

YOU CAN BUILD A

CHAMPIONSHIP CULTURE

COACHES COMPLETE GUIDE TO
EVERYTHING OFF THE FIELD

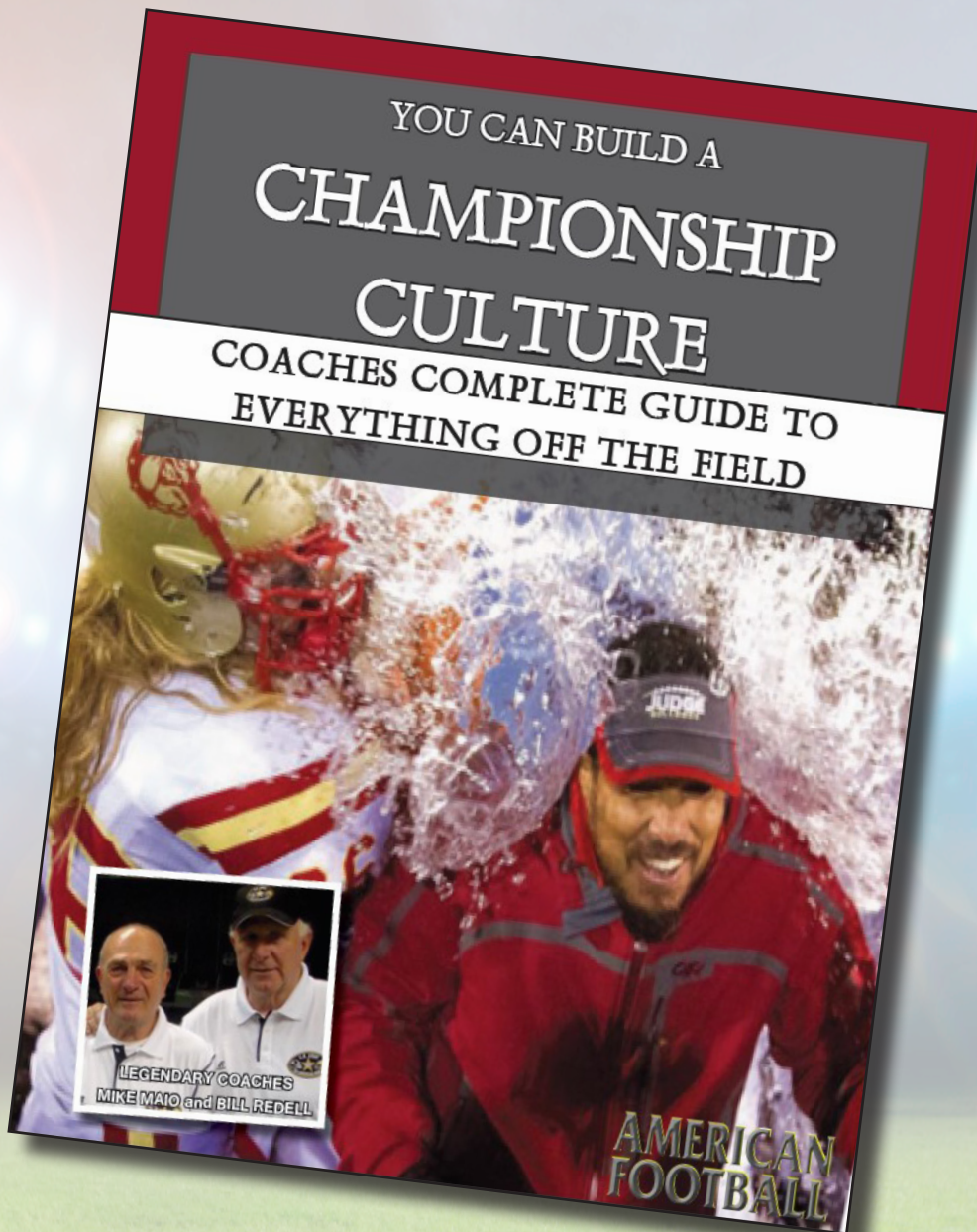


LEGENDARY COACHES
MIKE MAIO and BILL REDELL

AMERICAN
FOOTBALL

YOU CAN BUILD A CHAMPIONSHIP CULTURE:

A COACHES COMPLETE GUIDE TO EVERYTHING OFF THE FIELD



Bill Redell and Mike Maio

INTRODUCTION

The first college football game was played in 1869. Coaches Bill Redell and Mike Maio would say they've been around almost as long. Though at this writing, they're only 76 and 78 years old, respectively. The two of them have recently retired but have accumulated over 85 years of combined coaching experience, and have contributed much to the game, especially in the area of prep football. They've both achieved great success and learned much through their years of experience, both on the field and off.

Bill and Mike teamed up in 2000 when Oaks Christian High School opened its doors. The school was just six years old when USA Today ranked them #6 on their national top 25 listing. The Bleacher Report named them one of the "Top 10 High school Programs of all time." The school continues to prosper, but the rate of success right out of the gate, was truly impressive. Coach Redell and Coach Maio have put together this comprehensive coaching "Bible" which includes a chapter on "How to Start a New Program." They're hopeful coaches in all stages of their careers will enjoy the book and glean a tip or two.

Some of the material that is included in the book is not original. They've incorporated ideas and philosophies learned through books, clinics, videos, and talking with other coaches. They call it 'research' and give credit to others when they can. Of course, they've changed and expanded the material to develop their own unique approach.

We trust you'll find this coaching manual informative and helpful.

Rex Lardner, Managing Editor

American Football Media

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TESTIMONIALS FOR BILL REDELL AND MIKE MAIO:

Joe Montana

3 Time Super Bowl MVP

Member of the NFL Hall of Fame



“I have known coach Redell and Coach Maio for over a decade and my son, Nick, played for them at Oaks Christian School. There are no finer people and coaches than Bill and Mike. Without reservation, I recommend their manual, “You Can Build a Championship Culture: A Coaches Complete Guide to Everything Off the Field” to you. It is a comprehensive guide for what a coach does when not on the playing field.”

Clay Matthews Sr.

19 Year National Football League [NFL]

Veteran Player



“I was fortunate to coach with Coach Redell and Coach Maio at Oaks Christian School. Their manual, “ You Can Build a Championship Culture: A Coaches Complete Guide to Everything Off the Field” is a great book for coaching and includes everything a coach needs to deal with on a day to day basis. It is a good blueprint for a coach to follow when dealing with parents, the media, discipline concerns, staff and a whole range of additional issues.”

Coach Bill Redell



Bill Redell, 76, recently retired as head football coach at Oaks Christian High School in Westlake Village, California. A graduate of Occidental College where he was an All-American, Bill later played in the Canadian Football League for six seasons. After a brief stint in the insurance business, he became a high school coach in the mid 1980's.

Coach Redell spent 32 years as a high school coach and his teams won 8 California Interscholastic championships. He has been named the Nation's High School Coach of the Year four times. In 2001 he was inducted into the National Football Foundation College Hall of Fame and is a member of 10 different halls of fame.

He has won numerous awards ranging from the prestigious Southern California Broadcaster's Lifetime Achievement Award to the Gerald R. Ford Award. His overall record is 238-70-3. Bill and his wife Cheryl have been married for 51 years and have three grown sons and 8 grandchildren.

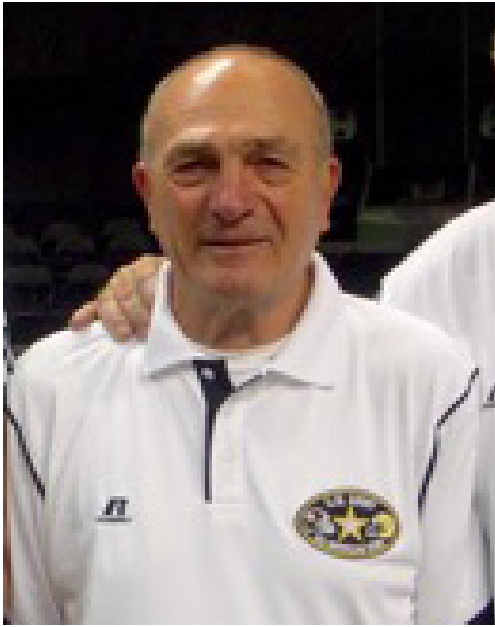
Bill can be reached at his web site - www.billredell.com.



Four of Coach Redell's 8 Grandchildren are pictured here: Left to Right Ronny, Russell, (Bill), Tommy and Danny



Coach Mike Maio



Recently retired football and baseball coach Mike Maio, 78, has been awarded the Los Angeles Times Baseball Coach of the Year Award four times. He was also selected as the state of California's Baseball Coach of the Year. The baseball field at El Camino High School – where he coached both football and baseball – is named Mike Maio Stadium in his honor.

Coach Maio began his career at Trinidad High School in Colorado and later coached Trinidad Catholic High School. He then coached football and baseball at Holy Family High School in Denver and then moved on to coach at Belmont High School in Los Angeles. After coaching both football and baseball at El Camino for 22 years, he retired from teaching. After retiring, Coach Maio then became an assistant football coach and head baseball coach at Oaks Christian High School in Westlake Village, California.

Mike holds a Bachelor of Arts Degree from Colorado State College (Northern Colorado University) and a Masters Degree from California State University. He and his wife Roseanne have been married for 52 years and have two sons and three grandchildren.





Chapter 1 - How to Interview for a Coaching Job

I. First of all... Do you really want the job?

A. Make sure it's the job you want.

- What motivates you to go after this job in particular?
- Have you done your homework and research on the job?
- What are the honest chances of you getting hired?

Often times, we're so anxious to become a head coach that we don't give a particular job situation adequate thought and consideration. There may be some unknown factors that could make this particular job undesirable. Be sure to investigate thoroughly.

B. Make sure the job is a good fit.

- Is the location acceptable?
- Do you subscribe to the school's doctrines and philosophies?
- Can you see yourself succeeding here?

II. Research the job.

A. Get as much info as possible prior to the interview.

- It may be difficult, but DIG!
- Canvass other coaches and contacts to see if they have any insight on the job.
- The more you know, the better you'll be able to respond and answer questions in the interview.

B. Find out, if possible, why the previous coach is being replaced.

- Was he fired? For what reason?
- Did he resign?
- Did he retire?
- Did he take another job?

C. Are current members of the coaching staff applying for the job?

- This can be a potential problem, if you're required to keep a coach who wants your job.

D. If possible, learn who is on the Interview Committee.

I remember when I interviewed for a head coaching job and learned

that one of the people interviewing me was the graduating quarterback on the school's team. I also learned that he was very disappointed his coach didn't throw the ball more. He asked the question, "What kind of offense do you plan to run?" My response was, "It depends on who plays quarterback. If he can throw, we'll put the ball in the air." I knew I had his vote.

III. Questions to consider asking the Interview Committee

A. What does the school expect with regards to the FB program?

- Ask them to state their vision and mission.
- What are their goals and objectives?

B. Did the coach receive support from the Administration & Faculty?

- Did they attend games, etc?
- Did they hold Pep Rallies, Spirit Events, etc?

C. What was the win/loss record of the previous coach?

- How important is the record? Winning?
- What is the timetable to turn the program around?

D. Did the previous coach have parent problems?

- If so, what kind?
- Playing time?
- Lack of college recruiting?

- Morale?
- Discipline?

E. Did the previous coach have problems with his assistant coaches?

- If so, what were the problems?
- Are any of these coaches going to be retained?

F. What role does the Booster Club play?

- Does it have a Mission Statement? Can you obtain a copy?
- How does it support the program?
- Has the Booster Club been known to interfere with the program?

IV. Is your family supportive and in agreement?

A. Does the job necessitate a move?

- Is your family willing to move?
- What associated costs are involved?
- What moving expenses will the school cover?

B. Are children involved?

- What is the quality of schools in the area?
- Are your children on board?

C. Is the income adequate?

- What is the salary for the head coach?

- What is the Budget for assistant coaches?

D. Family needs to be 100% supportive.

- They need to understand the time commitment.
- They need to understand the sacrifices involved.

V. Decision made. Go for it!

A. Inquire about application process.

- When are they looking to make a decision?

B. Try to be one of the last to be interviewed.

- Committees tend to best remember those near the end.

C. Get as many people of influence as possible to call on your behalf.

- Have them call you when they've made contact.
- You can often times learn valuable info from these calls.
- Be sure and provide names and numbers for them to call.

D. Find out who makes the final decision.

- AD, Principal, Headmaster; these are the people you'll want your references to call.
- Be sure and provide your references names and numbers of people they should call.

VI. Create an impressive resume.

- Keep it short; 2 pages.

- Don't be modest!

VII. Anticipate questions.

A. Why did you leave your previous job?

B. Why are you seeking this job?

C. When can you start?

D. Why should we hire you?

E. Is this a stepping-stone?

- Be careful. Most schools are not looking to hire someone who is using the school for career enhancement.

F. How do you feel about athletes playing multiple sports?

- Be careful. Most schools encourage multiple sport athletes.

In summary, when interviewing for a coaching job, it's critical that you do your homework. Research the job. Do a lot of DIGGING and find out as much information as possible before the interview. Prepare for a variety of questions to be asked of you. Make sure you get your questions answered, as well.

Good tips:

- Look sharp! Dress conservatively.
- Bring a note pad to take notes.
- Bring game/practice tape so you can go over it with them if they want.
- Remember... "If you're 5 minutes early, you're 10 minutes late!"

Good Luck! You may get the job!



Chapter 2: Building a Team and Teamwork

Chapter 2 – Building a Team and Teamwork

We feel that the basis for building a solid and well-functioning team have similar aspects and principles. It may be wise to start with five facts and lessons about flying geese. The understanding of these facts and the application of the lessons are proven ways to show the importance of teamwork to building a successful team.

Fact #1:

Fly in V formation provides 71% greater flying range than one flying alone. Flapping their wings, they create uplift for the ones that follow.

Lesson – People who share a common direction and a sense of community can get where they are going easier and quicker because they are traveling on the strength of each other.

Fact #2:

If one goose falls out of formation, it feels the drag and resistance of trying to fly alone. It gets back in formation quickly.

Lesson – We will get in line with those ahead of where we want to go and be willing to accept their help as well as give ours to others.

Fact #3:

When the lead goose gets tired, it rotates to the back of the formation and another takes its place at the point.

Lesson – It pays to take turns doing the hard work and sharing leadership.

Fact #4:

The geese in formation honk from behind to encourage those up front to keep up their speed.

Lesson – We need to make sure our voices from behind are encouraging and not something else.

Fact #5:

When a goose gets sick, wounded, or shot down, two geese fall out of formation and follow it down to help and protect them. They stay with it until they are able to fly again, or dies. Then they launch out on their own, with another formation, or they catch up with their flock.

Lesson – We will stand by each other in difficult times as well as in good times.

Definition of a Team

- A group of players working together in a coordinated effort.
- Teach people to be a team – not a group of individuals with the same uniforms (runs counter to human nature).

In his book *The Captain Class: The Force That Creates the World's Greatest Team*, Sam Walker lists the following characteristics of great teams:

- We practice hard.
- We play for each other.
- We never quit.
- We have a great coach.
- We always come through in the clutch.

“There is no secret to it. You do your job so everyone around you can do their job.” – Tom Brady

Selecting the correct personnel

- People business.
 - A coach must develop great working relationships with athletes.
 - Athletes are a high performance business.
1. Athletes perform before the public eye on a weekly basis.

Talent is not enough – but is needed.

- Skill is a great ability, proficiency or expertise in a certain technique or fundamental.
- Talent is putting skills into productive use.

Select the people that make the best team – not always the best skilled people.

- Get people to believe that “we” supersedes “me.”
- A person’s suitability is more important than capability.
- Select for intelligence and character.
- Train for skills.
- Select those that will not get your team in trouble or embarrass it.
- Do not keep a player or staff member that you would not rehire.

Do not jump into any task without first taking inventory of the team’s talents.

- Their character strengths.
- Their aspirations.

- Their desire to perform at their best.
- The selection of good personnel will lead the coach to have more suggestions and fewer rules.

Teamwork

- Joint action in which individual interests are subordinate to the group unity.
- Big team – little me (it is a natural instinct to watch out for yourself first.)
- The MVP of any team is the team (put team's welfare ahead of personal desires.)

The Disease of “me”

- The greatest obstacle of teamwork is “I”.
- Share the credit for success.
- Take on the blame when things do not go right.
- Individuals have the responsibility to do their best at all times.

Coach all players “up”

- From the last sub to the highest star.

Recognize all players

- Proper recognition is lacking on some athletic teams.
- People need recognition but it is hard to achieve because it must come from others.
- Recognition sends a powerful message that the person (player) is important.

- If recognition is lacking, low performers are treated the same as high performers, the result might be that high performance gets nowhere.
- Some workers will settle at a minimal acceptance level.

Tips for awarding recognition

- Distinguish between incentives and recognition.
1. Incentives are enticements advertised in advance to get people to do something.
 2. Recognition is a “thank you” given after the fact.

Do not limit the criteria by which a person can receive recognition.

- There are so many opportunities for recognition.
1. It is hard to list all the criteria because it depends on the coach’s philosophy.
 2. A good committee can determine if recognition is deserved.

“People do not care about how much you know until they know how much you care”. .. Unknown

All players are to be considered for recognition.

- Allow anyone to nominate someone for recognition.
 - Make recognition special.
1. Have family included in presentation.
 2. Use good judgment.
 3. Make it deserved and appropriate.

4. Use imagination of players and coaches.

Build Trust

- Difference between trust and belief is huge.
 1. Belief is that you think a person is capable of doing the job.
 2. Trust means putting your own success and welfare in another's hands.

- No Skill Is Needed To Be
 1. Hardest working (give 100% in practice and games).
 2. Smartest working.
 3. Most unselfish.
 4. Trust based.

- Do not let mistakes go uncorrected.
 1. Evaluate good performance and recognize it.
 2. Evaluate poor performance and correct it.
 3. Do not wait too long to correct mistakes.
 4. Do not overlook mistakes during success.

Organization

- It is the only way to work.
 1. Most efficient way to work.
 2. Good organization is an absolute must.
 3. Organization is critical to efficiency.
 4. Prevents wasted time.

5. Allows work to get done in a timely and productive manner.

- Two kinds of organization.
 1. Daily (self-explanatory).
 2. Systematic (more long term)

Setting Standards

The coach's job is to make sure all are on the same page.

- Allow personnel to take ownership of the rules.
- Coach decides what the page will be.
- Expectations (do not lock yourself into rigid penalties).
- Values.
- Attitude.
- Dress.
- Behavior.

Choosing Values

- Integrity
 1. Let others know what you stand for and who you are.
 2. Never lie, cheat, steal, or tolerate those who do (United States Military Academy Code).
 3. Do not whine, complain, or make excuses.
- Courage to Change
 1. Avoid Complacency – stay up with the times – technology.

- Responsibility

1. Look for people who seek responsibility and take responsibility for their actions.
2. Select people who desire more work with increased responsibility.
3. Choose those that will take on any tough task available.
4. Choose those who think of responsibility as a reward rather than an inconvenience.

- Honor

1. Is a simple system for keeping people comfortable with their trust in one another teammate.
2. Keeps truth at the forefront for all to see.
3. It is a way that keeps an organization from being shocked and destroyed by uncovered hidden facts.
4. It is how all enterprises should be run.

- Discipline

1. Is what you are supposed to do, when you are supposed to do it, how you are supposed to do it, why you are to do it and do that way all the time, especially when no one is looking.
2. Modifies individual behavior (bring about a positive change).

“Effort 100% all the time–It takes no ability to hustle–only desire” –
Anonymous

* Intelligence

1. Is the ability to make a sound decision on your feet and work or play smart.

Sense of Urgency.

1. The belief that now is the time to act and accomplish the work at hand.

- Intensity

1. The emotion or passion that an individual brings to his/her position.
2. Does he/her have the burning desire to be the best that he/she can be at all times?

- Cooperation

1. Is synergy combined cooperative action.
2. The total is greater than the sum of its parts.

“Together Everyone Accomplishes More”.

- Praise and Criticism

1. Praise and positive criticism are volatile forces within a team.
2. They can come from inside or outside of the team.
3. Never help an opponent by defeating yourselves from within.
4. Always have the team acknowledge the good work of teammates.

Leadership (today’s society demands everyone to be a leader)

- Definition

1. By definition, a “leader” is a person who rules or guides or inspires others.”

2. Just because one is in command of a company or team, that does not qualify one as a leader.
3. How one leads defines one as a leader.
- Leaders Do The Following:
 1. They are willing to follow when it is called for.
 2. Leaders are steadfast in their beliefs.
 3. Do what is right all the time, regardless of the consequences.
 4. Make difficult decisions that are best for the group and not just for themselves (even if the decision is unpopular).
 5. They present a vision that their followers buy into and allow the followers to control their destinies.

“Things turn out best for those who make the best out of how things turn out” – John Wooden

Adversity (A state of misfortune or problems)

1. It will happen and when it does It is better to think and respond than respond and react immediately.

The athlete must:

- Control the way he responds or reacts to it.
- Do not beg, cry, alibi, sulk, make excuses, or lose his self-control.
- Maintain his poise, alertness, confidence, work ethic, enthusiasm, perseverance and desire.
- Be concerned with only what he can control.
- Aiming for Excellence_(excellence is attainable)
 1. Identifying and perfecting the details that apply to the organization is the job of the leader.

2. Little things make big things happen (details).
3. No big things, only little things done very well (talent helps).
4. Talent needs to be nourished in an environment that demands the correct execution of relevant details.
5. High performances and productions are a result of details (little things) done well.

Example: The doubling of \$0.01 daily for a month = Millions of \$\$\$ at the end of the month.

6. Do it right the first time.

- Winning and Success

1. Doing one's best all the time.

Winning is worth striving for.

2. No secrets. Just the execution of the basic fundamentals by all teammates.
3. Focus on what can be controlled by the players.
4. Concentrate on the process not the results.

- * Complacency

1. Success Breeds Satisfaction; Satisfaction Breeds Failure.
2. Focus on what Is, not what was.

- Cynicism

1. A Cynic Is a faultfinding critic who Is distrustful of human nature and motives.
2. Cynicism can spread like a virus.
3. It affects everyone's morale.
4. It reduces productivity and increases turnover.
5. Statements of a cynic:

Usually they are half- truths (usually stress the negative).

- a. Coach always lies.
- b. Team or coach does not care about you.
- c. Most cynics exaggerate reality.

- Tips to handle cynics

1. Be positive (the worst pest in the world is the pessimist).
2. Talk about the good the company and management has done.
3. Point out reality.

- * Building a Team and Teamwork

- Creating Success for Teams

1. Create opportunity for their personal best.
2. Acknowledge every athlete.
3. Make all players and their roles important.
4. Make sure each individual has a role.
 - a. Not all roles are the same.
 - b. Every role is important.
 - c. Coach must acknowledge the importance of every role.
5. Each individual has potential for personal success.
6. It is the coach's job to help each individual achieve personal success.
7. Reward the qualities that count for each player.
8. Measure success by one's effort and given ability.
9. When all people of a team strive to do their best, they derive pride from the contribution they make and become very competitive.
10. No one has success alone.

- Conclusion

1. Learning never ends.
 2. It takes a lifetime to build a reputation, but only a second to lose it.
 3. Do the right thing (what is best for the team).
 4. Seek excellence in everything you do (attainable).
 5. Strive for perfection (unattainable).
 6. Paying the price means that talent alone will not suffice.
 7. Have a meaning of life (personal choice).
- The Value of Competition – Keeps alive the power to endure – live life.
 1. Teaches the strong to know when they are weak and the brave when they are afraid.
 2. Teaches an athlete to be proud and unbending in defeat, yet humble and gentle in victory.
 3. To master ourselves before we attempt to master others.
 4. Encourage dominance over timidity.
 - John Wooden on competition:

“Competition offers a real love for the hard battle. Knowing it offers the opportunity to be at your best when your best is required.”

“Share the joy derived from the struggle itself – the journey, the contest.”

“Athletes should welcome the hard struggle not fear it; the only thing to fear is your own unwillingness to prepare and perform at the highest level of your ability.”



Chapter 3 - Head Coaching Responsibilities

This list is intended for use by the head coach in each and every sport. The head coach is responsible to insure that he/she, all assistant coaches and sub level (JV, and freshmen teams) coaches are familiar with, and conform to, these responsibilities as applicable. The head coach may delegate certain responsibilities to other coaches, but the head coach is still responsible to see that each responsibility is fulfilled.

Pre-Season – General Responsibilities; Applicable to all coaches in all sports

- Acquire NFHS/ASEP Coaching Certification.
- Acquire Concussion Training Certification.
- Acquire CPR/First Aid/AED, Sudden Cardiac Arrest Certification(as applicable).
- Obtain Van Driving Certification (if applicable).
- Obtain Golf Certification (if applicable).
- Sign and date Coaches Code of Ethics Form and file with Athletic Secretary.
- Attend mandatory coach pre-season meeting conducted by the A.D. (head coach only)
- Attend mandatory league pre-season meeting (head coach only)
- Attend mandatory Admission Open House (head coach only)
- Become familiar with and conform to the State Constitution and Bylaws for your specific sport.
- Do not contact State Federation unless you receive approval from the A.D.
- Read and understand the NFHS rule book and new rule changes and emphasis.
- Become familiar with and conform to the “Athletic Liability Issues”

document.

- Get team parents on board.

Pre-Season – Schedule (3-12 months before season starts)

- Obtain league contest schedules
- Schedule non-league and tournament contests (observe maximum number of contests).
- Submit preliminary schedules to the Athletic Secretary.
- Submit bus or van requests, as applicable, to the Athletic Director of Operations.

Pre-Season – Tryouts, Rosters, and Equipment (3 months to 6 months before the season starts)

- Coordinate and conduct meeting for players interest/introduction meeting.
- Submit tryout roster to the trainer's office.
- Ensure each player completes Sports Information Packet before tryouts start.
- Secure and maintain possession of Emergency Form packets from the Trainer's Office.
- Coordinate sites for off-campus tryout, practice, matches, etc. (as applicable).
- Complete and submit travel out of state forms (as applicable).
- Order all equipment and venue items (as applicable).
- Conduct tryouts.
- Complete final rosters and submit to Athletic Secretary and Trainer's Office
- Order uniforms and other needed equipment.

Pre-Season – Parent Driver's (1 month to 3 months before season starts)

- Conduct parent/player meeting and secure signatures for the High School Athletic Packet.
- Enlist getting sufficient number of parent drivers for transporting players to/from practice and games.
- Make sure all potential drivers are van certified.
- Insure proper paperwork (Volunteer Transportation Agreement, License, and Insurance Information) is submitted to the Athletic Coordinator.
- Understand and conform to rules pertaining to student driving to practices, games, etc.
- All venue practices and games coordinated with the Athletic Office.
- Establish entry to Max Preps and input roster, schedule, stats, etc.
- Have an "Emergency Plan" in place.
- Get entire team tested for the concussion "Baseline".
- All coaches on all levels have athlete's parents phone number and e-mail in place and easily accessible (cell phone number preferred).
- Have phone number for all Administrators, Certified Trainers, and athletic department personnel.

Pre-Season – Uniforms (0 to 1month before start of season)

- Complete the "Equipment Uniform Inventory Form".
- Coordinate completion of "Uniform Replacement Policy" forms and secure signatures.
- Distribute uniforms, warm-ups, travel bags, etc. conforming to the inventory checklist.
- Assist the Athletic Director of Operations in coordinating locker assignments.

- Assist coordinating clock/venue information and home game set up (as applicable).
- Respond to preseason newspaper promotion requests both local and area wide coverage.
- Coordinate van and travel needs for upcoming season with Athletic Director of Operations.
- Schedule, notify, and coordinate team (all levels) picture day.

During Season – (0 to 3 months after season begins)

- Secure permission forms for tournament and game travel.
- Coaches on all levels must have all players emergency forms for all practices, travel, and games.
- Prepare lineups for all games and give to umpires, referees etc. (as applicable).
- Supply the home score book for all games as needed.
- Line up a qualified scorekeeper for all games.
- Coordinate food and nutrition for games and trips.
- Check out an away first aid kit from the trainers and know what is in it.
- Distribute/collect official's sportsmanship cards (2 to 4 officials) for each game.
- Return home game cards to the Athletic Coordinator.
- Distribute and collect pay vouchers to officials as appropriate and forward them to the Athletic Office no later than the day after the game.
- Input/Call-in game results to Max Preps and to the local and area newspapers.
- Collect and record stats for each game as appropriate.
- Collect, text, or e-mail final scores to the Athletic Secretary and Athletic

Coordinator following each game.

- Complete accident/injury reports as appropriate within 24 hours.
- Follow up with phone call to the family to check up on the athlete.
- Insure vans are clean of debris and all lights turned off, and lock the van following the return from away games.

Post – Season – (0 to 1 month following completion of the season)

- Attend All-League meeting for voting team and individual awards.
- Identify post-season honors and order trophies as appropriate.
- Collect and inventory player uniforms and all equipment.
- Turn in final inventory to the Athletic Secretary.
- Collect final team stats for school and individual records.
- Turn in final stats to the Sports Information Director.



Administration Evaluation of Head Coach [high school sample]

Coach: _____ Sport: _____

1 – Excellent 2 – Good 3 – Needs Improvement 4 – Unsatisfactory 5 – NA
(Exceeds Standard) (Above Average) (Average) (Poor)

Administrative Responsibilities

_____ Cooperates with athletic office regarding pre-season paperwork (rosters and compliance lists) prior to first practice.

_____ Communicates with assistant coaches in regard to roles, duties, and expectations.

_____ Cooperates with requests for information from the athletic office on time.

_____ Abides by all school policies, league rules, and state rule.

_____ Attends all pre-season and all league meetings.

_____ Cooperates with school booster club.

_____ Recommends scheduling and officiating requests to AD.

_____ Follows proper budget and purchase order procedures.

_____ Maintains and updates team and individual records.

_____ Supervises or submits a supervision schedule of coaches to supervise practice area and locker room when athletes are present.

_____ Publicizes team and individual accomplishments to the media during mid-season, post-season, and end of season and when asked for them.

_____ Demonstrates care of school equipment and facilities.

_____ Prepares a detailed inventory of team equipment and updates it after each season.

_____ Sends in all re-conditioning equipment for cleaning and re-certification.

_____ Submits end-of-season list of award winners at least two weeks prior to the team banquet.

_____ Supports decisions of AD, school administration and school board.

_____ Works closely with school transportation director in submitting proper paperwork

well in advance of reservation date.

Relationships:

_____ Demonstrates enthusiasm for working with high school activities.

_____ Communicates effectively with athletes, parents, and administrative staff.

_____ Establishes and maintains good rapport with faculty, administration, and coaching staff.

_____ Promotes all school activities and encourages students to participate in a variety of activities and promotes multi-sport athletes.

_____ Maintains cooperative relations with the media regarding team information, statistics, and records.

_____ Keeps commitments and is punctual.

_____ Shows an interest in the athletes' academic experiences.

_____ Supports team as well as individual accomplishments.

_____ Cooperates with the athletic trainer and team doctor in regards to athletes' physical well-being.

_____ Maintains a professional working environment incorporating academics with athletics.

_____ Works with coaches at levels below high school to develop athletes.

_____ Keeps athletic department informed of parent meetings and special interest group meetings.

_____ Informs AD and the Development Department before accepting any donations for the program.

_____ Clears all donations with the Development Department before accepting any donations to the program.

_____ Demonstrates high standards of moral integrity, character, and ethics.

_____ Uses appropriate language and displays appropriate body language at all times.

_____ Is not demeaning or sarcastic with coaches, athletes, parents or any school staff member at any time.

_____ Is constantly working to improve professionally in his job duties and performance.

- _____ Is First-Aid, CPR, NFHS Coaching, and Concussion certified.
- _____ Is sensitive to the needs of all the athletes, coaches, and staff.
- _____ Has a number of multi-sport athletes.

Coaching Performance

- _____ Conducts self in a professional and sportsmanlike manner at all times.
- _____ Teaches the fundamentals, philosophy, skills, and knowledge essential to the sport.
- _____ Develops a well-organized practice schedule with specific objectives for each practice.
- _____ Uses personnel and strategies effectively in games.
- _____ Praises athletes for positive performances.
- _____ Motivates and inspires athletes to improve and exceed.
- _____ Offers constructive criticism for poor performance.
- _____ Maintains effective individual and team discipline at practice and in games.
- _____ Provides opportunities for all members of the team to participate, depending upon their ability and effort, while maintaining a competitive team.
- _____ Team's performance reflects enthusiasm, motivation, proper fundamentals, and sportsmanship.
- _____ Learns new strategies and trends in the sport by attending clinics and reading coaching publications.
- _____ Leads weekly coaches meetings during the season and leads coaches meetings as needed out of season.
- _____ Is involved in the interviewing and hiring of all assistant coaches with the AD.
- _____ Clearly understands the culture of the school.
- _____ Maintains a safe learning environment during all practices and games.
- _____ Is punctual and dependable.
- _____ Accepts constructive criticism in a professional manner.
- _____ Does not hold grudges with athletes, parents, coaches or any school personnel.
- _____ Works professionally with the Cheerleading coach.
- _____ Works professionally with team parents.

_____ Accepts responsibility for his/her actions on or off campus.

_____ Performs other duties such as providing videotape personnel, scouting reports and locker room supervision.

_____ Oversees the lower level coaching staff and keeps them up to date with all new rules and staff growth development.

Athletic Director Comments:

Head Coach's Comments:

_____ Date: _____

Head Coach's Signature

_____ Date: _____

Athletic Director Signature

This coach's signature indicates he/she has read this evaluation. The coach has twenty days to respond to any portion of this evaluation to which he/she does not agree.

Coach: _____ Sport: _____ Date: _____

Head Coach Evaluation of Assistant Coach [high school sample]

Coach: _____ Sport: _____

Date: _____

1 – Excellent 2 – Good 3 – Needs Improvement 4 – Unsatisfactory 5 – NA
(Exceeds Standard) (Above Average) (Average) (Poor)

Administrative Responsibilities:

_____ Cooperates with Head Coach regarding pre-season paperwork (rosters and compliance lists) prior to first practice.

_____ Assists with the issuance of all equipment, collection of all paperwork, and the collection of equipment at the end of the season.

_____ Cooperates with request for information from the athletic office on time.

_____ Abides by all school policies, league and state rules.

_____ Attends all pre-season and all league meetings.

_____ Publicizes team and individual accomplishments to the head coach and the school's SID.

_____ Supervises practice area and locker room when athletes are present.

_____ Demonstrates care of school facilities and equipment.

_____ Assists in preparation of a detailed inventory of team equipment and updates it at the end of the season.

Relationships:

- _____ Demonstrates enthusiasm for working with high school athletes.
- _____ Cooperates with the Head Coach regarding team philosophies, guidelines, and player expectations.
- _____ Communicates effectively with athletes, parents, and staff.
- _____ Establishes and maintains good rapport with faculty, administration, and coaching staff.
- _____ Promotes all school activities and encourages students to participate in a variety of activities.
- _____ Keeps commitments and is punctual.
- _____ Shows an interest in the athlete's academic experiences.
- _____ Supports team as well as individual accomplishments.
- _____ Cooperates with the athletic trainer and team doctor's in regards to athletes' physical well-being.
- _____ Has a number of your athletes playing multiple sports.

Coaching Performance:

- _____ Conducts self in a professional and sportsmanship manner at all times.
- _____ Teaches the fundamental philosophy, skills, and knowledge essential to the sport.
- _____ Develops a well-organized practice schedule with specific objectives for each practice.
- _____ Uses personnel and strategies effectively in games.
- _____ Uses appropriate language and displays appropriate body language at all times.
- _____ Praises athletes for positive performances.

- _____ Is not demeaning or sarcastic with coaches, athletes, parents or any school staff member at any time.
- _____ Is First-Aid, CPR, NHS Coaching, and concussion certified.
- _____ Is sensitive to the needs of all athletes, coaches, and staff.
- _____ Maintains a safe learning environment during practice and games.
- _____ Offers constructive criticism for poor performance.
- _____ Maintains effective individual and team discipline at practice and games.
- _____ Provides opportunity for all members of the team to participate, depending upon their ability and effort, while maintaining a competitive team.
- _____ Team's performance reflects enthusiasm, motivation, proper fundamentals, and sportsmanship.
- _____ Learns new strategies and trends in the sport by attending clinics and reading coaching publications.

Head Coach's Comments:

Assistant Coach's Comments:

_____ Date _____

_____ Date _____

The coach's signature indicates he/she has read this evaluation. The coach has twenty days to respond to any portion of this evaluation to which he/she does not agree.





Chapter 4 – Hiring Assistant Coaches

The hiring of all coaches is basically the same. Assuming that the assistant coach has met all the preliminary requirements the following specific principles for hiring assistant coaches should help to make the final hire. It breaks down to the following qualities: personal character, knowledge of the sport, desire to teach young athletes, caring for others well-being, a strong desire to learn more and improve, making sure that his sport teaches life lessons needed by all athletes, and the ability to get along with superiors.

“How you act speaks so loud I cannot hear a word you are saying”
(Anonymous)

Is the assistant loyal?

- Without 100% loyalty nothing successful can occur.
- Loyalty is very important and may be the most important point.
- Staff must stick together at all times– especially in tough times.
- Must show loyalty to the head coach, other coaches, all players, and administration in all situations at all times.

Does the assistant show he can teach?

- Coach must be able to teach the whole individual.
- Find the best way to teach each player.
- Use the best way to get the job done correctly.
- Best teaching method is the whole – part – whole method
- Model what he teaches.

Does he appear as a caring individual?

- Sincere in his actions.
- Interested in the athlete as a person.

Does the assistant show he can develop relationships?

- Develop a special relationship with each player.
- Can he win their trust – this holds everyone together.
- Shows to be fair but firm with decisions.

Knowledge of his specific sport and its techniques

- Most assistant coaches are hired as position coaches

Live the values and standards that the head coach and administration demand of the athletes and model them on a daily basis.

Can coach get his points across to others? - Communication

- Understand the differences of each team member.
- Listens to what they say or ask.
- Educates them in a manner in which they can be successful.

Does coach show he can be a salesman?

- Does the coach show ability to sell every part of the program.
- Everyone is important.
- Everyone has a role.
- Everyone must understand their role.

Student over Athletics

- The assistant coach will spend more time with his specific athletes than anyone else.
- He must show a vivid interest in individuals as a person.
- Academics come first at all times.
- Teach life lessons as they are presented.
- There is more to teach than just the sport skills, techniques, and strategies.

Assistant Coach refrains from being a “yes” man

- In meetings, question things in a proper manner.
- Present quality challenges to techniques, skills, schemes, etc.

- Be a positive help at all times.

Head Coaches may make the best assistant coaches

- They know what they wanted and how they wanted it done when they were head coaches – can get things done in advance of it being needed.
- Can alert the head coach about problems earlier than expected.
- Can re-enforce the head coach about upcoming decisions.
- Can perform like the great assistant they wanted when they were a head coach.





Chapter 5 - Coaching is Teaching – Teaching is Coaching

Coaching and teaching are really synonymous. You cannot do one without the other and be very successful. The ability of a staff to teach is most important. The following information will provide proof that they are really synonymous.

Coaching

- Definition: instructs athletes in the fundamentals, techniques, and strategy of the sport.
- A coach must be knowledgeable in what is being taught.

- Must have proper certification.
- Must follow the policies and ethnic standards of the school district.
- Must follow the proper education code.

Teaching

- Definition: is a person who helps others to acquire knowledge, competencies, and values.
- A coach must be able to teach whatever he is coaching.
- Must have the proper teaching credential.
- Must follow the policies and ethnic standards of the school district.
- Must follow the proper education code.

Teaching methods

- All coaches must acquire sound procedures and progressions in what they teach.
- We prefer the whole-part-whole method (example below).
 1. Whole: in meeting or walkthrough, show the entire offensive formation.
 2. Part: on the field, divide team by positions to learn alignment, assignments, techniques, etc.
 3. Whole: on the field align in complete formation.

You have not taught until all have learned”

–John Wooden

Laws of Teaching and Learning are the same (John Wooden)

- Explanation (what to do).
- Demonstration (how to do it).

A good demonstration by a coach or player is better than a great description.

- Imitation (perform what was seen).
 - Correction (constructive or positive criticism).
1. Purpose is to enhance performance (this is a positive).
 2. Do so without incurring ill feelings, animosity, or anger (it's a skill).
 3. Only the coach gives constructive criticism and is best to do in private.
 4. Use the sandwich method: praise – criticism – praise.
 5. Criticism is most effective in a positive environment.
 6. Research shows it takes 4:1 ratio praise to criticism to maintain ideal student task behavior.
 7. Research shows it takes about 8:1 ratio praise to criticism to change student behavior.
 8. Deserved praise – No false praise – no false self- esteem.
- Repetition – rep – rep – rep and rep again.
 - Repeat proper execution until a good habit is formed.

Qualities of teaching and coaching

- Must show that you care for each and every player.
- Must have the knowledge in what is being taught.
- Must understand the athletes that they teach.
- See things from the athlete's perspective.
- Stay positive especially when things are difficult.

- Inspire all athletes to strive to be a better people, students, and players.

Personal qualities of coach

- Loyalty.
- Honesty.
- Ethical.
- He believes in himself.
- Communicates well with others.

Evaluation of talent

- Done by entire staff
- Determine the quality and ability of each player on a short and long range time frame.
- Decide with the input of other coaches.
- Workout players with a sequence of fundamental skills and techniques for his position.
- Evaluate speed, strength, vertical jump, position specific skills, and general character.
- Is the player coachable?





Chapter 6 - Dealing With Parents

Being able to deal with parents is one of the most important issues you'll face as a head coach. You'll need to master this challenge, if you're going to be a successful coach. This is especially true at the high school level, but to a lesser degree, at the college level. In recent years, problems with interfering parents have driven more coaches out of coaching than any other issue.

Here's what I did to address this problem. A parent meeting was called. At least one parent was required to be there and both were solicited. If neither could attend, an alternate date was set.

Outline of Parent Meeting:

I. 48 Hour Rule

- A. Any discussions with parents must wait 48 hours post game.
- B. Injuries are an exception to 48 hour rule.
- C. No discussion regarding someone else's child.

II. Best Player Plays

- A. Determined by coaching staff with head coach having final say.
- B. Game dictates how players are played.

III. Eligibility/Academics

- A. GPA requirements are necessary to be eligible.
- B. Class attendance, etc.

IV. Drinking, Smoking, Drugs, Bullying

- A. Zero tolerance *
- * Exceptions allowed if athlete seeks help. (approved by coach)

V. Captains

- A. How they're chosen.
- B. Their responsibilities.

VI. Nutrition

- A. What to eat; what not to eat.
- B. When to eat.
- C. Importance of fluids and electrolytes.

VII. Schedule

- A. Games; dates, times, location.
- B. Practice: dates, times, location.

VIII. Complaint Procedure

- A. 1st meeting: player/coach
- B. 2nd meeting: player/coach/parent
- C. 3rd meeting: player/coach/parent/AD

IX. Travel

- A. To and from games.
- B. Written permission, if not returning on bus.

X. Banquet

- A. Form committee
- B. Obtain trophies and awards

XI. College Recruiting

- A. College recruiting is covered in another chapter, but very important to discuss in the parent meeting.

XII. Parent Code of Conduct

- A. Written agreement for parents to sign. (Attached)
- B. Includes rules of sportsmanship/decorum at games, etc.

Communication is the key. If the parents understand the rules and what is expected at the beginning, many problems can be avoided.

Note: In regards to parents wanting to coach...I have a policy.

No parent can coach his own kid.

However, when Joe Montana and Clay Matthews approached me on this, I reconsidered. I revamped my policy to state, "If you played 19 years in the NFL (Clay Matthews) or have earned Super Bowl MVP 3 times (Joe Montana)... then I would let you coach! That eliminated most of the parents!!

At the end of every game, we have a big meeting in the middle of the field. All the players, coaches, cheerleaders, faculty, and parents gather to celebrate the victory. (Or moan the defeat) The Offensive Coordinator says a few words, as well as the Defensive Coordinator, and lastly, I talk. After one game, I noticed Will Smith, the renowned movie celebrity and father of Trey Smith, our varsity wide receiver. I stopped my remarks about the game and told Will Smith, "I want to be in a movie!" I also indicated that if he didn't put me in a movie, his son might see limited playing time! Will responded that I would be in every movie he made, from then on! I responded back by saying, "I don't want to be in every movie. I just want to do a Love Scene!" He said, "OK. You can do a love scene and I'll put you with Tommy Lee Jones!" Needless to say, I never did the movie scene, but we all had a good laugh!

PARENT CODE OF CONDUCT

Good sportsmanship is the foundation of a successful sports program. Of course, the players and coaches are expected to behave properly, but it's essential that parents and family members conduct themselves appropriately as well.

The following directive is to clarify what is expected with regards to conduct. Please read this Parent's Code of conduct and sign at the end. Your signature verifies that you understand and agree to abide by these statements.

1. Winning isn't everything! My child's well being comes first.
2. I will display good sportsmanship in the stands and encourage those around me to do the same.
3. I will not engage in booing or heckling!
4. I will not harass the officials or coaches before, during, or after games.
5. I will honor the '48 Hour Rule' by waiting two days after the game before talking to a coach about my concerns (other than injuries).
6. If a meeting is called with a coach, a written record of the meeting will be maintained.
7. I understand that my son's playing time, as well as other players, will not be discussed.
8. I understand that violation of this Code will have consequences, including the possible dismissal of my son from the team.

Violation of the above Code will result in disciplinary action ranging from a verbal reprimand to permanent expulsion from attending contests.

Failure to sign this Code of Conduct will/may result in forfeiting your child's privilege to participate on the team.

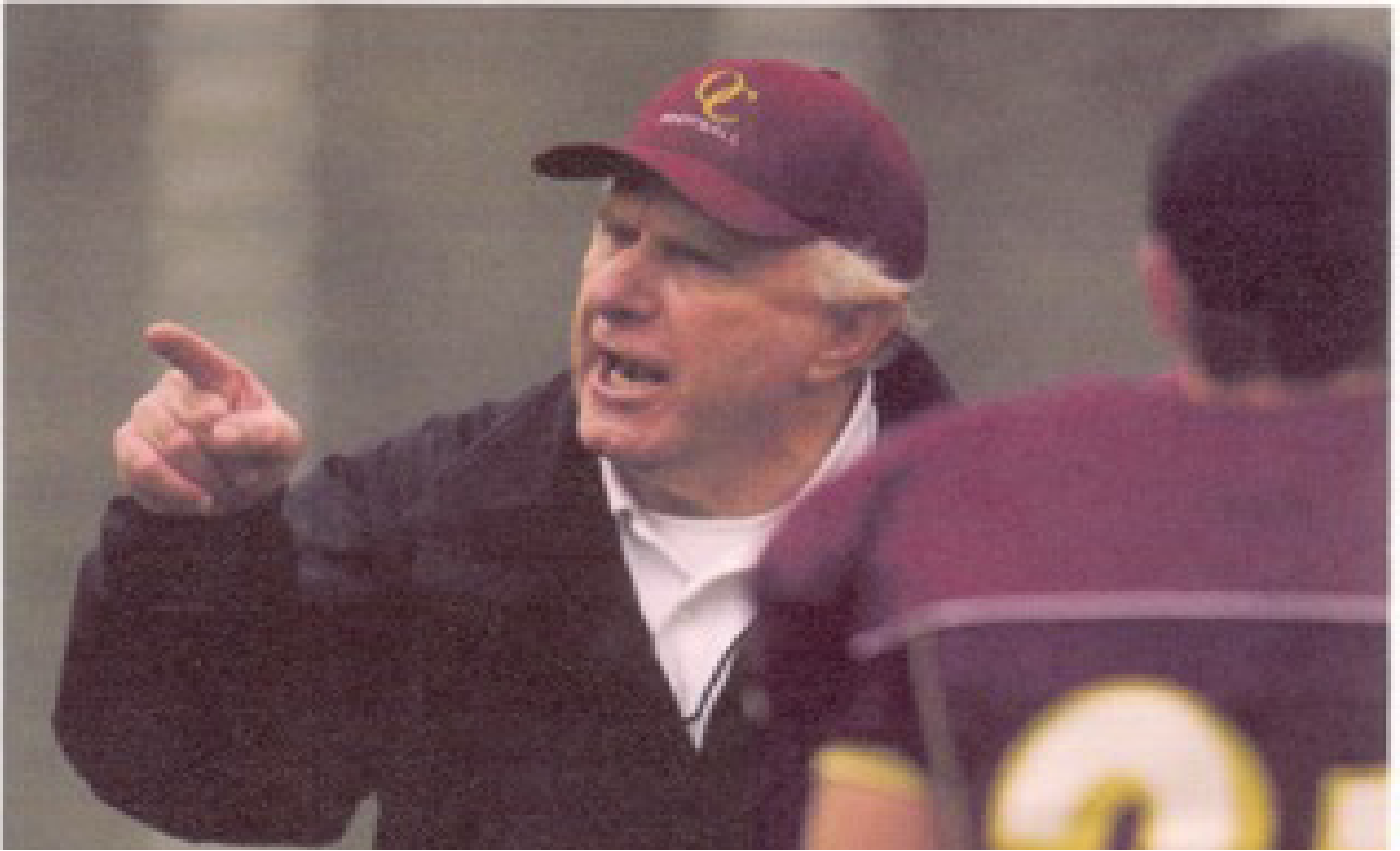
Parent Name (print) _____

Signature (good for 12 months from date of signing)

_____ Date

Parent Expectations and Questions

Please take a few minutes to discuss with your student athlete your expectations for the upcoming season. Please describe briefly, those expectations:



Chapter 7-Managing Discipline

“Discipline is the soul of an army. It makes small numbers formidable, procures success to the weak, and esteem to all.”

George Washington, 1759

Like all things, athletics is a constant evolving endeavor. The core values are still the same but the manner they are managed and administered must change with the times. This must happen for them to be accepted and followed. In developing standards, goals, and expectations a coach must focus on the small details. Some of these may seem trivial, [e.g. no sitting on helmets; shirt tails tucked in, etc.], but contribute to the commitment to high standards that are seen by others. These standards must be evident during practice, during games, in the classroom, and off the field.

Discipline is the application and method of training people to follow the rules of behavior for an organization or team. It may look like it is strict but without it chaos would exist in the organization. It is the coach's responsibility to establish the code of conduct for the players, coaches, and parents. He must follow the guidelines of the school, state, and league policies. Then he may add his own requirements to fit his final code of conduct, behavior, and standards. The players, coaches, and parents must all follow the set rules.

Discipline is an extremely important core value for success to be attained in any organization. No success, whether individual or team, can be fully reached without discipline. It requires full attention on the perseverance of the team goals regardless of the difficulty.

Set high standards that the athletes must abide by and live up to at all times. Athletes want to know where they stand and what the parameters are within the team organization. High standards lead to high expectations.

Rules should not be crafted for the sake of making rules. They are established to help the team operate smoothly and efficiently. All rules, guidelines and standards of the program are set forth with dignity toward all athletes. Therefore, when situations occur that demonstrate good behavior, they are recognized. Likewise, if a rule is broken, there is a consequence.

Establishing discipline and being a disciplinarian is not easy. It can be difficult and frustrating at times. Failure to establish discipline, when it is needed, will have a huge negative effect on team success.

Enforcement of rules will apply to all in the organization. Whether the violation is by a starter or a non-starter, the enforcement is the same. Absolutely no favoritism is shown. It was the morning of the first round of the playoffs that I was informed that a starter was at a restaurant instead of class period one. After checking, he was indeed absent. I checked again period two and he was present. After summoning him he stated he was at breakfast with his girlfriend. I asked if he knew that the violation would be suspension for one game. He stated he did know but we did not have an experienced replacement for him. He was informed we would have one by game time. We went on to win the first

playoff game and then continued to win the city championship.

The above situation showed that a well-informed team will accept the consequences that they helped set up and accepted. The follow information shows what they accepted.

Here are some guidelines that may be helpful to you in managing discipline:

Explain “fair” and “equal”.

It is important to be fair in the drafting and the administering of team policy. Consequences should fit the violation.

Equal: the same- all players cannot play the same amount of time- but all must have the opportunity to be evaluated fairly.

Have a meeting with all team members and fully discuss their role on the team.

If a problem, of any kind is evident, the athlete, not the parent should talk to the coach first.

Avoid a “one-size-fits-all” approach.

Be able to adapt your style and be able to find a solution to the athlete’s problem.

A coach must not set rules that back him into a corner and cannot be enforced.

Veterans/Newcomers.

Veterans set the example and explain to underclassmen what to do and how to do things.

Newcomers are like sponges and soak up all information-listen to leaders.

Harassment of any kind is not acceptable and will not be tolerated.

“Discipline is the bridge between goals and accomplishment.”

Jim Rohn

Learning discipline teaches athletes self-discipline.

A positive but firm approach and patience is best the method to use.

Discipline is doing things right especially when no one is looking.

Why-we do it.

When-we do.

How-we do it.

Effort- must do it with 100% effort at all times-academic -practice-games.

Discipline is about guiding the athlete toward success [not punishment].

“Discipline is remembering what you want.”

-David Campbell

Problem solving, not punishment teaches self-discipline.

For example, the athlete talks to coach about playing time.

He also talks to the coach first about all problems or questions.

Athletes need to make the right choices in order to do the right things.

Not just to avoid punishment.

All life situations require a choice.

The athletes need to learn how to manage their emotions, behavior and actions.

Delay instant pleasure or satisfaction for gaining long-term satisfaction.

Think before you react to a situation.

Try to respond to situations and not just react to them.

Learn the values that are important to their sport.

Trust; attitude; responsibility; respect; work ethic; integrity; discipline; effort; punctuality; etc.

Be clear about the rules and expectations and set them early.

Be very exact.

Make rules simple and consistent and easy to follow.

There should be no discrimination in enforcing rules and regulations.

The disciplinary actions should follow the “hot stove” rule, which says whosoever will touch the stove will burn their hands.

The burn is impersonal, regardless of who touches the stove.

Create a contract for the athlete and parent to sign.

A variety of forms are available depending on the coach’s preference.

The contracts should be specific and fit the coach’s philosophy.

They must be clear and cover all areas of concern to the program.

There should be one for all the athletes and one for the parents of each athlete.

Avoid mixed messages – do not say one thing and do the opposite.]

Stand by your decisions and do not vacillate or hesitate regarding discipline issues.

The coach must fully think decisions out before enforcing them.

Exceptions.

Explain the reason. (It may be a personal problem).

If an athlete comes to the coach asking for help.

For example, drugs, tobacco, harassment or other personal situations may require professional help and must be handled as such.

Consequences should help athletes learn.

You may have athletes involved with deciding what they are and be consistent in their application.

Administer consequences soon after the violation occurs.

Playing time is earned and administered by only the coach.

Correction of behavior should be made on or off the field.

Classroom behavior includes feet flat on the floor. Track the teacher with eyes and listen as well.

Sit in front of the classroom if the teacher does not have a regular seating chart.

Parent Meeting [can be a great help if done correctly]

A well conducted meeting covering all aspects of the program can help establish the needed discipline for a successful organization.

This pre-season meeting can eliminate many parent and player problems if information is explained clearly and fully.

Coach's philosophy.

Team goals.

Parent and player expectations.

Player playing time.

Athletic school policy.

“If we don’t discipline ourselves, the world will do it for us.”

–William Feather

P-R-I-D-E [leadership group]

Pride stands for some of our core values.

P–punctuality

R–responsibility.

I–integrity.

D–discipline.

E–effort.

The five leaders for each value are picked by the coaching staff.

They establish communication between coaches and team members.

They help solve any problems.

They may bring any team suggestions or questions to the coach.

Teamwork

Us before I all the time.

Team before individual all the time.

Faculty Meeting

Held at the beginning of the school year.

Inform all the teachers and administration of your goals, expectations, rules and especially your rules on classroom behavior and class assignments.

Coaching Points:

Have rules and make them very clear—create a contract for athlete and parent to sign.

Have high expectations and standards but realistic and attainable.

Inform the athletes and their parents of the expectations, standards and rules.

Review the expectations, standards, and rules regularly with all members.

Be firm, fair, and consistent in the establishing and administering of all rules.



Chapter 8 - Dealing With the Media

Media coverage is an important aspect of coaching and can contribute greatly to the success of a sports program. Good press can bring positive attention, increased interest and new recruits to your school. Negative press can sink a program and affect a school's potential applications, not to mention affecting the reputation.

It's important to cultivate a good relationship with the media. In all the years of my high school coaching, I made public relations a priority. We intentionally worked at getting our school mentioned often in the paper or on the internet. This publicity was very helpful in establishing our new school and bringing credibility to our program.

I. My approach to cultivating the press:

A. Get to know the reporters

Learn their names and a little about them.

Invite reporters to first meeting.

Acknowledge them at meeting.

Supply them with schedule, team roster, etc.

Return their calls quickly.

B. Be pro-active in providing material to reporters

- * Provide background stories on coaches and players.

- * Look for stories of interest

- * Offer humorous anecdotes, if possible.

C. Invite reporters to your banquet.

- * Provide names of award winners and outstanding achievements.

- * Be sure to introduce media in audience.

D. Arrange for free parking and entry to games

E. Reserve place in Press Box

- * Ask reporter what you can provide to make job easier.

II. Have a class on interacting with the media (invite parents).

A. Instruct coaches and players on how to interact with the media.

- * Be on time! Remember..."If you're five minutes early, you're ten minutes late."
- * Be respectful.
- * Dress/look sharp.
- * Be professional.
- * Don't say anything you don't want published.
- * Know if you're being recorded.
- * Be honest. If you don't know, say so.
- * Find out, if possible, what the media wants to talk about.
- * Prepare and gather facts.
- * Anticipate questions.
- * Don't overreact to negative questions.

B. Instruct coaches, players, and parents on the perils of social media.

- * Be cautious when texting, tweeting, using Facebook, etc.

- * The digital trail may come back to haunt you!
- * Remember, college coaches and recruiters will look at your Facebook page and other social media records.

C. Advise parents on the do's and don'ts of dealing with the media.

- * Always be positive.
- * Don't talk about players on the opposing team.
- * Don't talk about players on your own team unless in positive terms.
- * Do not be controversial.
- * Let the head coach know if you've been contacted by the media.
- * Respect deadlines. Ask about dates and deadlines.
- * If you want something 'off the record' say so and get a response back.
- * Be accurate.
- * Keep record of what you said to a reporter.
- * It's okay to say, "I'll get back to you on that. Then make sure you do."
- * Be prepared to ask the reporter questions such as when the article will appear?

* Endeavor to build trust.

Publicity vs. Practicality

Eric Sondheimer, a veteran sports writer for the Los Angeles Times, thought it might be interesting and even a bit dramatic, if our team walked over to play Westlake High School, since our schools are only two and a half miles apart. It seemed like a good idea at the time, since it would eliminate a bus and save money. We thought it would be good publicity and a way to pump up the team. We had a police escort and the student body as well as our parents walked with the team. It was quite an exciting event – as walks go! The only problem was that, by the end of the game, the team and coaches were exhausted. We lost the game, 35-13. Thanks, Eric, for the brilliant suggestion!

In conclusion, the media can be a great asset, if used properly. We're living in a fast-paced era of exposure, where everyone seems to have a phone and a camera. Our words and actions can be recorded instantaneously and sent to the press or an online news agency. Coaches and players must always be on guard and endeavor to present themselves in the best possible light!





Chapter 9 - Forming a Booster Club

A Booster Club, if implemented correctly, can be a tremendous asset to a sports program or extra-curricular school activity. These clubs are independent organizations designed to promote and support various school programs and improve the general welfare, spirit and success of the school. Booster Clubs are comprised of parents, alumni, faculty, business and community members that volunteer their time to bolster and subsidize a school activity or team.

If a coach takes over a program that has an existing Booster Club, he'll need to work closely with that club to make sure they're working in accordance with one another. He should meet with the Board as soon as possible and request a copy of the club's By-Laws. He should also find out if there were any issues with the previous coach and his staff. If so, he will want to address those issues immediately.

If the school does not have a Booster Club in place, the following procedures may be helpful in establishing a new Club. Even if a club is already in place, the following information may afford some food for thought.

STARTING A BOOSTER CLUB

Consult school Administration

Work closely with Athletic Director to make sure legal requirements and tax issues are covered.

Collaborate with Director of Advancement to make sure fundraising efforts don't conflict.

Select the scope of your Club.

All-sports Booster Club

Specific sport Booster Club

Select name/title for your Booster Club.

Choose a name for your high school booster group that is clearly identifiable.

Catchy and creative names can help pique interest.

Sport specific example: Lion's Touchdown Club, Gridiron Club.

General Booster Club example: Roaring Lion's Booster Club.

Define your Booster Club's mission.

The mission statement should be the driving force behind your group.

The statement should describe the club's overall purpose or goal.

The mission statement will set the tone for the group, so think about including values that match the school's own mission, i.e. 'integrity', 'sportsmanship', and 'character'.

Determine membership regulations

Members must be parents, alumni, faculty, or residents of the community.

Set dues. Amount? Monthly? Annually?

Agree on attendance requirements.

Determine where and how often the group will meet.

Recognize rules and By-Laws.

Assemble a strong Board

Seek dependable and enthusiastic leaders.

Recruit middle school and underclass parents to ensure continuity. (This cuts down on learning curve and allows senior parents to concentrate on graduating child.)

Promote Booster Club at Freshman orientation.

Ask members what their interests are and try to assign tasks based on those interests.

Typical positions to be filled:

President

Treasurer

Membership Chairperson

Sponsorship/Advertising Chairperson

Concessions Chairperson

Raising money

Is the money raised for all athletic programs or designated for a specific sport?

Who decides how the money is allocated?

What is the criteria for money allocation?

Fundraisers: More is not necessarily better! Go for quality, as opposed to quantity!

Make sure there are good records and accountability.

Set Goals

Make them specific.

Make them measurable.

Make them realistic and attainable.

Make them relevant.

Set a deadline.

What Booster Clubs should NOT do!

Evaluate performance of Head Coach or his assistants!

Discuss playing time for athletes with any coach.

Discuss any athlete on the team, unless it's their own child.

Attached, is a sample of Booster Club By Laws that can be adopted by any high school.

Athletic Booster Club

By-laws

1) Name

The official name of this organization will be (School Name) Athletic Booster Club. (the "Club").

2) Purpose

a. The Club supplements the budgetary/financial needs of the High School athletic programs which can also indirectly benefit the Middle School athletic programs. Because Middle School athletic programs often serve as feeder programs for the High School, the Club may also consider individual requests for assistance from the Middle School athletic programs.

b. The Club provides additional equipment and resources that benefit the coaches and athletes, as well as enhancing the experience of the fans.

c. The Club provides communications to its members regarding athletic events.

d. The Club creates an atmosphere of school spirit and community surrounding athletic events.

e. The Club works under the direction of the High School VP of Advancement in coordinating its fundraising efforts.

3) Membership

a. Membership shall consist of two levels:

Lion

Bear

b. These levels may be adjusted from year to year by a vote of quorum of the governing board as defined in section 7.

c. Membership will be granted on an annual basis and is open to any individual interested in assisting the Club in meeting its stated purpose.

4) Sponsorship

a. Sponsorship will consist of three levels:

Silver

Gold

Platinum

b. These levels may be adjusted from year to year by a vote of quorum of the Club Board as defined in section 7.

5) Profits

a. The Club shall be operated as a non-profit membership organization.

b. No Board member shall receive any salary or profit from the activities of the organization.

c. All revenue generated by fundraising activities of the Club shall be used to support athletic programs at (School Name) High School and Middle School or used to invest in equipment/supplies that in turn will be used to generate revenue for the Club.

d. Since the property of this organization is irrevocably dedicated to charitable purposes, upon the dissolution of the organization, all property shall be transferred to (School Name)

High School, a non-profit charitable organization organized and existing under and by virtue of the laws of the State of California as an exempt organization under Section 501 (c) (3) of the Internal Revenue Code.

6) Meetings

Regular meetings shall take place on the third Wednesday of each month. The President will request agenda items in advance of the meeting. If the regularly scheduled meeting date/time needs to be changed, the President has the discretion to make necessary adjustments to the schedule.

7) Board Officers

a. The Booster Club Board will consist of the following positions:

President

Treasurer

Membership Chairperson

Sponsorship/Advertising Chairperson

Concessions Chairperson

Communications Chairperson

School Spirit/Event planning Chairperson

b. The (School Name) Vice President of Advancement will serve as an Administrative advisor to the Booster Club Board.

c. New Board members shall be nominated by the Club Board. They must be voted to the Booster Club Board by a majority vote of existing Board members.

d. Board members shall hold office for a term of two years. After their term has expired, they have the option of holding a different Board position.

If a vacancy on the Board occurs either prior to term expiration or due to a Board member's resignation from the Board, the open Board position will need to be filled

following the procedures set forth in (7c).

e. Board members can present proposals and request a vote either during regularly scheduled Booster Club meetings, via the telephone or via email. A majority of votes must be received in order for the proposal to be approved.

Removal from the Board

a. If a Board member should, by his/her action, engage in conduct detrimental to the Club or to the High School, or fail to perform the responsibilities to which he or she has been assigned, he or she will be subject to removal from the Club Board by a majority vote of the Club Board.

b. To the extent allowed by California law, the Club Board shall have the authority to indemnify any Board member or officer or agent duly authorized by the Board who is made party to any action, other than an action brought by or on behalf of the Club, by reason of the fact that the person was a Club Board member or an officer or agent at the time of occurrence, against all expenses, judgments, settlements and/or liability reasonably incurred in connection with the proceeding.

9) Funding Committee

a. The purpose of the Funding Committee is to review and approve Booster Club funding for (School Name) High School athletic programs.

b. The Funding Committee will meet three times per school year, once in the fall, once in the winter, and once in the spring.

c. The Funding Committee will be composed of both the (School Name) Administrative staff, such as the VP of Advancement, CFO, VP Finance and the Athletic Director and certain Club Board members (President, Treasurer, Sponsorship/Advertising Chairperson and two "at-large" positions.)

d. The (School Name) Booster Club Board "at-large" members will be selected based upon a vote by current Booster Club Board members. Nominations and voting will take

place during the September Booster Club meeting of each year (prior to the first Funding Committee meeting.) The two Booster Club Board members who receive the greatest votes shall serve in the “at-large” position for a one year term. “At-large” committee members can run for one additional term, but are limited overall to two years.

e. The (School Name) High School Athletic Director will notify each High School coach of upcoming Funding Committee meetings. Winter sport coaches will be notified prior to the Fall Funding Committee meeting, Spring sport coaches will be notified prior to the Winter Funding Committee meeting, and Fall sport coaches will be notified prior to the Spring Funding Committee meeting. The Athletic Director will have discretion to allow a coach to request funding outside of their normal assigned Funding Committee meeting. Each coach will submit their “needs list” to the Athletic Director for Funding Committee consideration.

f. The Booster Club Treasurer will notify all members of the Funding Committee the amount of funds that are available for distribution.

g. The Athletic Director will provide Funding Committee members with a list/description of coaches’ requests at least two days prior to the scheduled Funding Committee meeting.

h. The Athletic Director will present the coaches’ requests during the Funding Committee meeting. The Committee members will vote on each request and approve them by a majority vote.

i. The Athletic Director will be responsible for notifying each coach of funds granted. All funds should be used within six months of authorization. Any funds not used within this time frame will be “de-authorized” and placed back into the Booster Club pool of available funds.

j. Any expenses for approved funding items that exceed 10% of the authorized dollar amount need to be re-approved by the Funding Committee.

k. Invoices for approved funding items need to be submitted to the Booster Club Treasurer for payment.



Chapter 10 - Off-Season Program

Motivation

In today's athletic world it seems that most sports are working year around. In order for the athletes to stay motivated a coach must be creative with the off season program. We have come up with the idea of having the upcoming seniors do the motivating. It is their team and we give them ownership. While doing this we still encourage the athletes to play more than one sport, if they desire to do so. We do not pressure them one way or the other. Athletes in other sports will report to football after they finish the other sport.

We have certain goals we like to accomplish during the offseason. In no particular order they are to get stronger, to get faster, to get more sound in our fundamentals, to improve our footwork, work to improve our academic GPA, develop good character, and to get

more agile. Everything we do on or off the field is done in a competitive manner. A team competes against another team or an individual competes against another individual.

Decide the number of teams needed

- Depends on the total number of participants

- Include all levels of teams

Select Team Leaders

- Coaching staff selects a leader or leaders for each team needed.

Select Teams

- Can have leaders draft – depends on maturity of leaders.

- Coaches can assign – both ways can do the job – matter of preference.

- Try to get no more than 10 on a team.

- Try to have an even number of teams.

- The number of players on each team are the same and are close to equal in abilities.

- Include every available player.

- All are important and can contribute in different ways

- All players can score points

The coaching staff must be creative in selecting the point values and the events. The following are just examples. Each coach must have these items fit his program.

All drills and events are timed and are individual or team competition. Some individual or team wins or loses!!! Every event for every individual is recorded. Team and individual winners will be announced the day before fall practice at a team event.

- Competition is a learning task – cultivate it every day.

- It is there, someone has to win; make it an everyday habit.

- Win every day!!

Also, all the teams will list the three (3) top individuals for the following traits: work ethic, mentally tough, most trusted, holds teammates accountable, most respected, best attitude, etc., at the event the day before fall practice.

The point system was devised from the grading system used in my physical education classes. The grade point (GPA) was adapted from the University of Maryland football program. Use this information fitting it to your situation. The point system is an evolving system that may change yearly. Changes are made to accommodate team goals and improvement.

Points earned (+)

Events

Win a team event competition: +100 points.

Win an individual event competition: +50 points.

Team workout attendance: +25 points per week.

Pre-test on any pattern is not taken until individual learns the pattern.

Post tests are taken at the end of spring football.

Weights

Individual gain in max lift from pre to post test: + 1 point per pound per gain.

Pre-test on any max lift is not taken until individual learns the lift technique.

Post tests are taken at the end of spring football.

Pre-test on selected max reps on selected lifts and weight.

Post tests on selected max reps on selected lifts and weight.

Individual gain in max reps from pre to post test: + 1 point per pound per gain.

Classroom

Final GPA is greater than 3.0: + largest number of all events: +500 points.

Community service: +250 points.

Respecting all school, classroom and team rules: +150 points.

Use creativity to add other incentives to fit program!!!

Jump Rope

Win any pattern competition: +25 points.

Improvement on any pre-test to post test pattern: +25 points.

Pre-test on any pattern is not taken until individual learns the pattern.

Post tests are taken at the end of spring football.

Dot Drill

Win any pattern competition: +25 points.

Improvement on any pre-test to post test pattern: +25 points.

Pre-test on any pattern is not taken until individual learns the pattern.

Speed

Win any running competition: +25 points.

Pre-test on any speed event is not taken until individual has been conditioned for the run.

Post tests are taken at the end of spring football.

Points lost (-)

Miss a team workout: -200 points.

Any individual discipline or behavior consequence/ leader also must attend: -250 points [usually an early or Saturday consequence].

Do not improve on any max lift: -200 points.

Poor conduct in classroom or anywhere that is detrimental to team: large -350 points.

Final GPA is less than 2.5: large but equal to number given for above 3.0: -500 points.

Do not improve on any jumping pattern: -25 points.

Jump Rope: How to find the proper length of the rope -

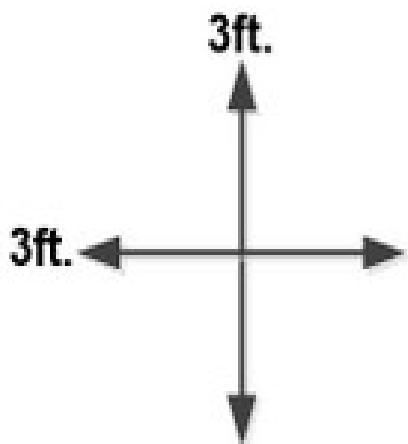
1-Spread the feet shoulder width apart and bring the rope ends to the athlete's armpits. For the proper training position, put the ends of the rope into the right hand and the loop end in the left hand.

2-Hold the rope around the waist holding it in both hands.

3-Do the foot patterns twisting the rope as it jumping.

4-The rope is not moving - only the wrist action is moving.

5-Concentrate on learning the foot patterns.



Jump Rope Principles

Have a proper rope size and weight.

Know the body's shock absorbers (ankle - knees - hips).

Try to keep the head still.

Try to see the ground in order to see the lines.

Start each foot pattern with a few regular jumps in order to establish proper rope length and rhythm.

Each athlete should use his or her own rope, as a proper length rope is important to improvement.

Go slow the first 3-5 workouts to prevent developing shin splits.

Keep the elbows bent. If the arms become straight and stiff, it shortens the arc of the rope.

Start learning to jump on a soft and smooth surface.

Establish the use of the six shock absorbers before jumping on concrete or asphalt.

Keep wrists semi-firm and do not roll them, as this will slacken the rope and lose centrifugal force.

The poorest jumpers at the start of a program will be the ones who benefit the most!!!

Jump Rope Patterns

- Regular. (two foot jump over rope)
- Side-to-side (over the vertical line).
- Front and back (over the horizontal line – shoulders parallel to the line).
- Run in place.
- Two left-two right (boxer two-step).

- Three left-three right (down-over-back).
- Fifty left-fifty right side-to-side.
- Fifty left fifty right front and back.
- Four Square (no set pattern-great for balance).
- Run Dashes (while jumping rope).
- Run Laps (while jumping rope).
- Stationary half mile (250 jumps).
- Stationary mile (500 jumps).
- Alternate double spins.

All jump rope patterns can be timed for 1-to-3 minutes for maximum number of correct jumps etc. All jump rope patterns can be tested for the most consecutive jumps without a miss.

Speed [times]

20 yard dash
 40 yard dash
 100 yard dash
 440 yard run
 880 yard run
 Mile run

Events – choose events that are useful to the offense and defense; special teams; or individual and team conditioning.

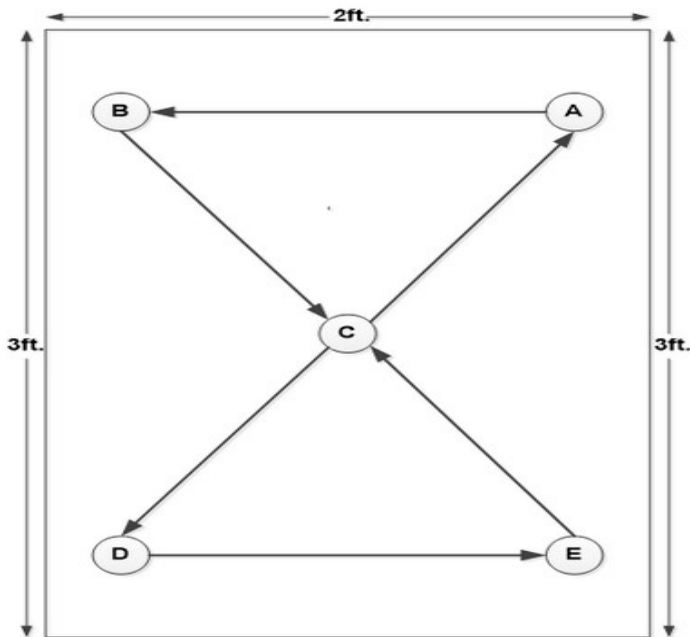
- Shuttle Runs
- Relays
- Agility Drills
- Push Ups – Pull Ups – Chin Ups
- Sit Ups
- Obstacle Courses

Dot Drill Diagram: Start facing dots A and B

We had 10 dot drill stations painted on pads spaced out with adequate room.

We had 10 jump rope stations painted on pads opposite of the dot drill stations with adequate room.

Teach the patterns one pattern at a time. When they know all of them combine them.



Dot Drill [bigger – stronger – faster]

- Warms-up your muscles but it also increases your agility.
- The dot drill will be hard at first.
- It is tiring and you may appear clumsy.
- If you will do it 5 times a week, in a very short time, improvement will come.
- You can have quick feet in a month or two.
- Each athlete should set two goals.
- The first goal is to do the dot drill 5 times per week.
- The second goal should be to increase speed.

Dot Drill Procedure

To do the dot drill, five dots need to be placed on the floor.

It works best if 4 inch round dots are painted on the floor.

Some coaches paint many stations for larger groups.

An athlete at home can use anything approved by his/her parents to mark the dots (i.e., masking tape).

BFS sells a Dot Drill Pad that has a great non-slip surface with integrated dots – visit biggerfasterstronger.com for more information.

DOT DRILL Program

The dot drill is made up of five different patterns, each done six times.

Dot Drill Patterns

1. UP AND BACK

- Start with feet on A and B.
- Now jump quickly to C with both feet.
- Then jump and split feet to D and E.
- Come back the same way jumping backward.
- Repeat 5 more times.

2. RIGHT FOOT

- Your feet from up-and-back should end on dots A and B.
- Now go to dot C with your right foot.
- Now go in order: Dot D, E, C, A, B.
- Repeat 5 more times.

3. LEFT FOOT

- You will end the right foot drill on Dot B.
- Now go to dot C with your left foot.
- Now go in order: Dot D, E, C, A, B.
- Repeat 5 more times.

4. BOTH FEET

- You will end the left foot drill on Dot B.

- Now go to C with both feet.
- Now go in order with both feet: Dot D, E, C, A, B.
- Repeat 5 more times.

5. TURN AROUND

- You will end with both feet on dot B.
- Now go to C with both feet.
- Now go to dots D and E – spread apart both feet as in the up-and-back (Drill #1).
- Now quickly jump 180° clockwise to face the other way.
- You should still be on D and E.
- Hit C with both feet and then A and B with feet split.
- Now turn quickly again with a 180 spin to the left with your feet still on A and B.
- Repeat 5 more times.

Timing:

Under 50 seconds: Super Quick

50–59 seconds: Great

60–69 seconds: Average

70–79 seconds: Need Work

Over 80 seconds: Slow



Chapter 11 - College Recruiting

According to the most recent data published by the National Football Foundation, about 1.1 million high school athletes play football in the United States. Most of these players aspire to receive football scholarships and play at the next level. Unfortunately, only about 1 in 12 will have a chance to play in college and only 1 in 41 will play at a Football Bowl Subdivision school. The FBS football programs are allowed 85 players on scholarship. The number of scholarships available each year is based on attrition and how many players graduate or choose to leave the program. The maximum number of scholarships that an FBS program can issue, in any given year, is 25. Players from all over the country compete for these spots, thus making the process extremely competitive.

Little Johnny, who is 4'11" and weighs 147 lbs. may be a terrific athlete, but Notre Dame or USC is certainly not going to recruit him! So what can be done to give your players, with varying levels of ability, the best opportunity to earn a scholarship? Even if the athlete is a standout player and receiving a barrage of letters from college recruiters, there's much to be learned about the process.

The subject of college recruiting needs to be thoroughly addressed at your Parent Meeting. Some important points to be covered on this subject are as follows:

Recruiting Tips

Take an honest and realistic assessment of your son's athletic talent.

Determine appropriate level of play. Don't rule out NAIA or smaller schools.

EMPHASIZE IMPORTANCE OF ACADEMICS!

Remember, letters of interest from colleges are NOT offers.

College Selection

A. Suggestion: Pick 15 schools that would be of interest to you.

5 big (i.e., USC, Notre Dame, Miami, etc.)

5 medium (i.e., Cal Poly San Luis, University of Chicago, etc.)

5 small (i.e., Occidental College, Pomona, etc.)

Various levels provide options, depending on the athlete's playing ability.

Note: Pick schools as early as possible in your son's athletic career

B. Research the Colleges

Entrance Requirements: What GPA, SAT and/or ACT scores, Honor Courses, etc. are needed?

Consider location: urban, suburban, rural, out of state, in state.

Try to visit the campus.

Preparing a Highlight Video

A. Information to include in the video

Name, weight, height.

Bench, squat, 40 yd. time.

Position, jersey number and jersey color.

Contact info, including the phone # and address of the player, his school and his Coach. MAKE IT EASY TO BE CONTACTED.

B. Video Tips

Video should be no longer than 5 minutes.

The player should be defined with an arrow, circle or other hi-lighting tool.

Coach may say a few words to introduce player at beginning of video.

Take video on campus visits. Don't assume they have seen your video, even if you've sent it ahead.

Combines/Camps

A. What is a Combine?

A combine is an event where athletes are put through tests to showcase their athletic ability.

Tests such as speed, strength and agility are tested.

These abilities are put on display for coaches and scouts to evaluate.

B. Value or merit of combines and camps

If the player has already received multiple offers from various colleges, there is no need to attend a combine or camp.

Camps actually eliminate most players.

Some camps are great, but many are just money-makers.

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If there's a particular college of interest, it might be helpful to attend that camp to gain attention.

You, as the player's coach, should advise your athlete on the merits of going to a particular camp.

If your player participates in a combine/camp, make sure he's well prepared.

Character Counts in Recruiting

A. Must be Disciplined

Academic responsibility. Apply yourself and get good grades.

Strong work ethic. Be a grinder. Be persistent.

Set goals and never give up!

B. Beware of Social Media

Stay off Facebook, Twitter, LinkedIn and other social media.

Inappropriate comments, photos, etc. leave behind a digital footprint that can have dire consequences.

A surprising number of universities and employers use social media to screen their candidates.

If involved in social media, make sure all entries are positive, truthful, and appropriate.

C. Pay attention to social graces

Be on best behavior when visiting colleges.

Dress sharp, shave, etc.

Show respect to coaches. "Yes, sir." "No, sir."

Use a firm hand shake.

Look the coach in the eye.

Be punctual. "If you're five minutes early, you're ten minutes late."

If out with other players, do the right thing!

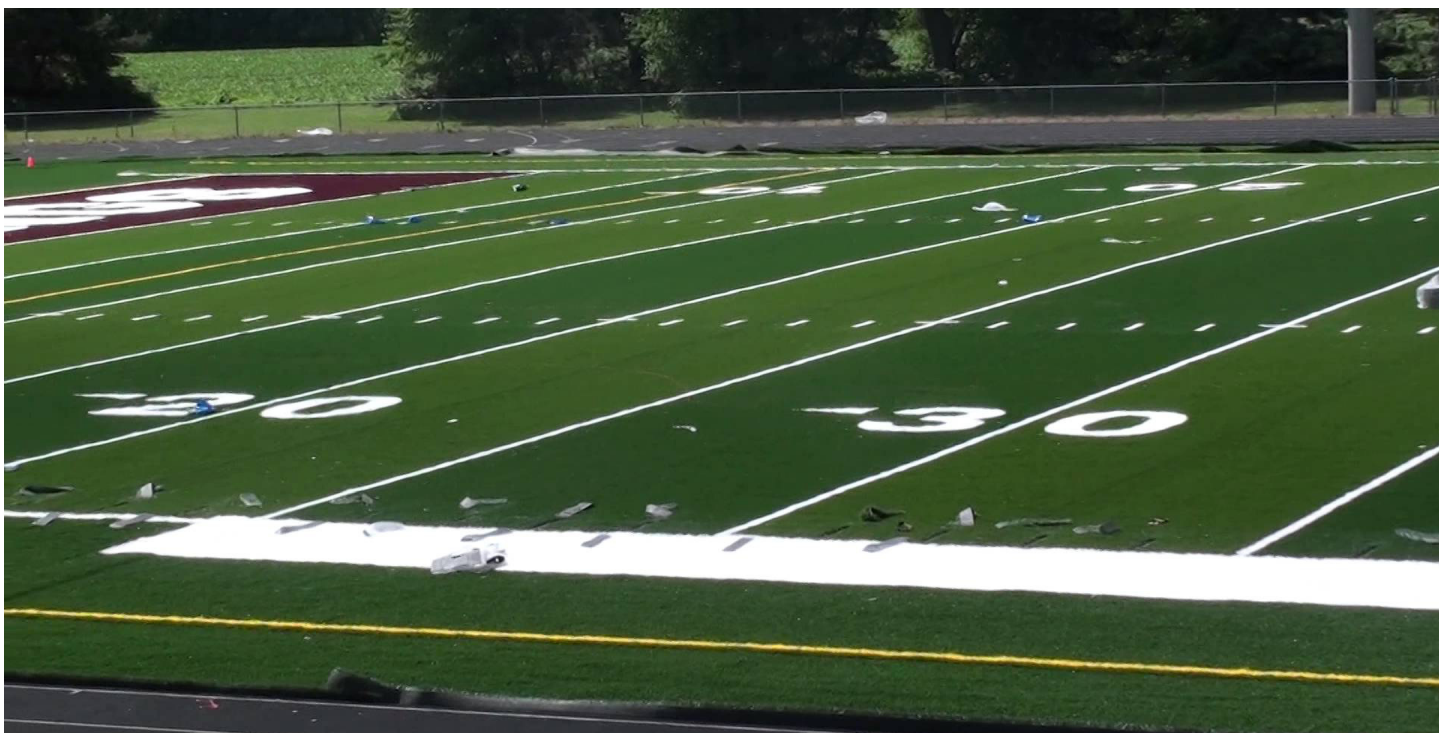
Notre Dame Visits Oaks Christian

Charlie Weis, former Head Coach at Notre Dame, dropped by Oaks Christian High School on a recruiting trip. He was interested in 4 or 5 of our players, but according to NCAA rules, he wasn't allowed to actually talk with them. I invited Charlie into my office and left the office door open. I let the players know he was there and invited them to sit just outside my office. Charlie was standing at the door and they could all see and hear him. Charlie didn't break any rules, but he did hold up his hand, waving his fingers, with several championship rings on display! He could be heard saying, "I don't know where all these young men are going to college, but if they want to win one of these, they need to come to Notre Dame!"

Jimmy Clausen went on to play at Notre Dame and was Charlie's QB. Duke Lemmens went to Florida and won a National Championship. Michael Ebbitt ended up at Texas State and was the IAA Defensive Player of the Year. Casey Matthews went to Oregon and played for a National Championship.

Parents need to understand that it's not the responsibility of the high school football coach to secure a college scholarship for their son. He'll do all he can, but there are no guarantees. Being a great athlete is important, but academics and character weigh heavily, as well.

Every player has dreams and expectations. As the coach, you must always offer hope, especially if the boy is an underclassman. However, at some point, the parents may have to realize that, while their son may be a great kid, he may not be a college prospect.



Chapter 12 - Starting a New Program or Taking Over an Existing Program

In some ways, it's easier to start a football program from scratch than to take over an existing one. When taking over an existing program, you're forced to deal with issues and problems the previous coaching staff may have created. The circumstances involved in their departure could determine how smoothly the transition goes. If the coach was fired, he may not be open to offering any help or advice. If he resigned or simply retired, he may be a good source of insight on the condition of the program.

You may want to retain some of the previous coaches. This can be a positive, but you must determine if you'll have their loyalty and support. If there's any question about this, it's advisable to 'clean house'.

You should also be aware of the program's history and any traditions that may have been established. Be sensitive here, as some customs and practices are important to the student body, faculty and even the alumni and need to be honored. Perhaps, in time, you'll add to those traditions.

Of course, whether you're taking over an existing program, or starting a new one, you'll be putting your own stamp on it. In either case, there are certain things you'll need to do. The following outline is not a "how to" list, but suggestions on areas to consider or address, as you build your program.

I. LOOK AT THE BIG PICTURE

- Develop a coaching philosophy
- Build character
- Build relationships
- Make it fun!
- Create a Mission Statement
- Set Goals
- Coaching staff goals
- Player meeting to set goals
- Team GPA goal

II. SET A BUDGET

- Coaching salaries
- Equipment, including special equipment
- Uniforms
- Travel expenses
- Coaching Clinics

- Meals; Pre-game meals and after-game snacks
- Photographer/Videographer
- Note: Some of these expenses may be assumed by the Booster Club.

CHOOSE A QUALITY STAFF

- Character is of utmost importance!
- Good knowledge of position to be coached.
- Can he teach?
- Can we communicate?
- Does he understand his role?

SET SCHEDULE

- Be realistic and smart in scheduling
- Remember... “They’ll criticize you for who you play and fire you for who you lose to!”

SET POLICIES

- Academic eligibility
- Grade requirements
- Tutoring Program
- Alcohol, Drugs and Steroids
- Tolerance level
- Testing
- Penalties
- Assistance through counseling, education, treatment

Language - What is acceptable?

- Cussing and profanity are not motivating.
- Example begins with coaches.
- Make rules and expectations clear to team.

Dress Code

- Earrings, rags, body paint.
- Tattoos – Allowed? Covered?
- Facial hair – What's acceptable?
- Travel dress.

Equipment Policy

- Cost, if lost.
- Approval, if different from others.
- Shoes; specify color, brand, etc?
- Socks; long, short, color?

Injury Policy

- When to return to practice
- Doctor approval
- Trainer approval
- Parent approval
- Head Coach approval
- Concussion Protocol

Taping Policy

- Head coach approval
- Doctor, Trainer approval

FIELD USAGE

- Limited fields with many teams vying for use.
- Develop a plan; meet with other sports/coaches
- Reserve fields for practices, games, etc.
- Share/cooperate with other coaches and sports

SPECIAL EVENTS

Plan a special day of fun and competition for the team.

When I was at Oaks Christian, we had an annual Triathlon, where we divided the squad into four teams with four senior captains. They competed in various events, including track, softball, and swimming. This was followed by a BBQ and awarding of the winning trophy. Parents and the student body attended and it became an annual event that created spirit and bonding.

Thanksgiving Circle

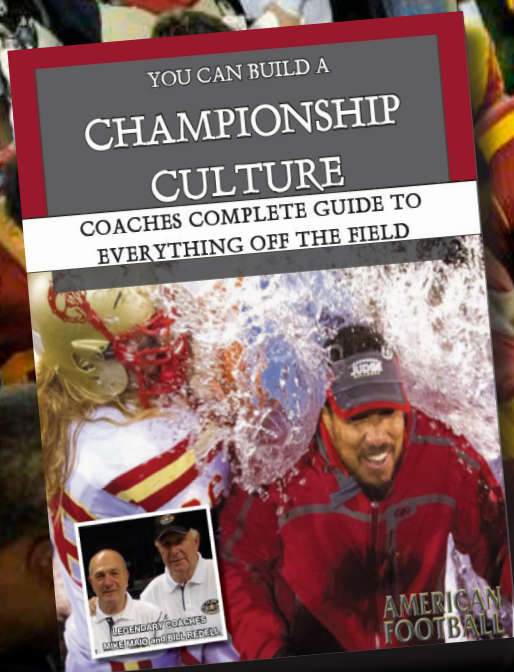
If we were still in the play-offs when the Thanksgiving holiday rolled around, we would practice that morning and hold a special 'Thanksgiving Circle' afterwards. All the players, coaches and parents would gather together on the field and take turns expressing gratitude for their blessings and good fortune. It was a great bonding experience that generated many hugs and tears!

There is so much more to building a successful prep football program than has been covered here. However, I hope the topics mentioned have sparked some ideas or reminded you of areas that you'll want to consider.

If you love kids and enjoy football, coaching high school football is a terrific vocation for you! It can be a lot of fun and very rewarding. I wish you much enjoyment and great success, as you pursue this gratifying career!



According to the most recent data published by the National Football Foundation, about 1.1 million high school athletes play football in the United States. Most of these players aspire to receive football scholarships and play at the next level. Unfortunately, only about 1 in 12 will have a chance to play in college and only 1 in 41 will play at a Football Bowl Subdivision school.



Establishing discipline and being a disciplinarian is not easy. It can be difficult and frustrating at times. Failure to establish discipline, when it is needed, will have a huge negative effect on team success.