

Coaching Leadership







What does leading as a coach mean?

“Coaching is about connecting with people, inspiring them to do their best, and helping them to grow.”

Effective leadership in coaching occurs when athletes perform in accordance with the coach’s intentions while finding their own needs (personal achievements, performance goals and positive psychological outcomes) satisfied. The coach is a very significant person in the lives of athletes and the role she or he plays is key in the athletes’ sport experience; so as a coach you should demonstrate strong leadership qualities.

Different leadership styles

“Your players don’t care how much you know, until they know that you care.”

GOLEMAN'S LEADERSHIP STYLES <small>Adapted from "Leadership That Gets Results," Goleman, D.</small>	Commanding	Pacesetting	Democratic	Affiliative	Visionary	Coaching
						
The style in a phrase	Do what I tell you	Do as I do	Let's decide what to do together	Let's do what's best for everyone	Do what will help us reach our goals	How can I help you do it better?
The leader's way of working	Demands immediate compliance	Sets high standards of performance	Creates consensus through participation	Creates harmony and builds emotional bonds	Mobilises people towards a vision	Develops people for the future
Underlying emotional intelligence competencies	Achievement Initiative Self-control	Conscientiousness Achievement Initiative	Collaboration Team leadership Communication	Empathy Building relationships Communication	Self-confidence Empathy Change catalyst	Developing others Empathy Self-awareness
When the style works best	In a crisis To start a new project With problem employees	To get quick results from a highly motivated competent team	To gain acceptance or consensus To get input from valued team members	To manage splits in a team Motivation during stressful circumstances	When changes require a new vision When clear direction is needed	To help someone improve performance To develop long term strategies
Overall impact on climate	Negative	Positive	Positive	Positive	Strongly Positive	Strongly Positive



4 I's of Transformational Leadership

Idealized Influence

Leader serves as an ideal role model for followers and is admired for this

Inspirational Motivation

Transformational leaders have the ability to inspire and motivate followers

Individualized Consideration

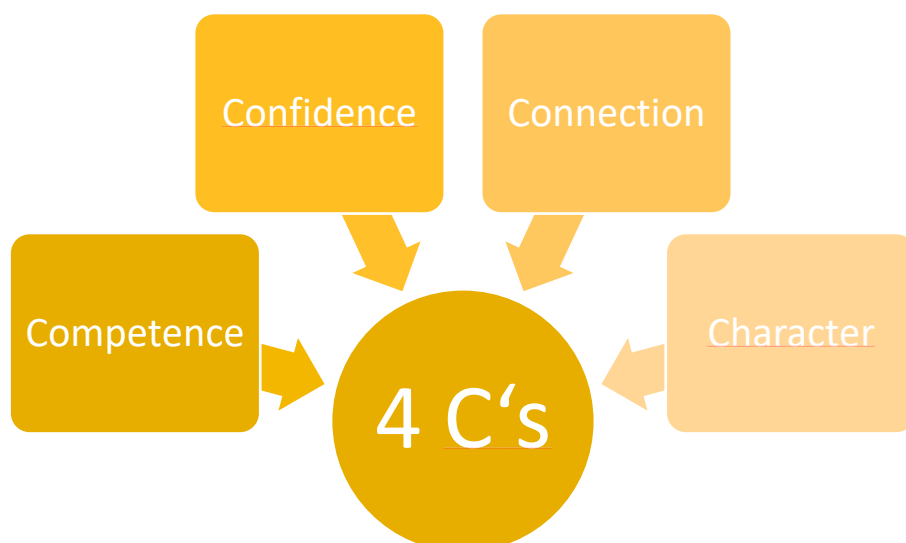
Transformational leaders demonstrate genuine concern for the needs and feelings of followers which brings out the best efforts from each individual

Intellectual Stimulation

Transformational leaders challenges followers to be innovative and creative

Leading your athletes to what?

"Most effective coach leadership approach is one that puts needs of the athletes first."



1.Competence:

- sport specific skills

2.Confidence:

- internal sense of overall positive self-worth

3.Connection:

- positive bonds with people and institutions

4.Character:

- the « right » values like respect, integrity, moral courage

What does a leader need to have?

“Coaches aren’t only coaching athletes; they are coaching human beings who deal with love and hate and fear and all those different aspects in the emotional arena. If, as a coach, you look at them as just athletes, you’re missing out.”

1.Self-knowledge:

- Before you can teach and coach others, you should definitely know yourself: your strenghts and weaknesses, your values, your goals, your coaching philosophy...

2.Self-monitoring:

- You should be able to control and regulate your own (energy-)ressources and emotions; e.g. body language.

3.Empathy:

- Coaches need to understand their athletes: what do they need? How do I have to communicate with this individual? What does she feel right now? Only if they understand their athletes, they can help them and ultimately enhance the overall performance of the athlete/team.

4.Knowledge about how she/he can have a positive impact:

- What does a leader do to have a positive impact ? See below ↓

What does a leader do?

“Leadership is defined, and demonstrated, in our everyday coaching moments.”

- Gain credibility by demonstrating genuine concern and care for your athletes

Care about the human being behind the athlete and consider individual needs of your athletes. Not only care about the athlete and his performance (people building vs. people using)

- Give athletes opportunities to be involved in decision-making

Athletes feel respected and important, if you involve them in the decision-making process. A beneficial side-effect is that this helps your athletes to learn and mature faster. Important: it should be clear that you as coach always have the last word.

- Communicate high expectations and standards of conduct

Don't only have high expectations and standards of conduct of your athletes, but also communicate these to your athletes. Be a role model and lead by example, when it comes to these expectations; e.g. you cannot expect your athletes to really work hard and give 100%, if you don't put in the work yourself.

- Use discipline issues to teach and reinforce philosophy

Always explain the reason why you want something or why you are mad, when an athlete violates the code of conduct.

- Emphasize earned, equitable treatment as opposed to equal treatment for all

In some areas you should not treat everyone equitable; so make sure that athletes can earn « better » treatment, if they for example work harder as others.

- Supplement group interactions such as post-game rituals with frequent one-on-one communications

One-on-One conversation are critical to your relationships with individual players, but also the overall success of the entire team

- Set clear and defined roles for every player on the team

Every player should know what you expect from him/her. Very often coaches think, that it is clear what they expect from their players, but for the players it is not. To avoid that players are frustrated about their individual specific tasks and roles, you should communicate these as early as possible.

- Deep passion and drive for winning

Show your player, that you really try hard to make the team better and to win as many games as possible, but at the same time, make sure that your players know that you care at least as much about them as you do about the results; especially when you coach children or teenagers.

- Awareness of leadership approach that is true to your personality and values

Don't try to be someone you are not, just because you read something about leadership behavior somewhere. The most important aspect of a true leader is authenticity. If you lack authenticity, your players will notice and then they will not accept you as their leader anyway.

- Perspective on sport; not the sole purpose in their life

Try to not only help your players as athletes, but also in other aspects in life. Let them know that there are more important things in life than sports and that they shouldn't take basketball too seriously. If they do, they risk to not enjoy basketball anymore and be too stressed about it; which ultimately could lead to bad consequences like an athlete burn-out and drop-outs.

- Frequently praise and encourage your athletes

Many coaches have a very negative style of communication and motivation. They yell at their players, scare, threaten and punish them. On the long term this will stress their athletes and ultimately diminish their performance; especially with young athletes. So make sure that you use punishment only on rare « emergency » occasions and that in general you motivate your athletes by praising and encouraging them. Every athlete wants to feel valuable and important.

- Don't try to be the one

The team and the individual athletes are more important than you are. You are there to help them (especially if you coach young athletes). So if you lose, don't blame them, but ask yourself what you could do better and if you win, stay humble and praise your team. It's not about you, it is about them.

Further thoughts

Do's & Don'ts of LEADERSHIP

@BelievePHQ

LEADERSHIP

 DO'S	DON'TS 
 INSPIRE	 INTIMIDATE
 LONG TERM	 SHORT TERM
 FACILITATE	 DICTATE
 TAKE RESPONSIBILITY	 BLAME OTHERS
 COMMUNICATE	 IGNORE
 SUPPORT AND ENCOURAGE	 JUDGE
 LET PEOPLE HAVE A VOICE	 OVER EMPOWER
 SET GOALS	 SET THE BAR TOO HIGH
 MOTIVATE	 PROCRASTINATE
 BE PATIENT	 MICROMANAGE
 BE HONEST	 LIE



LEADERSHIP LESSONS FROM THE ALL BLACKS



Reference: Darren Shand, www.i-l-m.com, November 2015



BUILD A 'WE' CULTURE

The power of many is greater than the power of one – don't run a dictatorship. If you've got great minds in your team, make sure you bring them together to share all of their expertise



EMPOWER YOUR TEAMS

Get individuals to take responsibility for their performance. Developed a self-managing, self-improving environment where you cultivate leaders, not just players

BE RESOURCEFUL AND RESILIENT

It's what you need to be creative, it's what you need to adapt to changing and challenging circumstances, it's what you need to bounce back from defeat. It's what you need to succeed



CREATE AN ENVIRONMENT WHERE INDIVIDUALS LEARN TO MAKE GREAT DECISIONS UNDER PRESSURE

If we don't train our players to do this all the time, then how can we expect them to do it when it matters most?



GET MINDSET RIGHT

Every game matters. Players have to treat every game as the World Cup Final. They can have all the talent and physical strength and tactical awareness they like, but at the end of the day the brain drives everything. Mental fitness is as important as physical fitness

MAKE IT FUN

Although getting performance right involves stimulation and learning, it should also be enjoyable. We don't want players to look back on their days of wearing the All Blacks' jersey as a chore or a burden. We want them to be the best days of their lives

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LEADERSHIP IS A BEHAVIOUR

NOT A TITLE

THE BEHAVIOUR OBSESSED LEADER

VS

THE TITLE OBSESSED LEADER

BEHAVIOUR



TITLE



Always gives direction and purpose - they connect everyone to the shared goal

Micromanages each individual who is on their team, ensuring they know who's boss

BEHAVIOUR



TITLE



Helps each person feel valued because of who they are and the importance of their role

Team members feel they exist to ensure the leader is safe in their job

BEHAVIOUR



TITLE



Makes sure everyone knows the contribution they're making by acknowledge great performances and effort

Regularly talks about their own successes and the importance of their role in delivering the final success

BEHAVIOUR



TITLE



They set the example of constantly looking to improve, to lead by example

Always makes it clear how everyone needs to improve if they want to rise to the level of leader

BEHAVIOUR



TITLE



They constantly coach with passion and belief to ensure everyone is growing in confidence and feeling in control

Follow a process put in place by HR that gives them the chance twice a year to tell people how to improve

Summary

“Focus first on WHO you are coaching, not WHAT you are coaching.”

Research has shown that coaches at different levels of competition interact with athletes differently due to the different levels of athletic ability and the greater pressure to win for employment security. Coaching attitudes and actions may also differ based on the athlete's gender and age. Thus there is no one way to lead and what works for one may not work for all. This document should help you as a coach and enable you to assist your athletes in becoming the best they can be.

Sources & further literature

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