS
FOR AN
ENTHUSIASTIC TEAM

1. HELP EACH OTHER BE RIGHT — NOT WRONG.
2. LOOK FOR WAYS TO MAKE NEW IDEAS WORK — NOT FOR REASONS THEY WON'T.
3. IF IN DOUBT — CHECK IT OUT!
   DON'T MAKE NEGATIVE ASSUMPTIONS ABOUT EACH OTHER.
4. HELP EACH OTHER WIN AND TAKE PRIDE IN EACH OTHER'S VICTORIES.
5. SPEAK POSITIVELY ABOUT EACH OTHER AND ABOUT YOUR ORGANIZATION AT EVERY OPPORTUNITY.
6. MAINTAIN A POSITIVE MENTAL ATTITUDE NO MATTER WHAT THE CIRCUMSTANCES.
7. ACT WITH INITIATIVE AND COURAGE AS IF IT ALL DEPENDS ON YOU.
8. DO EVERYTHING WITH ENTHUSIASM — IT'S CONTAGIOUS.
9. WHATEVER YOU WANT — GIVE IT AWAY.
10. DON'T LOSE FAITH — NEVER GIVE UP.
11. HAVE FUN!!

IAN PERCY
An Anatomy of a Good Coach

by Dave Chambers
75 WAYS TO SAY VERY GOOD!

1. SUPER GOOD!
2. You've got it made.
3. SUPER!
4. That's RIGHT!
5. That's good.
6. You're really working hard today.
7. You are very good at that.
8. That's coming along nicely.
9. GOOD WORK!
10. That's very much better!
11. I'm happy to see you working like that.
12. Exactly right.
13. I'm proud of the way you're working.
14. You are doing much better today.
15. You've just about got it.
16. That's the best you have ever done.
17. You're doing a good job.
18. THAT'S IT!
19. Now you've figured it out.
20. That's quite an improvement.
21. I knew you could do it.
22. GREAT!
23. Congratulations!
25. Keep working on it, you're improving.
26. Now you have it!
27. You are learning fast.
28. Good for you!
29. Couldn't have done it better myself.
30. You are a joy.
31. One more time and you'll have it.
32. You really make my job fun.
33. That's the right way to do it.
34. You're getting better every day.
35. You did it that time!
36. You're on the right track.
37. Nice going.
38. You haven't missed a thing.
39. WOW!
40. That's the way!
41. Keep up the good work
42. TERRIFIC!
43. Nothing can stop you now.
44. PERFECT!
45. That's better than ever.
46. Much better!
47. WONDERFUL!
48. You must have been practicing.
49. You did that very well.
50. FINE!
51. Nice going.
52. You're really going to town.
53. OUTSTANDING!
54. FANTASTIC!
55. TREMENDOUS!
56. That's how to handle that!
57. Now that's what I call a fine job.
58. That Great!
59. Right on!
60. You're really improving.
61. You're doing beautifully.
62. Superb!
63. Good remembering.
64. You've got that down pat.
65. You certainly did well today.
66. Keep it up.
67. Congratulations. You got it right.
68. You did a lot of work today.
69. Well, look at you go!
70. That's it!
71. I'm very proud of you.
72. MARVELOUS!
73. I like that.
74. Way to go!
75. Keep on trying!
PRINCIPLES OF EFFECTIVE COMMUNICATION

BE ENTHUSIASTIC

BE POSITIVE

BE DEMANDING BUT CONSIDERATE

BE CONSISTENT

BE A GOOD LISTENER

GIVE GOOD FEEDBACK

EXPLAIN EACH PLAYERS CONTRIBUTION

TREAT ALL PLAYERS AS INDIVIDUALS

TREAT YOUR CHILD SAME AS THE OTHERS
THE ATHLETE AND THE
COACH
In the beginning was the child
And the child loved to play
And the child was play
And play was in the child.
And some of the play was competi-
tive –
Like “King of the Castle” or
“Murder Ball”.
And sometimes the child won
And sometimes he lost.
But it didn’t matter because it was
fun
And the child had success and
showed off what he could do.
He didn’t show off what he couldn’t
do
But he could do some things better
and he decided to improve.
And the child became an athlete
Though he may not have been a nat-
ural talent
In the usual sense of the term.
But he wanted to improve, to be bet-
ter
So he was an athlete.
And he needed much help
A teacher to improve his skill
A trainer to improve his condition-
ing
A nutritionist to improve his diet
A physician
A biomechanician
A physiologist
A psychologist
A masseur
And others.
But because he was still alone
He had to be these things to himself
So he read, and he asked and he
observed.
Not to compete with others, but to
compete with himself, to improve.
Then others challenged him
And he challenged others
And he no longer had time to pro-
vide all the professional skills
For himself and still perform his
best.
So he sought another to provide the
professional skills and advice.
He placed his trust in this friend,
and they made a pact.
And the coach came to be as the ath-
lete performed and the coach pro-
vided.
The coach took responsibility
For teaching or providing teaching
For training
For mental preparation.
Now the coach was not necessarily a
physiologist.
Nor a biomechanician.
Nor a psychologist.
Nor a nutritionist.
Nor a masseur.
But the coach had to study and know
all of these disciplines and more.
For he was the coach
And he was with the athlete
And they had a pact.
He was at training and at competi-
tions
And he was available and took
responsibility.
And the physiologist recognized
that the coach was the coach
As did the psychologist.
And the physiologist and psycho-
logist recognized the professional
standing of each other.
And all the sport scientists and
administrators recognized that the
coach was the coach.
For the coach was all of them.
He was none of them, though he was
all of them.
So the athlete focused on the task
and the coach provided.
And the coach advised and guided.
And the athlete strove to improve.
Sometimes he won
And sometimes he lost.
But he won with humility.
He lost with dignity.
And he was the best he could be.
And he was a success.
And all strove to improve.
And all were successful.

– Jack Lynch
Montreal, Quebec
COACHES CODE

1. I will always treat the game as a game for happiness.

2. I will teach attitudes first, skills second.

3. My first consideration will be the welfare of the players.

4. I will attempt, by teaching and example on the field, to develop true respect for the rules of play, authority of officials and consideration of opponents.

5. I will stress the importance of clean living and good health habits in the development of an athlete.

6. I will teach them that the rules of the game are to be regarded as mutual agreements not to be broken in spirit or letter.

7. I will demand they become gentlemen before they become good ball players.

8. I will expect them to be humble in victory and magnanimous in defeat.
COACHES EPITAPH

HE GAVE US THE OPPORTUNITY TO HAVE FUN.

HE TAUGHT US NOT TO COMPARE OURSELVES WITH THE OPPOSITION BUT WITH ALL THAT WAS BEST IN EACH OF US.

HE TAUGHT US TO CARE ABOUT EACH OTHER AND THE TEAM, AND THAT THE RISK IN CARING IS ALWAYS WORTH IT.

HE ENABLED US TO LEARN THAT WE DO NOT GROW IF WE ONLY HAVE SUCCESSES AND THAT PROGRESS IS OFTEN ACCOMPANIED BY PAIN.

HE SMILED INWARDLY AT OUR ERRORS, KNOWING THEY WERE SOME OF THE BEST THINGS THAT HAPPENED TO US.

HE BELIEVED IN US IN PAINFUL TIMES, AND BECAUSE HE DID WE WALKED A LITTLE TALLER.


HE CARED.

AUTHOR UNKNOWN.
LLOYD PERCIVALS 10 RULES

Maybe your son will be a great hockey player some day, and maybe he won't, but he will be a better hockey player if you follow these rules. And if you follow these rules, he'll have a lot more fun.

1. **MAKE SURE YOUR SON KNOWS THAT WIN OR LOSE, YOU LOVE HIM.** Let him know that you won't be disappointed in him if he fails. Be the person in his life he can always look to for support.

2. **TRY TO BE COMPLETELY HONEST WITH YOURSELF ABOUT YOUR SON'S ATHLETIC ABILITY, HIS COMPETITIVE ATTITUDE, HIS SPORTSMANSHIP, HIS LEVEL OF SKILL.**

3. **BE HELPFUL, BUT DON'T COACH YOUR SON ON THE WAY TO THE GAME OR AT THE BREAKFAST TABLE.** Think how tough it must be on him to be continually inundated with advice, pep talks and criticism.

4. **TEACH YOUR SON TO ENJOY THE THRILL OF COMPETITION, TO BE "OUT THERE TRYING", to be constantly working to improve his skills, to take the physical bumps and come back for more.** Don't tell him that winning doesn't count, because it does and he knows it. Instead, help him to develop a healthy competitive attitude, a "feel" for competing, for trying hard, for having a good time.

5. **TRY NOT TO LIVE YOUR LIFE THROUGH YOUR SON.** You've lost as well as won, you've been the villain. Don't expect any better of him. Sure, he is an extension of you, but don't assume he feels the same way you did, wants the same things or has the same attitudes. Don't push him in the direction that will give you the most satisfaction.

6. **DON'T COMPETE WITH YOUR SON'S COACH.** A coach may become a hero to him for a while someone who can do no wrong, and you may find that hard to take. Or your son may become disenchanted with the coach. Don't side with him against the coach. Talk to him about the importance of learning how to handle problems and how to react to criticism. Try to help him understand the necessity for discipline, rules and regulations.

7. **DON'T COMPARE YOUR SON WITH THE OTHER PLAYERS ON HIS TEAM — AT LEAST NOT WITHIN HIS HEARING.** If he has a tendency to resent the treatment he gets from the coach, if he is jealous of the approval other players get, try to be honest with him. Don't lie to him about his capabilities as a player. If you are overly protective, you will perpetuate the problem.

8. **GET TO KNOW YOUR SON'S COACH. MAKE SURE THAT YOU APPROVE OF HIS ATTITUDES AND ETHICS.** A coach can be very influential and you should know what his values are so that you can decide whether or not you want them passed on to your son.

9. **REMEMBER THAT CHILDREN TEND TO EXAGGERATE, WHEN THEY ARE Praised AND WHEN THEY ARE CRITICIZED.** Temper your reactions to the stories your son brings home from the rink. Don't criticize him for exaggerating, but don't overreact to the stories he tells you.

10. **TEACH YOUR SON THE MEANING OF COURAGE.** Some of us can climb mountains but are frightened to get into a fight. Some of us can fight without fear but turn to jelly at the sight of a bee. Everyone is frightened of something. Courage isn't the absence of fear. Courage isn't getting rid of fear, it's overcoming it.

(Reproduced from the NCCP Level 4 Assignment of William Wolfson, Richmond Hill, Ontario).
ADVICE TO THE LOVELORN:

THINGS NOT TO DO

1. DON'T THINK OF THE MONEY YOU ARE SPENDING ON YOUR CHILD'S TENNIS AS A BUSINESS OR FINANCIAL INVESTMENT. Never expect a financial return on your money. Instead, think of the money as an investment in your child. You are providing him or her with a life experience that will prove invaluable as he or she develops and matures. If you are thinking of the funding as a financial investment, you should definitely reconsider.

2. DON'T PUT PRESSURE ON YOUR CHILD TO WIN. If you are a source of pressure, you are likely hurting, not helping. Children perform best in a pressure-free climate; parental pressure to win is debilitating. Whenever you can, emphasize fun, enjoyment and the intrinsic value of the activity itself - not winning.

3. DON'T GET TOO EXCITED IF YOUR CHILD WINS OR TOO UPSET IF HE LOSES. Never tie special privileges to winning. Even the slightest withdrawal of attention, love or affection can have significant long-term consequences.

4. DON'T SHOW NEGATIVE EMOTION, FEAR OR NERVOUSNESS ON THE SIDELINES. If you cannot watch your son or daughter play without looking tense, stay away; you are simply putting more pressure on your child. Regardless of the score or the situation, your task as a parent is to appear calm, relaxed, positive, optimistic, supportive and unconcerned - no matter how you feel inside.

The only exception to staying cool is when you feel your child's behavior is unacceptable (cheating, temper tantrums, etc.) You should then show disapproval or take action.

5. DON'T CONFUSE YOUR EGO WITH YOUR SON'S OR DAUGHTER'S. If you lose when your child loses, or if you win when your child wins, you are on very shaky ground. Never say, "We're playing today at 3:00". Say instead, "He is playing today." Remember, it's never "we" won or "we" lost.

6. DON'T COMPLICATE THE TASK OF BEING A GOOD PARENT OF AN ASPIRING ATHLETE BY ALSO TRYING TO BE THE COACH, SPORTS DISCIPLINARIAN, SPORTS TRAINER AND AGENT. Being an effective tennis parent is, in and of itself, very difficult. Adding conflicting roles can quickly make the situation impossible.

7. DON'T GO TO LESSONS OR PRACTICE SESSIONS AND TAKE NOTES OR VIDEO-TAPE THE ACTIVITIES. Experience has shown that coaching should be left to coaches and parenting to parents.
THINGS TO DO

1. **TAKE THE PRESSURE TO WIN OFF.** The ideal emotional state in competition is "pressure free". Here, parents can either make or break the young competitor.

2. **MAKE SURE YOUR CHILD’S SELF WORTH AS A PERSON IS NOT ON THE LINE WHEN HE OR SHE COMPETES.** Winning or losing should have little or no connection as to how he or she feels as a person. Parents must work hard to ensure that their child does not feel less valuable, less lovable, or less of a person because he or she lost.

3. **THE PRIMARY ROLE OF TENNIS PARENTS IS TO BE SUPPORTIVE, INTERESTED, ENCOURAGING AND CARING.** They simply provide the opportunity and the emotional support for their children to stay with the game and to make it a positive and healthy experience.

4. **THE MOST IMPORTANT TIME FOR PARENTS TO PROVIDE EMOTIONAL SUPPORT AND CARING IS WHEN THEIR CHILD LOSES.** Helping your competitors bounce back emotionally from bad or heart-breaking defeats is critical. Support, understanding and encouragement at these times is often the difference between gaining self-esteem and losing it.

5. **TAKE THE PRESSURE TOWN OFF BUT PUT THE PRESSURE ON YOUR CHILD TO CONTROL HIS OR HER BEHAVIOUR.** Get very tough with foul language, temper outbursts and cheating. You do your child and the game an incalculable disservice by allowing uncontrolled negative behaviour to continue. This is one time you should be actively involved. Get Tough!

6. **UNDERSTAND, IF YOUR CHILD COULD HAVE WON TODAY, HE OR SHE WOULD HAVE.** Winning and losing is beyond your direct control. Help your son or daughter to focus on those things they can control and let winning and losing take care of itself.

7. **AS A TENNIS PARENT, ALWAYS JUDGE YOUR OWN ACTIONS AND THE IMPACT OF THE SPORT’S EXPERIENCE ON YOUR CHILD IN TERMS OF THE EFFECT IT HAS ON THEM AS A PERSON.** It’s very easy to get caught up in the race to be No. 1 and the lure of the big dollars. But, before you do, stop and think – what is the real price?

*(ABOUT JUNIORS, by Jim Loehr)*
"SUCCESS IS PEACE OF MIND, WHICH IS A DIRECT
RESULT OF SELF-SATISFACTION IN KNOWING YOU DID YOUR BEST
TO BECOME THE BEST YOU ARE CAPABLE OF BECOMING."

John Wooden
THE WILL TO WIN

Figure it out for yourself, my lad,
You've all that the greatest of men have had;
Two arms, two hands, two legs, two eyes,
And a brain to use if you would be wise.
With this equipment they all began,
So start from the top and say, "I can."

Look them over, the wise and the great,
They take their food from a common plate,
And similar knives and forks they use,
With similar laces they tie their shoes.
The world considers them brave and smart,
But you've all they had when they made their start.

You can triumph and come to skill,
You can be great if you only will.
You're well equipped for what fight you choose;
You have arms and legs and a brain to use,
And the man who has risen great deeds to do,
Began his life with no more than you.

You are the handicap you must face,
You are the one who must choose your place.
You must say where you want to go,
How much you will study the truth to know;
God has equipped you for life, but He
Let's you decide what you want to be.

Courage must come from the soul within,
The man must furnish the will to win.
So figure it out for yourself, my lad,
You were born with all that the great have had.
With your equipment they all began,
Get hold of yourself and say, "I can."

Author Unknown
CHILDREN LEARN WHAT THEY

• If a child lives with criticism
  He learns to condemn.

• If a child lives with hostility,
  He learns to fight.

• If a child lives with shame,
  He learns to be guilty.

• If a child lives with tolerance,
  He learns to be patient.

• If a child lives with encouragement,
  He learns confidence.

• If a child lives with praise,
  He learns to appreciate.

• If a child lives with fairness,
  He learns justice.

• If a child lives with security,
  He learns to have faith.

• If a child lives with approval,
  He learns to like himself.

• If a child lives with acceptance and friendship,
  He learns to find love in the world.
Psycho-social Topics

Further Readings*


*Harris, A.P.E. Goal: A Soccer Handbook for Young Players, Soccer For Americans, Box 836, Manhattan Beach, California, 1975.


*Youth Basketball Association — Player’s Manual I (elementary school age), Player’s Manual II (high school age), Leader’s Manual III (any age), YBA-National Board of YMCA’s, 291 Broadway, New York, N.Y.


Films: It’s Winning That Counts — National Film Board of Canada
The Bad News Bears — Feature Film

*Books marked with an asterisk (*) are most relevant for Level I coaches although all books mentioned have value for the interested coach.

8-16
HERMAN GRIPESKY plays for your team called the "FOURSHOOTERS"! The team plays in the AA Bantam category and is very competitive, presently in fourth place. You have a philosophy that each player should get equal ice time. HERMAN is a good player, and maybe is the best player on your team. HERMAN appeared quite receptive to your coaching early in the season, but since XMAS has appeared upset with your coaching, especially when the team loses. His FATHER, MR. GRIPESKY met with you before XMAS and expressed his concern over not giving HERMAN more ice time so he could develop his skills and help the team win more games. You reminded MR. GRIPESKY, in that meeting, of your philosophy and indicated you would not change. MR. GRIPESKY eventually, would like HIS SON to play for the EDMONTON FAIRSHOOTERS.

It is now FEBRUARY 13TH, and you have received a copy of a letter sent to your convenor, by MR. GRIPESKY, expressing concern over YOUR coaching ability in not playing the best players more often. The letter is signed by the parents of ten (10) of your seventeen (17) players.

YOUR MOVE...!
IN-BASKET # 2

Your son has been a member of the BADNEWS HOCKEY ORGANIZATION for several years. He has improved greatly and has the potential to be selected in this year's Junior draft. This year the organization replaced many coaches for various reasons, and your son, FELIX FLEX, has a new coach, ROSS ROOKIE. COACH ROOKIE was persuasive enough to have the organization put in a new rule this year that parents may not attend practices. This has bothered you greatly because you never missed FELIX'S practice sessions over the past EIGHT (8) YEARS.

FELIX was injured in a practice in early DECEMBER when he fell into the boards. You have worked with him on a rehabilitation program since the injury, so FELIX would be ready for the PROVINCIAL TOURNAMENT on FEBRUARY 2ND. On JANUARY 23RD your DOCTOR says FELIX is totally recovered and you send a note with FELIX to ROSS ROOKIE. FELIX comes home that night and indicates COACH ROOKIE believes he is not totally recovered and is going to substitute for him in the PROVINCIAL TOURNAMENT.

YOUR MOVE...!