



Mentoring in sports for the development of the successful high school coach

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Abstract

This study involves the surveying of current high school coaches in the state of North Dakota who are certified by the National Federation of High Schools through the completion of the required courses, including “The Fundamentals of Coaching”, “Concussion Diagnosis and Prevention”, as well as CPR, First Aid and AED certification in a current, active status.

The participant coaches (n=113), were sent a survey through email using the Qualtrics Survey Program. This survey contained documentation of demographic information, coaching history, opinions regarding issues in coaching and how they are/can be addressed. This survey also discussed influences in the coach’s life and how they have shaped their coaching careers. Coaching education and mentoring suggestions are also offered by the subjects as ways to improve the coaching job field as well as struggles they see mentoring bringing if a program were to be introduced.

Results indicated that the majority of coaches would be open to mentoring programs in their school. This includes communication sessions, coaching education, sport specific coaching development, and time for personal interaction with other coaches aimed at creating relationships and discussing professional successes, coaching issues, and questions they have. Results also show a trend happening. There is a shortage of coaches with 11-20 years of experience and a large number of head coaches that have less than five years of experience. This trend is hinting to coaches leaving the profession after ten years, with not a lot of experienced people left to take over. Young coaches lead to a large learning curve, immaturity with dealing with certain situations, and lack the experience of actually teaching the game itself.

Keywords: Coaching; Sports; Mentoring; Physical Education; Education.

Introduction

Many young coaches are entering the profession with expectations of immediate success, yet they quickly find it is not as simple as showing up and teaching the players how to play the game. Coaches enter the field often as former players who have a love and experience in a sport and want to continue to be involved with it. Unfortunately, they are facing more issues than ever before that young coaches do not see until they enter the field of coaching. Some coaches’ advance to the collegiate, national, Olympic and professional levels through years of hard work and investing large amounts of time, while others leave the profession as quickly as they arrived.

These young coaches fail to see all of the baggage that can come with taking over a program or being involved as an assistant coach. Parents with high expectations and individualistic goals that focus only on their own child can be challenging. There can be pressure from administrators and boosters to win. Players can have a wide demographic with split families, abuse,

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financial issues, cultural and religious issues, sexual issues including homosexuality and transgender students, as well as student issues including academics, depression and suicide. In fact, physical abuse, mental abuse, sexual abuse, cheating, drugs, illegal payments, steroids and doping are all issues that coaches can face at all levels of competition. On top of all of this, add mainstream media, technology, and social media keeping coaches under a microscope, giving everyone an unwanted platform to contribute their opinion without remorse or responsibility for what they say. The question that we must be addressing is whether we can find a way to teach coaches to deal with these issues as well as prevent many of these situations from ever becoming an issue in the first place.

Robertson and Hubball (2005) have referred to mentoring as the support offered by one person (usually more experienced) for the growth and development of another person. Mentoring has proven to be effective in physical activity settings (Mawer, 1996), as well as in non-sport professions (e.g., business, teaching, medicine). Contemporary approaches extend mentoring beyond the traditional one-on-one relationship to "situated cognition," where mentoring focuses on the application of knowledge in the context of a community of practice (Hansman, 2001; Lave & Wenger, 1991; Wenger, 1998).

There has been minimal research done on mentoring and the effect that it can have on the development of the coach. Only a few studies have been documented, and many are at the collegiate and professional level (Narcotta, Peterson, & Johnson. 2009). McQuade, Davis and Nash (2015) stated that current research in coach education advocates mentoring as a coaching development tool to connect theory and practice. Coach education providers are being challenged to relocate learning from the classroom to the practical environment to provide better opportunities for professional development (Billett, 2001; Cassidy, Jones, & Potrac, 2009; Mallett, Trudel, Lyle, & Rynne, 2009; Rynne, Mallett, & Tinning, 2006). Being prepared with the tools to deal with parents, athletes, administrators and the basic day to day operations and management of a sports program no matter how big or small is something that must be learned. Mentorship is set up to provide this very thing.

Accountability as a coach is greater than ever before. In this day and age, everyone is held accountable as personal lives of coaches are put on stage for all to see, criticize and evaluate. We have set standards, put forth benchmarks, and set up evaluations by administration. We also have awards at all levels including regional, state and national, as well as selection to all-star teams, national teams, travel teams and Olympic teams. We have the ability to groom some gifted athletes for the chance of competing at the collegiate level or being drafted into professional sports, but at the same time develop athletes with below average ability that are only on the team to be part of something. Finally, we are also forced to deal with the opinions of every fan, media outlet, parent, athlete and opposing coach as privacy has become near nonexistent in coaching.

Methods

Participants – The participants in this research survey included 117 certified coaches from the State of North Dakota, all currently certified and coaching at a current high school level. Four were eliminated due to incomplete surveys less than 50% completed (n=113). The coaches were all volunteer participants who submitted their results via Qualtrics Survey Software over a 30-day period. Participants were selected by willingness to participate through their Athletic Directors (AD's). All AD's in North Dakota received the survey via the ListServ program used by the North Dakota High School Activities Association (NDHSAA) upon their approval. This program is used by the NDHSAA to send mass emailing's to all AD's throughout the school year. It was their choice whether or not they chose to forward the survey to all of their coaches.

Variables and Measures - Coaches were broke up into two categories by coaching experience. This included numbers of years' experience – 0-5, 6-10, 11-15, 16-20 and 21+.

They were also broken down into the highest level of coaching they had participated in, with categories ranging from high school assistant coach, high school head coach, collegiate assistant coach, collegiate head coach, and professional coach. Each category was also broke down by gender specific categories for comparison of experience years vs. age analysis.

The final statistic regarding demographics was an overall and gender specific comparison of years of experience to the highest level of coaching. It is within the results of this specific comparison that we see where the need for mentorship comes into play.

Preference and Opinion – Section 2 of the survey dealt with the opinion and preference of the coach, and to whom they would prefer to confide in with certain situations. Whom they would talk to regarding coaching topics and philosophy, legal issues and parent/player issues were all measured. They were given a selection of: 1) another coach, 2) the Athletic Director, or 3) ‘other’. ‘Other’ was any other outside entity including but not limited to spouse, attorney, parent, friend, etc. The goal of this section of the survey was to determine whether or not consulting with another coach, which is part of a mentoring program, would be a majority option for a coach.

Agree/Disagree Response - The third section of the survey dealt with a series of agree-disagree response questions regarding personal thoughts on mentorship and education of young coaches. Three questions were asked using a standard five point Likert Scale.

Five Point Likert Scale Questions

Strongly Disagree Disagree Neither agree or disagree Agree Strongly Agree

1 - There is a need for coaching mentoring programs in high schools.

2 - There is a benefit to discussing general coaching issues with other coaches.

3 - There would be a benefit for young/inexperienced coaches to being assigned a veteran coach as a mentor.

Written – the final section of the survey dealt with the written opinion of the coach. Wide varieties of open-ended questions regarding the coaching profession were asked. An average of 89 responses per question were submitted on the following questions:

1 - Can you identify a coaching mentor in your life? If so, identify the qualities this mentor provided that identifies them as a mentor to you.

2 - What do you feel are the largest issues to deal with as a coach in 2016?

3 - Do you think coaching mentorship programs would be beneficial if introduced into your school? Why or why not?

4 - If yes, what do you feel should be included in a mentorship program if one were to be introduced into your school?

5 - What professional development opportunities do you believe would be helpful to you in advancing your coaching career?

The written opinions were set up to allow coaches to express their feelings regarding the world of coaching and the issues they face. Responses were broke down into main topic areas based on each specific question as the variance in topics presented in coach’s responses cannot create a standard topic category for all five questions.

Data Collection - The coaches were all volunteer participants who submitted their results via Qualtrics Survey Software over a 30-day period. The demographics were broke down into multiple categories. The participants contained 80 men and 33 women. They were divided into four age categories: 18-25, 26-35, 36-45 and 46+. No ethnic demographics or location demographics were taken. These demographics were not needed as all coaches report and follow rules and guidelines of the NDHSAA and, as the NDHSAA and the participating schools and school districts are all equal opportunity employers, and it is considered that coaching is separated into girls’ and boys’

sports of participation with Title IV guidelines also taken into consideration. Results were tallied and documented using the Qualtrics Software, and written responses were evaluated as to which of the three topic areas the response fit into.

Results

Demographic trends and indicators - Early results in the demographic portions of the survey showed an interesting trend in high school coaching in North Dakota. There is a gap forming in the ages and experience that coaches have. Looking at Figure 1, a gap has formed in the 11 to 20-year experience block, predominantly in the 16 to 20-year area. Looking at the 'Years Coaching Experience' section, one can see that less than 9% of surveyed coaches fall in the 16 to 20-year experience, and the 10-year block of 11 to 20 years of experience is only 25.66% of the coaching population. This leaves 53.98% of the coaching population with less than 10 years of experience and 20.35% with 21 or more. With 24.78% of the coaching population over the age of 46, we could be fast approaching a coaching situation where the days of the high experienced, life-long coaching careers are coming to an end, and all of the experience and knowledge they have with it.

Figure 1

| <u>Demographics</u> | <u>Male</u> <u>Coaches</u> | <u>Participant</u> <u>%</u> | <u>Female</u> <u>Coaches</u> | <u>Participant</u> <u>%</u> | <u>Total</u> <u>Coaches</u> | <u>Participant</u> <u>%</u> |
|----------------------------------|-------------------------------|--------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Total Participants | 80 | 70.08% | 33 | 29.92% | 113 | 100% |
| <u>Ages</u> | | | | | | |
| 18-25 | 3 | 2.65% | 7 | 6.19% | 10 | 8.85% |
| 26-35 | 32 | 28.32% | 19 | 16.81% | 51 | 45.13% |
| 36-45 | 21 | 18.58% | 3 | 2.65% | 24 | 21.24% |
| 46+ | 24 | 21.24% | 4 | 3.54% | 28 | 24.78% |
| <u>Years Coaching Experience</u> | | | | | | |
| 0-5 | 18 | 15.93% | 19 | 16.81% | 37 | 32.74% |
| 6-10 | 17 | 15.04% | 7 | 6.19% | 24 | 21.24% |
| 11-15 | 15 | 13.27% | 4 | 3.54% | 19 | 16.81% |
| 16-20 | 10 | 8.85% | 0 | 0% | 10 | 8.85% |
| 21+ | 20 | 17.70% | 3 | 2.65% | 23 | 20.35% |
| <u>Highest Level Coached</u> | | | | | | |
| <u>High School</u> | | | | | | |
| Assistant | 12 | 10.62% | 12 | 10.62% | 24 | 21.24% |
| High School Head | 55 | 48.67% | 20 | 17.70% | 75 | 66.37% |
| <u>Collegiate</u> | | | | | | |
| Assistant | 10 | 8.85% | 1 | 0.88% | 11 | 9.73% |
| Collegiate Head | 3 | 2.65% | 0 | 0% | 3 | 2.65% |
| Professional | 0 | 0% | 0 | 0% | 0 | 0% |

The second area of interest is with the positions currently held with the experience they have. If you look at figure 2, you will notice that 62 of the coaches have ten years or less experience as a coach. This makes up 54.88% of the surveyed coaching population. Of this amount, 40 hold a position of High school head coach, making 35% of our head coaches lacking experience to have the position they currently hold.

Figure 2

| <u>Highest Level Coached</u> | <u>0-5 years exp.</u> | <u>6-10 years exp.</u> | <u>11-15 years exp.</u> | <u>16-20 years exp.</u> | <u>21+ years exp.</u> | <u>Total</u> |
|------------------------------|-----------------------|------------------------|-------------------------|-------------------------|-----------------------|--------------|
| High School Assistant | 17 | 5 | 0 | 0 | 0 | 24 |
| High School Head | 18 | 18 | 15 | 8 | 19 | 75 |
| Collegiate Assistant | 1 | 1 | 3 | 2 | 4 | 11 |
| Collegiate Head | 0 | 2 | 0 | 1 | 0 | 3 |
| Professional | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 36 | 26 | 18 | 11 | 23 | 113 |

If we look at individual gender breakdown (Figure 3), 40% of male head coaching positions are currently held by coaches with 10 or less years of coaching experience, and 47.5% of all male coaches having 10 or less years of coaching experience.

Figure 3

Gender Breakdown

Male Coaches

| <u>Years Coaching Experience</u> | <u>Age 18-25</u> | <u>Age 26-35</u> | <u>Age 36-45</u> | <u>Age 46+</u> | <u>Total</u> |
|----------------------------------|------------------|------------------|------------------|----------------|--------------|
| 0-5 | 3 | 12 | 3 | 0 | 18 |
| 6-10 | 0 | 14 | 2 | 1 | 17 |
| 11-15 | 0 | 6 | 8 | 1 | 15 |
| 16-20 | 0 | 0 | 6 | 4 | 10 |
| 21+ | 0 | 0 | 2 | 18 | 20 |

| <u>Highest Level Coached</u> | <u>Age 18-25</u> | <u>Age 26-35</u> | <u>Age 36-45</u> | <u>Age 46+</u> | <u>Total</u> |
|------------------------------|------------------|------------------|------------------|----------------|--------------|
| High School Assistant | 2 | 8 | 2 | 0 | 12 |
| High School Head | 1 | 22 | 14 | 18 | 55 |
| Collegiate Assistant | 0 | 2 | 3 | 5 | 10 |
| Collegiate Head | 0 | 0 | 2 | 1 | 3 |
| Professional | 0 | 0 | 0 | 0 | 0 |

Male Coaches

| <u>Highest Level Coached</u> | <u>0-5 years exp.</u> | <u>6-10 years exp.</u> | <u>11-15 years exp.</u> | <u>16-20 years exp.</u> | <u>21+ years exp.</u> | <u>Total</u> |
|------------------------------|-----------------------|------------------------|-------------------------|-------------------------|-----------------------|--------------|
| High School Assistant | 8 | 4 | 0 | 0 | 0 | 12 |
| High School Head | 10 | 12 | 13 | 7 | 13 | 55 |
| Collegiate Assistant | 1 | 1 | 2 | 2 | 4 | 10 |
| Collegiate Head | 0 | 2 | 0 | 1 | 0 | 3 |
| Professional | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 19 | 19 | 15 | 10 | 17 | 80 |

Female coaches see an even more alarming rate. 78.8% of current female coaches have 10 years of experience or less. In a time when female athletics are on the rise and Title IX is in the front line, this is a major issue especially with 70% of these inexperienced coaches are head coaches.

Figure 4

Gender

Breakdown

Female Coaches

Years Coaching

Experience

0-5

6-10

11-15

16-20

21+

Age 18-

25

Age 26-35

Age 36-45

Age 46+

Total

7

11

1

0

19

0

7

0

0

7

0

1

0

3

4

0

0

0

0

0

0

0

2

1

3

Highest Level

Coached

High School

Assistant

High School Head

Collegiate

Assistant

Collegiate Head

Professional

Age 18-

25

Age 26-35

Age 36-45

Age 46+

Total

6

5

1

0

12

1

14

2

3

20

0

0

0

1

1

0

0

0

0

0

0

0

0

0

0

Female Coaches

Highest Level

Coached

High School

Assistant

High School Head

Collegiate

Assistant

Collegiate Head

Professional

Total

0-5 years

exp.

6-10 years

exp.

11-15 years

exp.

16-20 years

exp.

21+ years

exp.

Total

9

3

0

0

0

12

8

6

2

1

3

20

0

0

1

0

0

1

0

0

0

0

0

0

0

0

0

0

0

0

17

9

3

1

3

33

Should young coaches with minimal experience be expected to handle all aspects of a head coaching position? Responsibilities may include budgeting, scheduling, transportation, equipment inventory, practice plans, monitoring and organization of assistant coaches, player evaluation, media responsibilities, communication with school, parents, players and administration, technology, booster club interaction, vendor selection, school policies, state policies, website requirements, coaching education and certification with concussion risk and CPR/First Aid and AED usage. On top of all of these responsibilities, they then have to actually coach. This comes with the expectations of success in the program, the development of all players on multiple teams with multiple abilities at the same time, all while facing parental pressures and all of the different personalities that players have all at one time. As school districts, is it fair to put a young coach in

this position without the tools to be successful? Is it right to put the same expectations on a young coach that are put on a veteran coach?

Whom do coaches go to in time of need? As young coaches, knowledge and advice are always sought especially with issues not on the game side of coaching. Coaches should never be made to feel uncomfortable beyond the pressures of the game, but it often does, some more often than not. Mentoring would provide a natural defense for such concerns.

Three questions were asked regarding whom they would turn to. Figure 5 shows that with legal or parental issues, the Athletic Director is sought out more often than not. This is as it should be with the AD being the coaches' boss and being responsible for complaints against the coach and school. The communication lines with a coach and AD should be open and strong in all cases dealing with legal or parental issues. The results show also that many coaches would still rather speak with another coach on parent/player issues rather than the AD.

Figure 5

| | <u>Another Coach</u> | <u>Athletic Director</u> | <u>Other</u> | |
|---|--------------------------|------------------------------|--------------|---|
| Who would you prefer to talk to regarding coaching topics/philosophy? | 108 | 40 | 13 | On this question subjects were allowed to select more than one option |
| Who would you prefer to talk to regarding a specific legal issue in coaching? | 11 | 94 | 8 | |
| Who would you prefer to talk to regarding a specific parent/player issue in coaching? | 43 | 68 | 2 | |

The overwhelming trend with coaching philosophy and coaching topics is talking with another coach. Many coaches feel more comfortable talking to another coach rather than the AD. The need for mentoring to supply this communication is quite evident. Besides the evidence of whom they prefer to go to, the desire to participate in a mentorship program is obvious.

The following three questions are measured with a 5-point Likert Scale, agree-disagree answer system. (See Figure 6) The results in Figure 6 show that coaches in North Dakota are open to participating in a mentorship program, or as least being involved with other coaches to discuss coaching topics and issues.

Figure 6

| | <u>Strongly Disagree</u> | <u>Somewhat Disagree</u> | <u>Neither Agree or Disagree</u> | <u>Somewhat Agree</u> | <u>Strongly agree</u> |
|--|--------------------------|--------------------------|----------------------------------|-----------------------|-----------------------|
| There is a need for coaching mentoring programs in high schools. | 9 | 4 | 11 | 54 | 35 |
| There is a benefit to discussing general coaching issues with other coaches. | 10 | 1 | 1 | 24 | 77 |
| There would be a benefit for young/inexperienced coaches to being assigned a veteran coach as a mentor. | 6 | 3 | 4 | 48 | 52 |

The results in Figure 6 show 79% of coaches surveyed in North Dakota somewhat agree or strongly agree that there is a need for coaching mentoring programs at the high school level. Also 89% somewhat or strongly agree that there is a benefit to discussing general coaching issues with another coach. 88% somewhat or strongly agree that there would be a benefit to assigning a young coach with a veteran coach as a mentor.

The final section was a set of five questions to have coaches voice what they thought on a variety of issues. They could write as much or as little as they felt necessary in order to answer the questions. Each question was categorized into topics discussed in their answers. A complete list of comments has been provided in the Appendix located at the end of this report.

Question 1 asked, "Can you identify a coaching mentor in your life? If so, identify the qualities this mentor provided that identifies them as a mentor to you." The purpose of this question was to gauge the coaches' feelings about the qualities that they perceive as necessary to have in order to be a quality coach. 89 coaches provided opinions on this question. Three coaches said 'no' or 'none' to the question. The answers to the question could be broken down into five main categories: positive leadership shown, role model on and off the field, knowledgeable of the game and situations, organization/management of games and practices, and overwhelmingly the caring relationship shown that went beyond just being at the sport coached (See Appendix A for a complete list of comments).

Question 2 asked, "What do you feel are the largest issues to deal with as a coach in 2016?" This question was asked in order to get coaches thinking about their day-to-day challenges and the aspects of it they have the ability to control and the things that they cannot. Of the 113 coaches surveyed, 89 provided responses, which contained 126 specific points noted. These 126 points were broke up into five categories: parent issues, athlete issues, administrative issues, job responsibilities and other. Parent issues led the way with 56 responses, representing 63% of the comments. This included complaints, unreasonable expectations, over involved, playing time issues, and entitlement. Second was athlete issues. This had 31 responses, or 35% of the coaches. This included participation, entitlement, lack of work ethic, injuries, off season dedication and commitment. Third was coaching job responsibilities. This had 19 responses, or 21% of the coaches. Included in this group was budget issues, transportation, time commitment, dedication of staff, legal rights, paperwork, scheduling and discipline. Fourth was the 'other' category. 'Other' is represented with 12 responses, or 13% of the coaches. This category included things that indirectly affected the coach and team such as cell phones, society, social media, performance and participation with outside teams, video games and community support. The final category,

administrative issues only had 9 responses, or 10% of the coaches. Having this as the lowest category is a sign that coaches and AD's are increasing communication, and establishing a working relationship that benefits the coach, team, school and program.

With this mindset created, Question 3 moved into mentoring issues: "Do you think coaching mentorship programs would be beneficial if introduced into your school? Why or why not?" With ninety-three coaches providing responses, eighty-four gave a positive answer; six gave a negative answer and three showed uncertainty in whether or not it would be beneficial. (See Appendix C for a complete list of answers and responses). This is a 90% positive response rate among coaches. The why or why not response section provided a wide variety of positive reasoning, including high turnover, lack of experience, and the need to create communication with other coaches and staff members. Negative responses included time constraints and an unwillingness to participate, as well as not having financial compensation for the time participating in the program.

Question 4 pursued the topic of coaching mentorship deeper, asking for examples. "If yes, what do you feel should be included in a mentorship program if one was introduced in your school?" Seventy coaches provided feedback on this question. (See Appendix D for a complete list of answers and responses). The one factor that stands out in all of the comments presented was communication. Whether or not it stated to be a required coaching class within a school with an agenda and stated purpose or just being able to sit down and round table discuss coaching issues, they all are infused with the need to communicate. From talking about on field strategies to having a specific manual created for dealing with situations, the majority of the comments dealt with communicating with other coaches and older, more experienced coaches providing experience and information. In the job market today, experienced coaches are very desirable. In the coaching ranks, coaches are getting younger and less experienced everyday as well as having little to no experience actually coaching. The top tier of highly experienced coaches are retiring and moving out of the coaching ranks. School districts often have to hire teachers with no experience just to have a program continue. There is one common factor though, whether it is sports, activities, music or club events: they all deal with issues that are almost the same. Parents, budgets, time constraints, education, administration and community pressures all come with the territory when wanting to be great at coaching or directing an activity. No one in the coaching ranks is immune to it. The old saying is that you cannot please all of the people all of the time. This is true, especially in coaching. If we can provide the opportunity to pool our resources and experiences, we can create a coaching staff that can make the majority happy, which will drown out the few that never will be.

The final question asked was to show that there is a difference between continuing education and mentorship. The coaches were presented with the final question 5, "What professional development opportunities do you believe would be helpful to you in advancing your coaching career?" The answers were very different from Question 4. There were 89 suggestions made as to what coaches thought would be helpful. (See Appendix E for a complete list of opportunities submitted). The responses were broken up into 4 categories: the first was 'Education'. This was anything dealing with clinics, classes, continuing education and sports specific training. The second was 'Mentorship'. This included topics such as coaches' gatherings and shadowing of other coaches. The third dealt with 'Personal Development'. This was improvements in public speaking and communication skills. The final was categorized as 'Other', including all other responses such as N/A, unsure, and inability to decipher the question. Of the 89 opportunities selected, 68 (making up 76% of all comments) were education based. Clinics and classes to learn about their specific sport or learn from a college/professional coach was the main topic of opportunity. Mentorship covered 15 (17%). Many of these comments mirrored the comments from question 4, including coaching gatherings and sharing of experiences and shadowing of other coaches to see techniques and styles used by coaches in other sports. Personal development only had 2 suggestions (2%), and they were focused on the ability to develop public

speaking abilities and communication. The final four comments, making up 4%, were statements of N/A.

Conclusion

The results of this research show a very strong need for the addition of mentoring at the high school level. The research shows coaches leaving the profession, and coaches with 10 years of experience or less are becoming the majority in the field. Those with 21+ years are nearing the end of careers, and the valuable experience will be lost with them.

There is a definite mindset that coaches have, breaking their needs up into two categories - mentoring and organized education. Coaches are quick to want to learn more about how to coach the sport they are involved in. Clinics, classes, continuing education and sport specific training are all fantastic ways of developing practice and game techniques and styles. Yet there is a strong need for training, coaching, and the day-to-day interactions and responsibilities of dealing with all issues outside game strategies. Mentoring is the piece that can fill this void. Whether organized into monthly meetings, veteran coaches addressing younger coaches, shadowing of experienced coaches to observe and gain knowledge or just a simple barbeque or gathering at the local tavern or school gym are all ways for coaches to share the valuable experience.

The fact is that all coaches deal with situations that make them uncomfortable, and many can lead to serious complaints, issues, and even legal liability (Monk & Deutsch, 2016). Often a simple conversation is the push needed for a coach to make the right choice, or the best choice as to how to deal with a situation. The trend shown is that more trust is being put into administration for help, but often they do not ask for it. AD's, principals, coaches and staff all need to be on the same page. In conversing with local AD's, they all seem to have the same philosophy. They are willing to help if asked. They agree that coaches need to make sure AD's know what is happening in a program. They should not allow a situation to blind-side them without preparation for the issue. Communication and organization is the responsibility of the AD and the coach.

Mentoring allows coaches the ability to speak openly about issues. Most discover that all coaches deal with the same problems. In all businesses, everyone has a point person if there is an issue within their department or job. It should be the same in coaching. A coaching staff need to function as one community and support each other not only as a fan, but as a friend and colleague. This is why there is a strong need for coaches coaching coaches at the high school level.

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Appendix A

(Comments are listed exactly as they were recorded – no editing done)

Can you identify a coaching mentor in your life? If so, identify the qualities this mentor provided that identifies them as a mentor to you.

- Openness, honesty, accessible, encouraging
- Yes, they have experience and are able to understand difficulties that arise in my coaching career.
- honest, hardworking, fair, dedicated, appreciated the athletes
- Dedication and time spend, professionalism
- My college track coach, I told him I was taking on a coaching job and without question he asked me if I needed help, needed pointers, training techniques, etc.
- Cared about me, the sport, and the youth as individuals
- Experienced, well spoken, professional
- explained what was expected of a coach
- Honesty
- Stressed always start with the basics.
- Honest, showed empathy, humble, had passion
- My mom was a head coach and now my sister is a head coach. Both of them offer advise without judgment, help me find my best qualities, both are great athletes and know what it takes to be a student athlete
- No
- Listened well to the problem and did their best to offer wisdom or advice. Was very supportive.
- Understanding, explain things in detail, give examples from their coaching experiences, don't make me feel small for asking questions
- Yes, open minded and supportive
- experience, rational calm demeanor, good listener
- Yes. He taught me about responsibility, being prepared, understanding that some players days might not have been good so be understanding.
- Knowledgeable, empathetic, wise
- personal knowledge, go to person for all the questions that come up when you are a young coach
- Yes they had a clear philosophy and approach to how they did things. They managed player and situations in the game well. They were always prepared and had a focus for practice.
- None
- Theories on the game, ways to incorporate techniques into practice. Issues on the field, no real issues off.
- Organized, friendly, clear directions
- Rich Olson - attention to detail, the desire to learn new things and implement them into your program
- Experience, Positive Attitude
- Patience, understanding, willingness to teach
- Yes, Coach Conlon was a HS Football coach of mine. He was stern, hardworking, loyal, and he would listen to his players. He checked in on his players to see how classes were going, knew everyone's parents and asked about them. He treated every player fair, but still differently. He knew how to get the best out of us, which buttons to push. Always challenging us to be better. He was a class act in the classroom, on the field, and in the community.
- Yes, He was always offering advice and acted like a mentor.
- Leadership, Honesty
- Yes. Building relationships, organization skills.
- Yes; He led by example- he expected things out of his players and held himself to those same expectations.
- Support, honesty
- Leads by example. positive role model. very knowledgeable coach but compassionate for the person.

My athletic director is a coaching mentor to me. She is who I go to if I have an issue and she helps me resolve it.

Yes. Experience, and a vision and coaching philosophy for their program.

The qualities that my mentors have provided have been great listening skills. Calm and thoughtful answers to questions I have asked. They have been honest in the advice they have given to me even if I do not like their point of view the honesty helps out a lot.

Knowledgeable and patient

Respectful, knowledgeable, experienced, outgoing, someone who values all relationships.

Approachable, Intelligent, Gets me to think about my own philosophy/decisions/questions/situations, etc.

Availability. Always willing to help.

Teacher, Challenges me to be better, Knowledgeable, Listens, Respects me and my players, Caring

He explained the specific reasons why he gave certain assignments/corrections at the beginning of my training, then asked my what correction would be appropriate, what assignment I should give, etc in real-time situations to teach me to work accurately under pressure.

Myron Schulz

Yes. Respectful, responsible, prompt, well prepared, always professional

Many year experience with different athletes, parents and situations

Approachable, Intelligent, Personable

Experienced, qualified, valuable, caring, responsible

Patience, Allowed me to fail, provided responsibilities,

My High School Head Coach. The determination to succeed through every obstacle.

Longevity in the Coaching Field, Knowledge of the Game, Interest in the Coaching Profession, Relationships and Report B/W players and other coaches in the profession

Yes. He was very firm with his answer, didn't seem hesitant. A coach who gives suggestions but also fully accepts your ideas as well.

leadership, organized, family

My college baseball coach had a huge impact on my early years as a coach but the single most important thing I took from our time together was to always be professional and handle yourself in a manner that would make your mother proud

No

Yes, they exhibited, leadership, organization, and experience

Confident, Analytical, Passionate, Leader, Role Model

Yes. Always available to discuss questions... willing to learn as well from others.. not arrogant, strong character in coaching as well as personal life. My mentor has coached under experienced coaches as well.

Caring, love for game, passion

My mom was a long time Varsity Bball, and Vball coach. She taught me what it takes to be a successful coach, and that the athletes always come first.

Organized, professional, great communicator

Honesty and loyalty

Yes, he was available to me and willing to answer questions I had. He didn't always have a specific answer, but was a willing sounding board.

My dad(Head girls basketball coach); leadership, passion for the sport, organization, and commitment

Yes, advice on how to structure practices and keep a team under control

The experiences they could share with me- and able to relate to my experiences

leadership, character development, discipline, fundamental development, mental approach

My high school football coach. The ability to listen..

Consistent, disciplined, stress the fundamentals, practice is fun but focused

Good morals. Good coach

My Father was a coach for 34 years and I participated for him and was an Assistant Coach for him for 6 Years so I learned alot !! other coaches that I played for and coaches I worked with . Experience- Leadership skill, communication skills, compassion for the athlete and Passion for what he or she did!

Honest and Approachable

organized, current with new coaching techniques

Yes. The ability to teach and listen

I also work as a Secretary and see my principal as a great coaching mentor. She is knowledgeable and a great communicator.

work ethic, care for athletes, love of coaching

Head coach who had been coaching for many years.

Understood what was important. Which battles to fight? knew the unwritten rules

Gets along well with others, thinks logically, works hard knows what she's doing

The mentor helped with time management, working with parents and athletes and providing support by listening to ideas that I had.

No Coaching mentor. My High School basketball coach was my hero.

They were people who were well respected by both fellow coaches and athletes Thought of as being successful even if they didn't have a winning record

Longevity; Listening vs judging; offered a solution rather than telling me I am wrong.

Integrity

transparency on how he does things, honesty, work ethic

Jack Carlson & Roger Stone. Honest, organized, caring, knowledgeable, passionate.

My mentor provided insight how to deal with specific parental situations and player situations.

Open mind and honest.

yes, A coach/AD that has been doing both for a very long time

Appendix B

(Comments are listed exactly as they were recorded – no editing done)

What do you feel are the largest issues to deal with as a coach in 2016?

Lack of participation on a large scale paired with the thought that the athlete should be a Varsity athlete or starter when they shouldn't

Parents of athletes

athletic director complications

parents, administration, getting players to "buy in"

cell phones!! some kids can't keep they're noses out of them.

Self sacrifice/team commitment

Parents with unrealistic expectations for their son/daughter

player/parents

parents

Parent complaints, budget issues, transportation issues

Unrealistic expectations of athletes and parents

Entitlement, teams outside of school, parents, tv, lack of role models

Parent. Parents. Parents

Appropriate expectations of student athletes as both athletes and students

parents

Being able to push kids without them quitting.

convincing kids that physical preparation and improving athletic ability is adamant for team competitiveness and potential success (not necessarily based on wins and losses)

Everyone gets a participation ribbon or trophy. Athletes feel they should be rewarding no matter what.

parents

Changes in society, parents, accountability of athletes,
getting kids interested in activities

Parents/playing time.

off-season responsibilities

Parents, injuries

parents

Parents mad about playing time

Parent issues and unreasonable expectations of their children

Parents!!! They need to be a parent at home, push the player or help them in the off season, and be a fan during the season. (between you and I it would be a dream to coach with empty stands)

Parents, the increase in paperwork.

Legal Rights, Parents

Parents/Guardians (sadly)

The presence of social media. This is the biggest issue without question.

Parents and anonymous communication from others about program

I think the largest issue is parents being too involved and bringing up issues before the athlete has even come to the coach.

I think the largest issues in small town ND is finding a way to get the athletes to put in the extra time in order to make them better.

Entitlement

Spoiled kids by parents.

Creating a similar mindset and culture of athletes, parents, staff, administration, etc.

Fair treatment of all athletes, winning vs. having fun

parents,

The expectation that the coaches' job is to make the athlete good at a sport. I believe our job is to motivate each athlete to WANT to make themselves good at the sport, then give them the tools to accomplish their goals.

Parents

Important to have communication and be professional

Parents

Proper Forms of discipline

The increasing lunacy of parents

Parents

Parents, Video Games

Parents

Parent/player expectations

Player buy in, parents, administration, lack of coaches on staff, coaching shortage,
participation numbers

Parent Issues, lack of Administrative Support at times Because They have their hands Tied,
Family Cultures

Dealing with angry parents.

Parents
 Scheduling on a day to day basis. As you know being a baseball coach you plan and god laughs.
 Not sure.
 Relationships with parents and students that feel entitled.
 Parental Influence and involvement
 Parents with unrealistic expectations, non-committed coaching staff
 None
 Making sure yo meet the needs of every player on your team. Everyone needs to be coached in different ways.
 parents, work ethic of kids
 What is my job description, to much gets pushed on a head coach.
 Parent-coach relationship; being pro-active with communication and prepared with expectations to minimize problems.
 Correcting bad habits from previous coaching from traveling leagues or summer leagues.
 Parent over involvement.
 dealing with kids who feel entitled
 Dealing with parents
 parent and community pressures
 Parents and thefeeling of entitlements.
 Athlete entitlement, negative parental involvement, lack of administrative support
 Parents
 Techknowldge, coaches always need to be up on the newest trend or Fad to council athletes in what is best for them
 social media
 Parents and school administration rules and regulations
 athletes lack of inner drive and perseverance
 Parents, Lack of Philosophy and consequences for athletes and coaches if the actions don't follow that philosophy
 Social networking and communication
 dealing with the parents of athletes
 time commitment
 Social media abuse and rules violations involving drugs and alcohol. Parental pressures and influence can also be a concern.
 Poor Administration!!!! No backbone.
 Parents
 Parents
 Balancing busy student academic schedules with sports
 PARENTS, unsupportive/clueless/gutless administrators
 Parents.
 Social media
 Lack of support and more importance on winning and losing rather than character development
 Parents

Appendix C

(Comments are listed exactly as they were recorded – no editing done)

Do you think coaching mentorship programs would be beneficial if introduced into your school? Why or why not?

Yes

I think they would be helpful because it's nice to know you're not alone when dealing with issues in coaching. It's nice to hear what other coaches have done that has been successful when dealing with those same issues.

Probably not due to most of our coaches being experienced and we tend to not welcome change.

Yes, we have a lot of turnover, especially with JH and assistant coaches.

Yes, if someone takes a coaching job with little experience another coach could guide them and help them with any questions the new coach might have.

Yes, coaching can be overwhelming regardless of experience, so a young coach having an established relationship with an older coach or coaches to talk through things with would be huge.

Yes. We have coaches with little or no idea of what they are in for.

yes, it would allow new coaches to get some insight as to how to handle situations
yes, young inexperienced coaches on staff

Yes, it would be beneficial to have someone to seek out with questions or concerns, just as teachers have a mentor their first year at our school.

Yes, it would help them understand what is required, and would give them someone to talk with.

Absolutely! Coaching is way more than X's and O's. That may be 25%. Leadership, treating people the right way, and logistics take so much time up

Yes. It would be beneficial to retain coaches

No, I don't - because I believe tax payers dollars are better placed in other areas of education and there's already enough funds and attention placed on sports

yes, may provide an outlet for coaches to find support

yes, I believe we have a lot of veteran coaches who would be great as mentors to inexperienced coaches like myself

Yes as long as it was not too time consuming.

yes, but it would have to be a good plan, not like a lot of other initiatives that have good initial impetus, but then run out of gas and are put to pasture to rust out and exist in the realm of "fly by gotcha moments" in education

Yes. We get new coaches every year and guidance is very much needed.

Perhaps, although it could just be adding more stress and work into an already busy season.

yes, We have many young coaches that could benefit from the knowledge older coaches have gained through the years.

Yes, I think coaches can learn a lot from each other.

possibly - depends on program and mentor

I could see it being beneficial as a way to have someone assigned to visit with for discussion, it may open up more conversations for a coach as opposed to simply talking to any coach.

Yes

Yes, advice from more experienced coaches. New coaches could share newer ideas also.

yes can always work on improving the coaching profession

I think most people start as an assistant which makes you have a mentor as the head coach. If it was my first year being a head coach, then yes. But if you have been an assistant, the head coach would act as your mentor

I think a program can help younger coaches with the expectations and rigors of an entire season of coaching.

Yes, although some older coaches would not feel like they have time. They are stuck in their old school ways, it's the way it's always been done so why change it.

Maybe a mentor for a new head coach would be good, but most head coaches mentor their younger assistants already.

Yes, Would help younger coaches. This would result in younger coaches staying with coaching as well.

Yes. I think with more and more young coaches coming in it would be beneficial for them to learn from the issues that veteran coaches have dealt with.

Yes. I think that we have quality coaches who would be able to provide insight and perspective to younger assistants.

Yes, gives coaches an outlet of support

Yes, I think it would be beneficial because it would be nice to have input from someone who is an experienced coach. I started with the head coaching job right out of college and never was under someone who had done it for a time.

Absolutely. It'd be a great way to simply open a dialogue between coaches you don't regularly communicate with.

I think to an extent we as coaches already kind of do this in our school. We bounce questions and ideas off each other many times during the year. I just do not know if a program is really needed. I could see the positives in a program like this for younger coaches in their first years of coaching.

Yes, unless they are bogged down in paperwork.

Yes, because you think you know it all, it's time to get out of the profession.

Yes, absolutely. Mentorships are valuable for not only the mentee but also a lot of value for the mentor.

Absolutely. Any smart young coach will do this informally any way. Many of the ones who don't need it.

Yes, because I believe that it is an opportunity for give knowledge and support to each other. Young coaches and veteran coaches can learn from each other.

Yes. It is interesting to hear stories explaining why a coach thinks or does things a certain way. It widens your perspective and better prepares you for the possibility of experiencing that situation for yourself.

No. Coaching staff is relatively young.

Yes. It would really help the young coaches develop and learn from experience of others

Yes because it would give more accountability to struggling coaches who need to improve

Yes, to get a feel for how a coach should interact with athletes, situations and parents.

Especially each unique/individual athlete

Should be good, but the problem would be agreeing on what are good coaching points.

Yes

It's tough to say, most of our coaches are surrounded by veterans - so they are already getting mentored in a way.

I have coached for 5 years and only recently have grown into a good role model for my athletes. Having a mentor at the beginning may have been helpful. But it was also something I had to realize on my own.

I'm not familiar enough with these programs to answer this question.

Not sure, it would depend on what the time demands were. Many coaches in our district are involved in something all year long

Possibly, As it could help keep coaches and promote teachers to coach-Already doing some mentoring within our own GBB program

Yes. Especially this year we have many first-year teachers, which means several first-year high school coaches. Some with some experience, some with little to none. Mentorship programs would be beneficial in my opinion. But, at the same time, consuming if they're also in their first year of teaching and have all of that time dedicated.

Yes, All schools seem to change coaches on a regular bases

Absolutely. As the longest tenured coach in my school I see a lot of questionable decision making from our younger generation and if I had time to visit with them I think I would both be able to help them as well as understand their thought process

Yes, it is beneficial to get another coaches' perspective and ideas.

Yes, it is getting harder to find people that want to coach and most coaches don't stay in the profession for multiple years. Mentorship may help retain some coaches.

yes. The longevity of a coach may very well depend on the experiences during the first few years. A mentorship program can assist in making the experience as positive as can be

Yes... we have many coaches that could use mentoring.

Maybe.

Yes I would. Everyone can continue to learn no matter how many years they have coached.

No...most of our coaches are experienced

Yes, Coaches are hard to find and the more help we can give the better. Longevity should be rewarded.

Maybe. The issue with most class B schools (such as the one I work at) is that there are so few people to pick from. It would be good if you could get a good personal fit with a mentor, but often in small schools it's difficult to find coaches, let alone a mix of coaches that would work as good mentors.

No, because there is a chance that not everyone will benefit from it. If it were to be a thing I think it would be better to have it as an option to do or not to do. It is definitely something that would be a nice option.

Yes, for the first year I think it would be beneficial to help with travel and practice planning. also how to do other administrative duties.

Yes- we have several young coaches who need the continued support

Yes, they would provide an opportunity to have those young coaches be directly involved with day to day practices, meetings, and games.

Could if the program is bought into.

yes, young coaches are to often hired and then given a team to coach with very little input from other coaches(too busy)

Yes. As a first year coach, I would benefit from a mentor

It was a Great Benefit for me when I started and I still believe it is today !! With what I gained In perspective in those early years has kept me coaching for 39 years !!

I feel it would be difficult with the various time restraints

Yes

I think it depends on the quality of coaches leading it or the quality of coaches' program

Yes. As a new head coach, it would be beneficial to know the ins and outs of rules, communication, and other coaching techniques.

Yes, but I feel, despite not having a formal program, mentoring is being done

- Yes, it would be helpful to have a ear to go to if you have issues
 yes it would be.... anytime you can learn from someone (good or bad) it is helpful
 Yes, would be a good learning experience
- Yes. I think all new coaches need someone to help them with adjusting to time demands,
 parental demands and coaching philosophy.
- No - As a person you should find your own mentors, so in coaching it shouldn't be any
 different. Assigning a person doesn't have much merit.
- Yes I think they give a young coach someone to turn to when they have question and give
 them someone to bounce ideas off of
- Depends on if the program is mandatory or volunteer. I believe coaches like to be independent
 with accepting new ideas. Make it mandatory and they would accept it with time.
- Everything would depend on the personalities involved, but if done properly I believe it would
 be a benefit.
- Perhaps. Usually being an assistant is a good mentorship in itself. Young head coaches would
 benefit the most.
- Yes. I learned a lot from experienced coaches.
- Yes. Young coaches need to understand there is more to coaching than wins and losses.
 Relationships are key with the kids and parents.
- I think it should be state or region wide. It's beneficial to come together and talk about topics.
 yes, we have some young coaches that still have a lot to learn and would benefit from such a
 program

Appendix D

(Comments are listed exactly as they were recorded – no editing done)

If yes, what do you feel should be included in a mentorship program if one was introduced in your school?

- Offer it for credit because it would take time and that's not something many coaches have an excess of.
 shadowing, coaches conventions and clinics
 coaching techniques, not only with the sport itself but how to conduct yourself around students and how
 to properly address a situation.
- Beer and backyard fires. Seriously, though, there needs to be time spent and real relationship between
 mentor and mentee.
- How to deal with parents, AD's, players etc.
 how to deal with parents and strategies to handle them
 community and parental support of the program.
- A list FAQ's with answers. For example if a parent calls you about ____, follow these steps. This would
 provide consistency throughout the athletic department when handling parent concerns. A list of
 fundraising opportunities in town or online would be helpful as I did not have any guidance. A time; such
 as what to do in the first week (schedule pictures, hand out uniforms, order new uniforms, etc)
- Time for collaboration, leadership skill, organizational skills, and sportsmanship training.
 AD, veteran coaches, weekly meetings, open conversations
 Clinics, how to talk with parents , importance of building relationships
 Assigning a mentor so both coaches are on the same page as to the expectations.
 Talking x's and o's and talking about how you want to handle everything off the court.

dealing with parents, participants, hiring assistants and expectations you have for them, having a sustainable program regardless of wins/losses, financial management (who to order from, what's a good deal, what isn't), general pseudo support group where coaches can go to get advice or whatnot
 Leadership, the benefits of working hard and to understand the schools philosophy.
 Mandatory meetings with expected topics to be covered. Also, constant feedback from the mentor.
 Apprenticeship opportunities, coach with an older coach if that opportunity is available. Weekly meetings, observations, etc.

not sure

Monthly or bi-monthly discussion between coach and mentor maybe.

How to handle tough situations, how to stay organized.

One on one sessions. Meetings with parents. end of year evaluations. prep for season

yes

Open discussion, little to no paper work

Varieties of ways to deal with problems/issues that one is going to face as a coach

Sitting down weekly, going through practice planning, drills to be used, how to handle kids, ask them if they have any questions.

Practice planning, dealing with kids and parents

Any legal issues, parent issues.

I would be in favor of one, but I am not sure what would need to be established in order for it to work.

Shouldn't be too extensive, support programs, resources for dealing with off field issues

Meetings with them to discuss issues that you are having and hopefully they could help you find solutions to resolving those problems.

If I had a mentor, I would like to take an online course with them at the same time. That would give us a platform for discussion

Opportunities to follow coaches you desire.

Collaboration, co-coaching w/ gradual release of responsibility (depending on the individual), created "norms" that would be agreed upon to follow (communication guidelines, boundary lines, etc.)

Set meetings to discuss issues/ask questions. Observation of 1-2 practices and 1-2 games/meets.

structuring an effective practice, resources for drills and plays, how to handle parents, time for sharing what is going well and what isn't and then problem solving together.

Round table discussions about motivating children, how to remove toxic players, dealing with parent confrontation, etc.

I feel the new coach should try to be with an experienced coach as an assistant before moving to the head position.

Practice timing, parent involvement, and addressing parent and athlete concerns

Effective forms of discipline along with inappropriate ways. Focus on each athlete as a unique individual
 Ethics, Responsibilities besides making up a practice plan, Dealing with parents, Consistency with a well-thought-out school plan for playing time at younger levels (and ways to communicate that information to parents)

Different courses over different coaching topics and areas.

I would say having mentors teach the coach how to be in charge but also have a family type of bond with their kids.

Possible meetings once every two-three weeks. Nothing extremely time consuming, but anything to help in time of need.

Communication with AD parents coaches, Preparing for the season, Organization, Safety,

Its funny but many of the coaches in our school have sought my take on issues i think if some sort of casual no pressure forum could be scheduled to discuss issues openly without other admin who intimidate the young ones that would be step one .

I feel time spent with a mentor observing and sharing information is the most valuable.

1 to 1 mentorship and large group coaches meetings

We need more women involved... create partnerships with various levels of coaching experiences. leadership ideas, motivation, etc..

Human relations coarse. Dealing with the stresses of coaching.

TIME (and, in turn, money). It is difficult to build a mentorship program without putting the time in. The difficulty is that coaches, most of whom also teach, have very little time and, therefore would need to be compensated.

Mainly administrative roles should be touched on by coaching mentors.

Dealing with parents, dealing with today's kids, player development, etc.

kind of like student teaching and having standards that are being learned and followed. Planning a practice, scheduling, parent meetings, setting team rules, policies of the program,.

Disciple - drills - do's and don'ts

More time to visit, work on practice plans, evaluate practices, ...

Weekly meeting. Evaluation

Knowledge, Relationship building (Team Work), How to handle unusual situations -, Wins & Losses, a Parents death, death of a fellow student, Divorce, To know that Family always comes first !!

Motivating athletes without crossing the line and staying professional. Handling Parent Conflicts

Rules and regulations and communication guidelines

weekly contact time

The mentor should be someone in your coaching realm that understands the sport consistent follow up, continue year to year and have veterans also look at ways to get better Meeting before season started. Give new coach idea of some things he or she may see. Set up times to meet after things have started and make appropriated arrangements for future meetings

Leadership, professionalism and empathy.

quick meetings/check-ins; just someone to talk to with an objective perspective

Player/parent issues. Officials issues.

Experienced coaches allowed a stipend and have the opportunity for young coaches in a mentor program to earn credit.

A variety of topics from X's and O's to dealing with parents to developing a competitive culture. scheduled times to meet and work together

Appendix E

(Comments are listed exactly as they were recorded – no editing done)

What professional development opportunities do you believe would be helpful to you in advancing your coaching career?

Get together with other coaches in your sport and others
rules and regulations training

Time to shadow higher level coaches

I think having the ability to public speak a little better would be helpful for me, so if I take on a head coaching position, I could conduct parent/student athlete meetings.

Spending time getting to know other coaches and having the chance to learn about their programs/team culture
classes, workshops

clinics
 Book studies
 Sports specific
 Clinics, book study, workshops on leadership
 Clinics sport specific
 Items that are sport specific
 talking with other coaches in the district
 clinics that help with developing and running practices
 College coaching clinics. I want to hear in game specifics and what works off the field as well.
 leadership seminars, people management
 Round table discussions with other coaches on issues.
 methods classes
 local coaching clinics
 Coaching clinics with lots of variety.
 workshops
 Workshops from high level coaches about their experiences.
 Quarterly coaching meetings
 opportunities to observe other coaches. National conferences.
 The summer coaches convention
 Drills Clinic.
 Coaching clinics
 Coaching clinics, networking, twitter, email newsletters from college coaches about plays, motivation, and how to manage coaching and home life.
 Budget / Money to attend coaching clinics.
 Coaches Convention
 N/A
 Sport specific coaching clinics that are within a reasonable traveling distance.
 Continuing ed
 Classes taken within the district by all coaches to talk philosophy and leadership.
 I attend coaching clinics and I think they help out a lot. I think its great to hear different perspectives of other coaches.
 Online summer classes
 Going and watching someone in action.
 Active participation in closing the gap between levels of play.
 More chances to attend conferences/conventions, especially some of the national ones.
 1 or 2 days of coaching classes in different locations around the state so that everyone has an excess. Then they would have the option to driving to and from the classes so they could be home with family at night.
 Taping clinics, seminars about common injuries and how to prevent/deal with them, seminars about child/teen psyche and how to effectively combat issues caused by poor parenting.
 Clinics
 Coaching Conventions and Coaching Clinics as well as visiting with other coaches
 Mental training techniques classes
 Coaching clinics
 Video tutorials
 Observing other coaches in other sports.
 Team building

More psychology and culture building instruction.

Program building and motivating today's kids

Coaching Clinics, NDHSAA and Schools Supporting the Extracurriculars in General

As an assistant coach, being assigned to a veteran coach. One who can help you in difficult situations, offer advice.

Coaches clinics

I am near the end of my run but it is always nice to hear others' struggles and triumphs the kind of things brought up at coaching clinics

Attending more coaching clinics and seeing how other programs are run on a day to day basis. coaching clinics and conventions

Ability to attend coaching clinics or visit with coaching staffs from other schools

Clinics, classes, book study

No idea

I would love to participate in leadership clinics, but also hockey specific coaching clinics.

not sure what this question means?

Psychology classes, Dealing with home issues

Coaching conventions and clinics where there is time to develop Xs and Os of coaching as well as build relationships with other coaches.

Classes or seminars specific to my sport or position that I coach.

going to wrestling coaches clinics that are promoted by colleges

Coaching and player development- where do youth sports fit coaching clinics

Talking with other coaches.

regular coaching clinics in the sport, NDHSCA state conventions are awesome

Coaches Clinics both on the Local level and the National level are very important - opportunities work with younger coaches fuel their passion for the game!!

More continuing ed options

current trends in my sport

More district support...Professional Leave, a budget for travel to conferences

Conferences on communication techniques and advancements in our sport. coaching clinics

time to visit about game situations, outside expectations and a variety of others in a non-stressful way

Hands on coaching clinics

Attending state and national clinics and conventions to learn from other coaches.

Any opportunity will advance your career if you put some effort in.

The Tuesday session of State Coaches Convention

Advanced certification requirements

Coaching clinics

clinics, videos, books

NDHSCA conventions, NHSCA conventions, college clinics.

Technique sessions

Coaches round tables and other opportunities to meet and discuss topics.

More coaching clinics