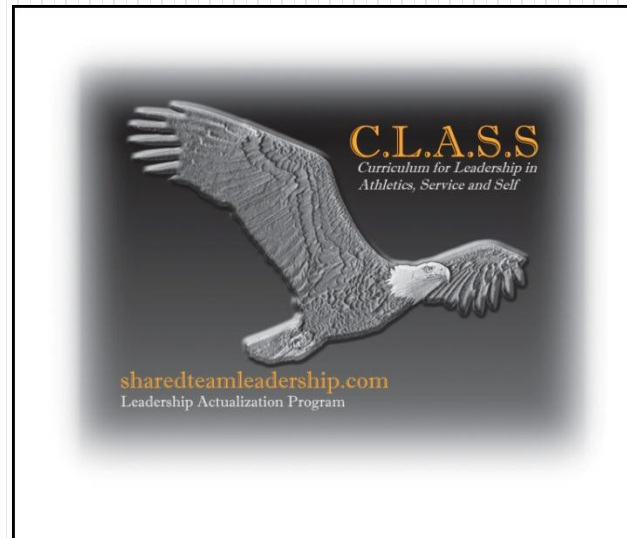


# Coaching Leadership

WSSAAA Conference 2013



Philip J. Willenbrock philwillenbrock@sharedteamleadership.com 253-223-2850

# Framework

Why Coach Leadership

Definitions

Perspective (A.D. & Coach Levels)

Function and Structure

Shared Leadership

Action Steps To Coach Leadership

HIB Impact

Assessing Your Programs (Teams & Coaches)

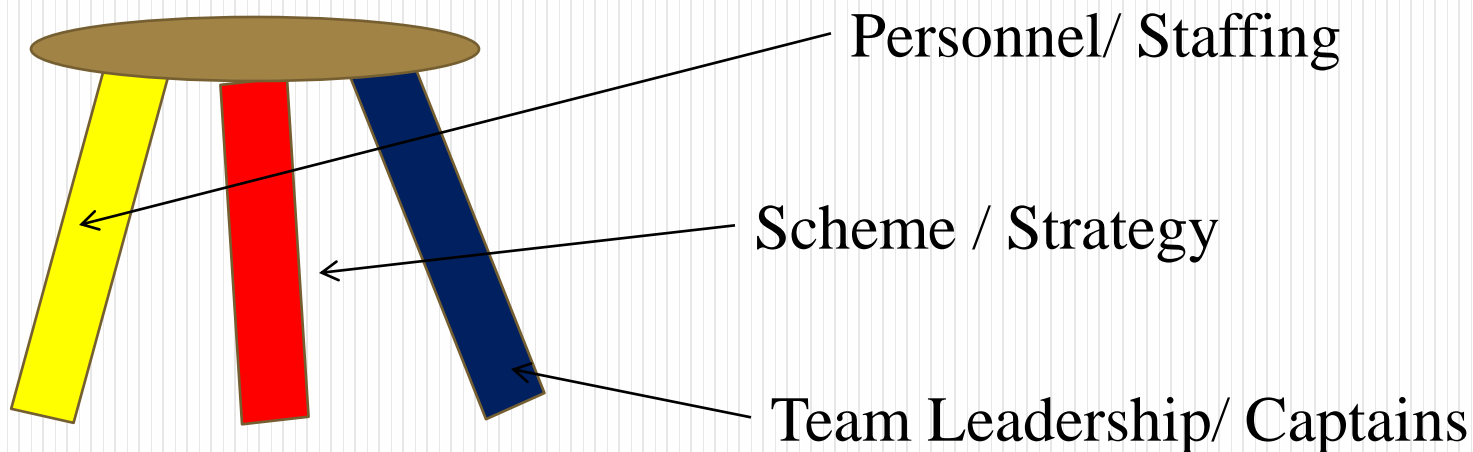
# Why Coach Leadership ?

Necessity- HIB Issues

“Headlines” - Media / Admin.

Community **Responsibility** – Youth Sport/ Outcomes

ASB vs. Leadership Education



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***"FIRST" C.L.A.S.S.***  
***HIGH SCHOOL LEADERSHIP DEVELOPMENT SEMINARS***

***Dr. Philip J. Willenbrock***

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Current H.S. Athletic Director  
20 Years College Football Coach  
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***SUMMER 2013***

***ALL CLASSES @ PENINSULA H.S. GIG HARBOR, WA.***

***Class #L01 "Leading Yourself,  
And Leading Your Team"***

***Saturday May 18, 2013 9:00—12:30***

***Saturday June 15, 2013 9:00—12:30***

***Friday, August 16, 2013 9:00—12:30***

***\* On-Location Seminar's Upon Request Pending Availability***

*Since 2010, more than 50 high school athletic departments have purchased and currently use all or parts of the curriculum including Duncanville H.S., TX., Southlake Carrol ISD, TX., Midlothian ISD, TX., Pflugerville ISD, TX., Brownsboro ISD, TX., Katy ISD, TX.*

The C.L.A.S.S. Leadership program is a curriculum designed primarily for Team Captains and Team Leaders in the Sports/ Athletics setting. One day intensive programs will enhance individual leadership capability through understanding what Leadership "is", what it "looks like", what Coaches expect of Team Leaders, and how Peer Leadership impacts Team Cohesion, Team Culture, and Team Competitive Success. Not only will Leadership training help in the team setting, but an individual's overall development through his/ her High School career and preparation for collegiate athletics.

**Topics Covered :** Principles of Leadership. Habits of Effective Leaders. Guarding Your Reputation. Decision Making. A Leader's Values & Ethics. Character in Leadership. Self- Leadership. Principles of Leading Teams. Leading Through Crisis and Conflict. Team Goal Setting. Characteristics of Effective Teams. Responsibilities of Team Leaders. Leading "Peers"

Class Size Limited to 26

Cost Per Class—\$44.00

***Benefits: Increased .... Leadership IQ, Awareness of A Leader's Role, Self-Confidence, Decision Making Ability, Charisma, Credibility, Awareness of Character, Sportsmanship, College Readiness, Self-Awareness, Personal Management... among others.***

***Registration On-Line at SHAREDTEAMLEADERSHIP.COM***



# Learning Journey/ Athletics

High School

College

Professional

1990 – 2001

2002 – 2003\*

2004 – 2007

2006 – 2009

2010 - 2012

# Leadership (Definition/ Function))

The process of persuasion or example by which an individual (or team) **Induces** a group to pursue objectives held by the Leader or **Shared** by the Leader and his/ her followers (Gardiner 1990)

**Model** the way (align actions)

**Inspire** a shared vision (envision, enlist)


**Challenge** the process (innovate)

**Enable** others to act (share power)

**Encourage** the heart (recognize, celebrate)

# Leadership (Function)

Leadership is a subtle process of *Mutual INFLUENCE*...  
to produce a cooperative effort in the services of purposes  
and values embraced by both the leader and the led  
(Bolman & Deal 2003)



(Basis for Team Analysis)

# Team Leadership (Function)

A set of two or more people with complimentary skills who **interact dynamically**, interdependently and adaptively toward a **common and valued goal**/ objective/ mission who have been assigned specific roles to perform and who have a **limited life-span** of membership

# Team Leadership (function) & Complexities

## I. Create the Mental Model

Objectives, constraints, **Roles**, resources

## II. Monitor internal and external environment

**Coordinate member behavior and interactions**

Skill development

## III. Establish behavior and performance. expectations

**Interaction patterns**

**Team climate**

# Job of a Coach/ A.D. (Function)

Complexity – How Do We Define Success?

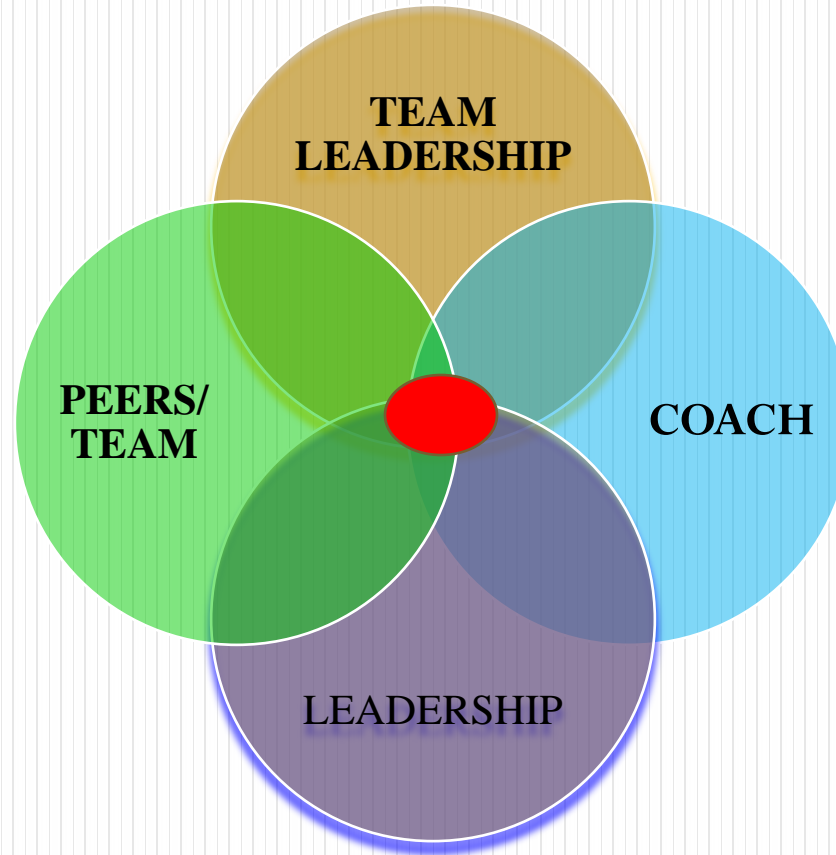
What IS the Job Description....and how do we Evaluate?

Create the environment for team effectiveness (Hackman, 2002)

- I. Create a Real Team (task, boundaries, **authority**, stability)
- II. Create a Compelling Direction (energize, orient, engage)
- III. Structure (Norms – How and What)
- IV. Support Systems (**Education**, Reward)
- V. Expert Coaching (Effort, Strategy, **Culture**)

$$AP = PP - PL + PG$$

# Complexity of Leadership



# What Research Says About Why....

Coaches have acknowledged that the team may lack motivation and cohesion if **peer leaders do not emerge** (Glenn & Horn, 1993)

Glenn and Horn (1993) found that most coaches fail to consider **psychological characteristics** when assessing an athlete's leadership abilities but rather choose players on **athletic ability** alone. (4 P's) **position/ popularity / performance/ personality**

Coaches consider leadership behavior among student athletes (peers) to be an important component of **athletic success** (Glenn & Horn, 1993)

By **arbitrarily** choosing the number of athletes as team leaders, the likelihood that some athletes may be **misclassified** is increased – those athletes who should be considered team leaders are not, and those athletes who are may not have the consensus of their teammates to truly be considered a team leader. (Loughead et al., 2005, p. 146)

With regard to the captain selection process, appointment or **election of team leaders** does not ensure that the individuals designated to lead will do so effectively (Glenn & Horn)

# Function / Structure

New Paradigm – Vertical vs. Lateral (inclusive of Peer Leadership)

Function of Coaching/ Team Leadership

Reveals

Necessary Structures to Support Functions & Coaching Leaders

(Transformational Thought...)

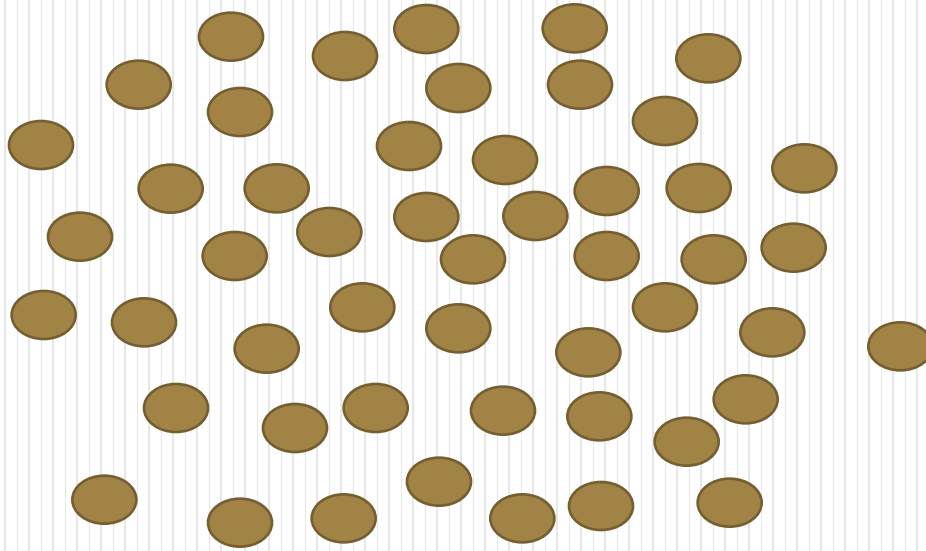
Thesis – The Need For Leadership Development

- Cohesion
- Culture of Citizenship (HIB)
- Buy-In
- Responsibility as a Profession

Needs – An Effective Structure

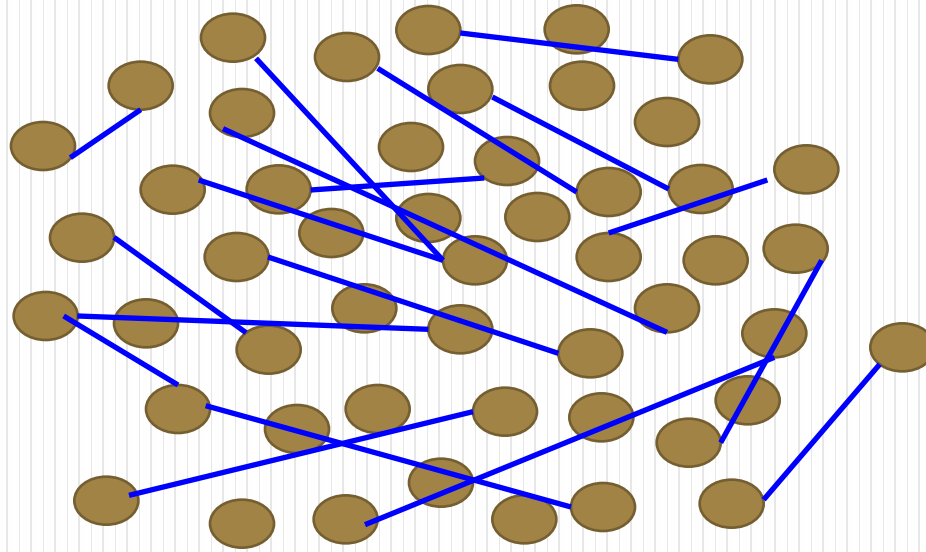
# Social Network Approach

Social Network = TEAM  
**Density & Centralization**



**50 Member Team**

**Density** = # of Links Relative to Possible #



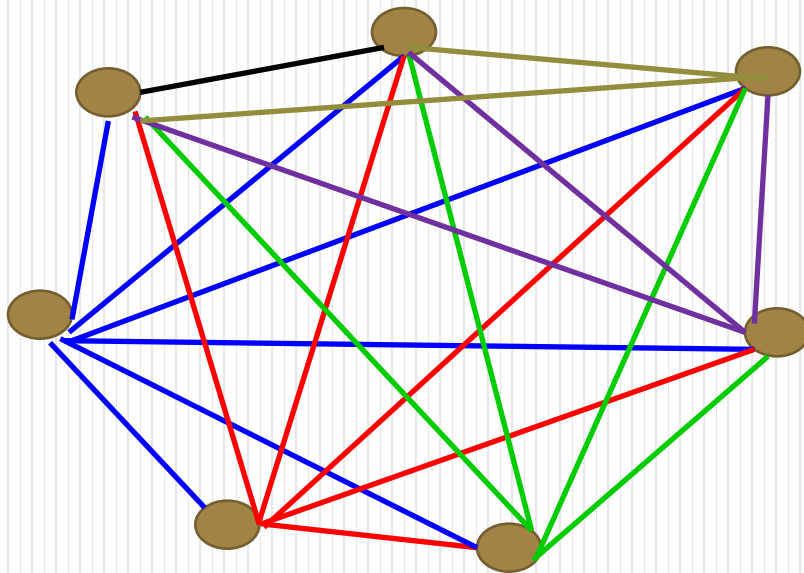
● Nodes (members)

— Links (connections)

$$\underline{\text{Links}} = n (n-1) / 2$$

Nodes ● Highly Dense 7 Member Team

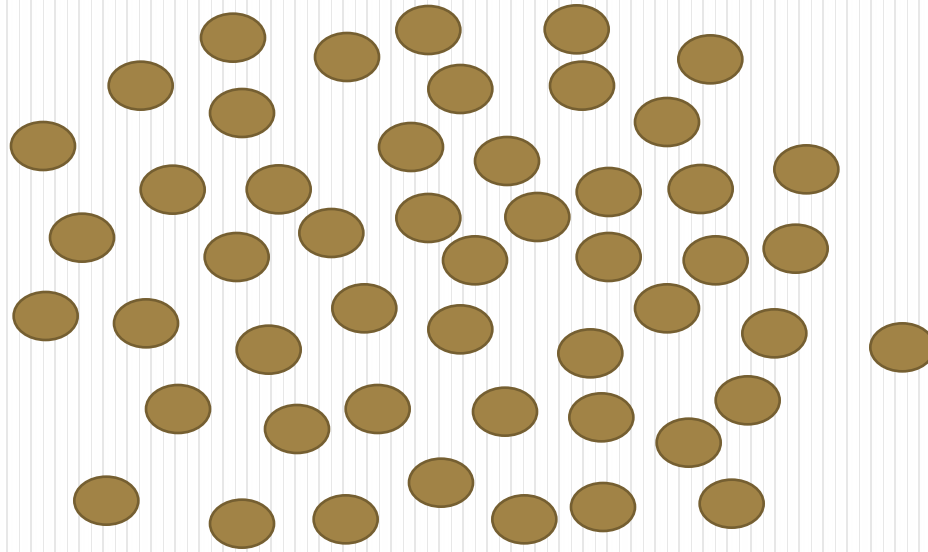
Links —



7 Members = 21 Possible Links

20 Members = 190 Possible Links

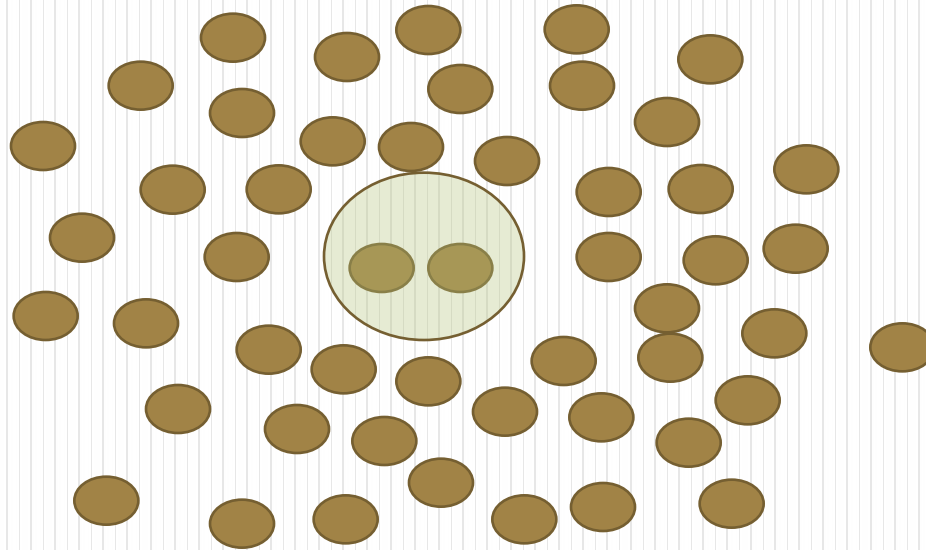
# 50 Member Team



1,225 Possible Links

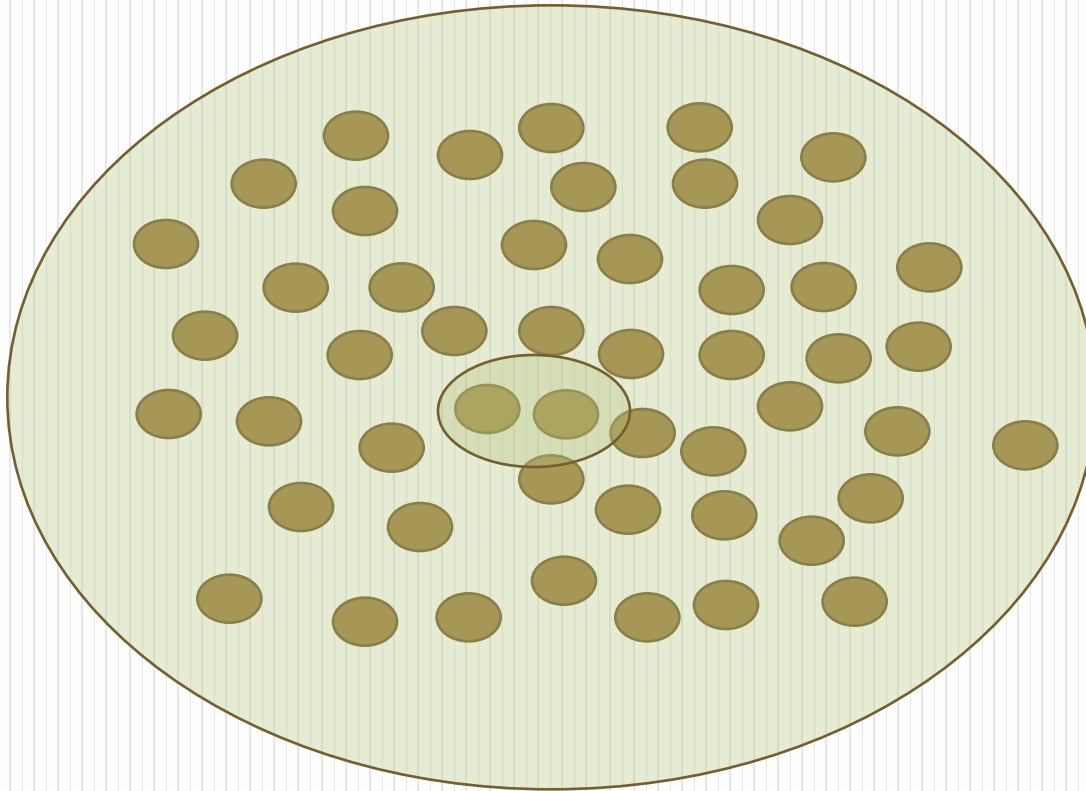
# Centralization

Degree to Which Members are Unequally  
Central in The Network



Highly Centralized

# De- Centralized Structure



# Basis for Shared Leadership

**Social Network** suggests the degree of shared leadership as

(a) Leadership **Density**

The number of links (relationships) in a team relative to total possible links

(b) Team **Centralization**

The degree to which members are unequally central in a team

Shared Leadership is happening when Teams exhibit **High Density** (many connections) with **High De-centralization** (wide-spread influence) ... the highest possible degree of *shared leadership*

# (Transformational Thought)

## How to Coach Leadership?

- Shared Leadership System
- Intentional Instruction Plan

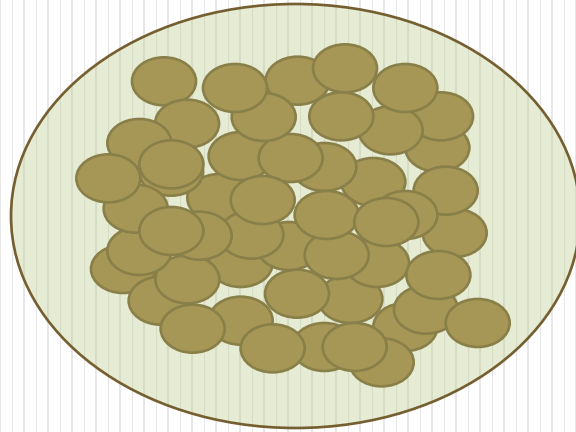
## Controls

- Team Assessment (Density and Centralization)
- Coach Assessment (Rubric)

# Network Centrality (INFLUENCE)

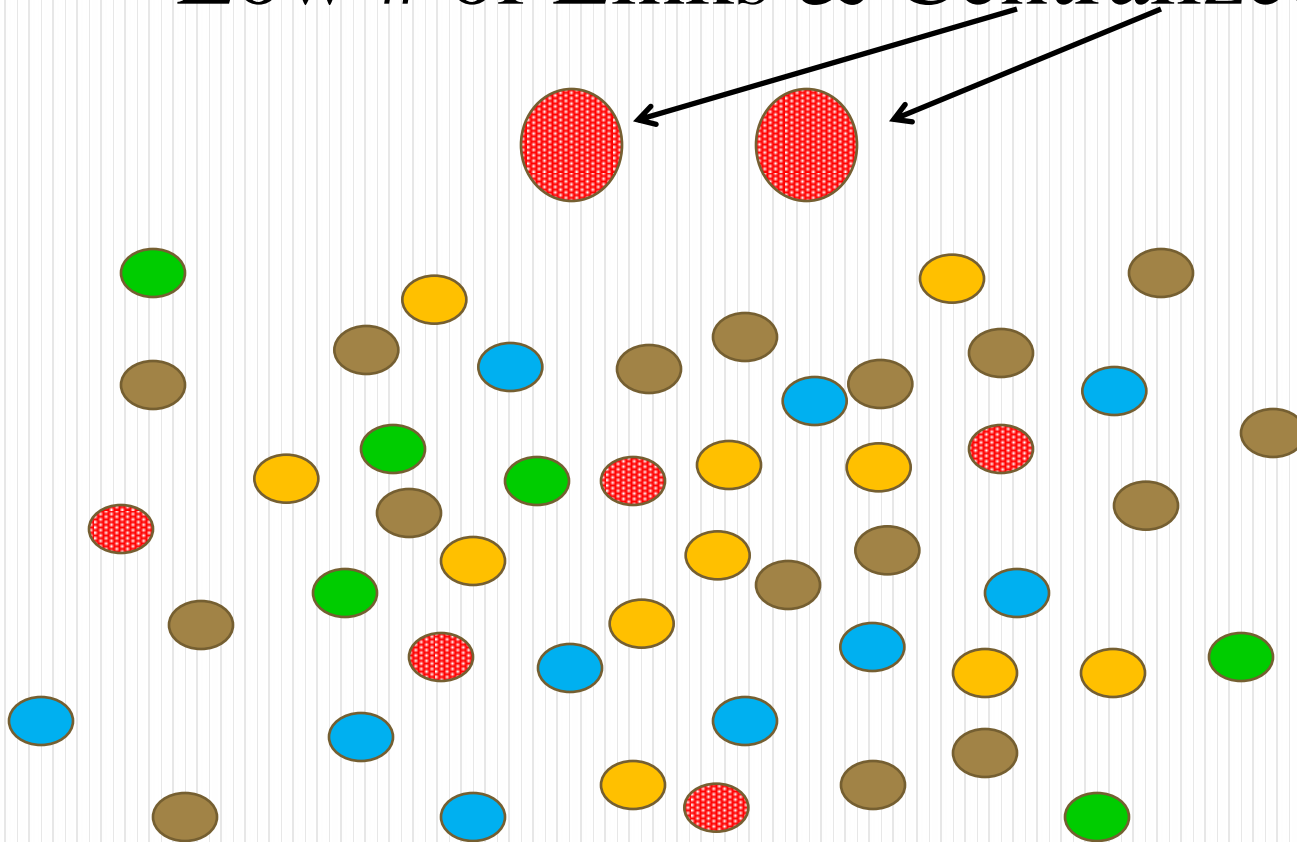
*Shared Leadership* =

High Density & High De-Centralization



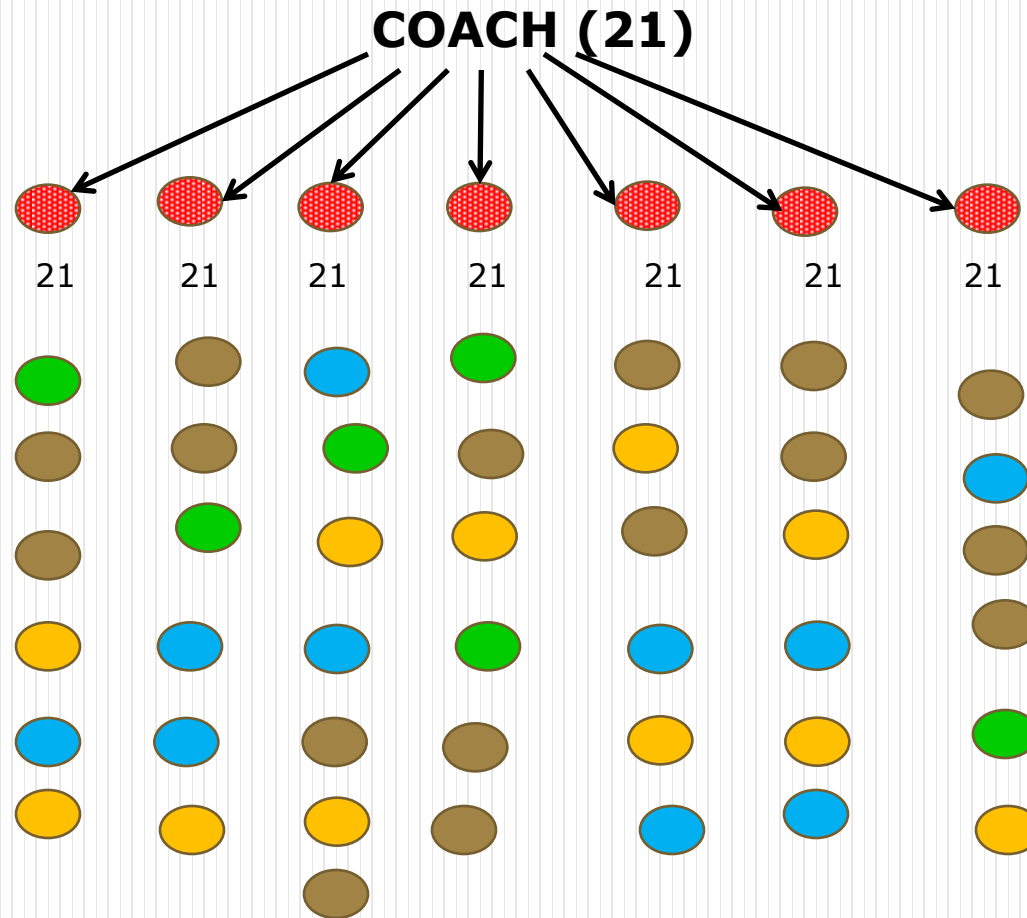
# Traditional Model

## Low # of Links & Centralized

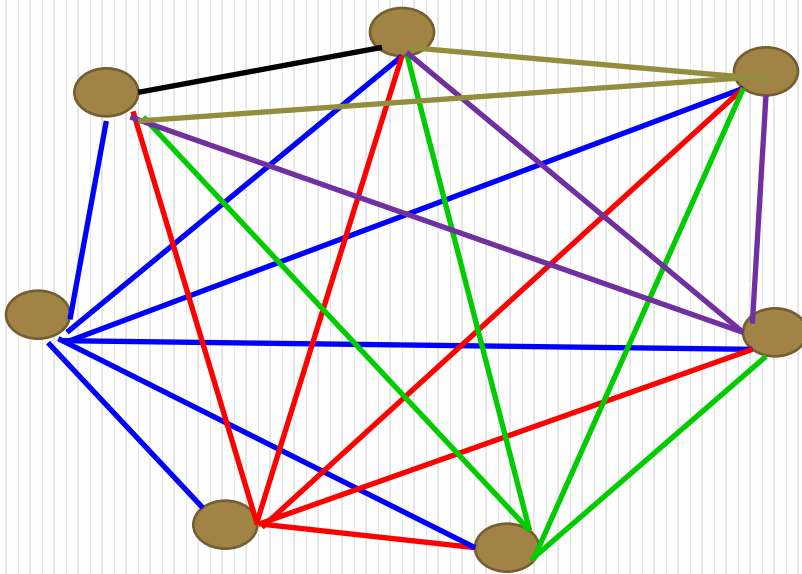


# Shared Model

## High # of Links & Decentralized



# 8 SETS OF 7 (21 LINKS)



# Teaching & Expecting Leadership

## Cultivating Leaders “Shared Leadership”

“from a leadership standpoint, the different functions served by coach and peer leaders provides some preliminary support for the suggestion that **coaches should encourage the development of athlete (peer) leadership within their respective teams to achieve optimal group performance**” (Loughead and Hardy, 2005 p. 311).

# What Shared Leadership Means

Spread the wealth of leadership by enabling *multiple* team members to step up and lead.

Shared Leadership can be defined as:

- \* Interactive **Influence Process** in a team that includes peer leadership
- \* Influence among and between members of the group
  - \* NO single individual has the capacity to effectively play all possible leadership roles within a team.

# Benefits of Shared Leadership

Creates a **wider dispersion** of Leadership

Establishes an opportunity for **emergence** of Leadership

**System** of Sustainable Leadership

Develops individual **Responsibility/ Accountability**

**Stimulates** Team Unity/ Cohesion

...In order for kids to lead other kids, they  
first must Lead Themselves!!!

# SELF-LEADERSHIP

Self-Leadership is a pre-existing condition for shared Leadership (Houghton, 2002)

One cannot share leadership responsibilities within a team unless first aware of an individual sense of self

Increased self-assurance will bolster confidence and develop an increased desire to undertake leadership roles

**\* Increase Self-Leadership Through Teaching Leadership!**

# *Head Coach/ A.D. is still the CEO*

Set The Vision

Establish Core Values

Create Structure

Selection and Training

Motivating

Communicating

Team Building

Promoting Change

# Action Steps to Develop Leadership

Get to know the Leadership Team / Transparency

Team Leadership Curriculum

Give each a Leader a Voice – In Front of the Team

Leadership Pods

Communication/ Information Exchange - Consistent

Team Building / Community Service

Game Week Captains – Rotate + Decisions

Reflection

Committee Formation Rotating Facilitation

Dress/ Appearance/ Messaging

# Leadership Curriculum

Relational Intelligence

Leadership Theory

Servant Leadership

Decision Making

Character

Traits and Personal Strengths

Organizational Leadership

Self-Leadership

Leading Through Crisis

Goal Setting

# H.I.B.

H.I.B. – Damaging, Insulting, Demeaning, Hostile,  
Intentional, Threatening, Disruptive...

A Leader Cannot IMPOSE Culture..... But Can Change It!

Through

Team Cohesion...Member Satisfaction...Citizenship

**All products of Shared Leadership**

# H.I.B. Issues

Wider Leader Dispersion results in increased team performance and **Cohesion** (Neubert, 1999)

Allowing for more participation in leadership results in higher levels of team member **Satisfaction**

Shared Leadership correlates to a team's belief in its abilities and team **Cohesion** (one's desire to remain with the team)

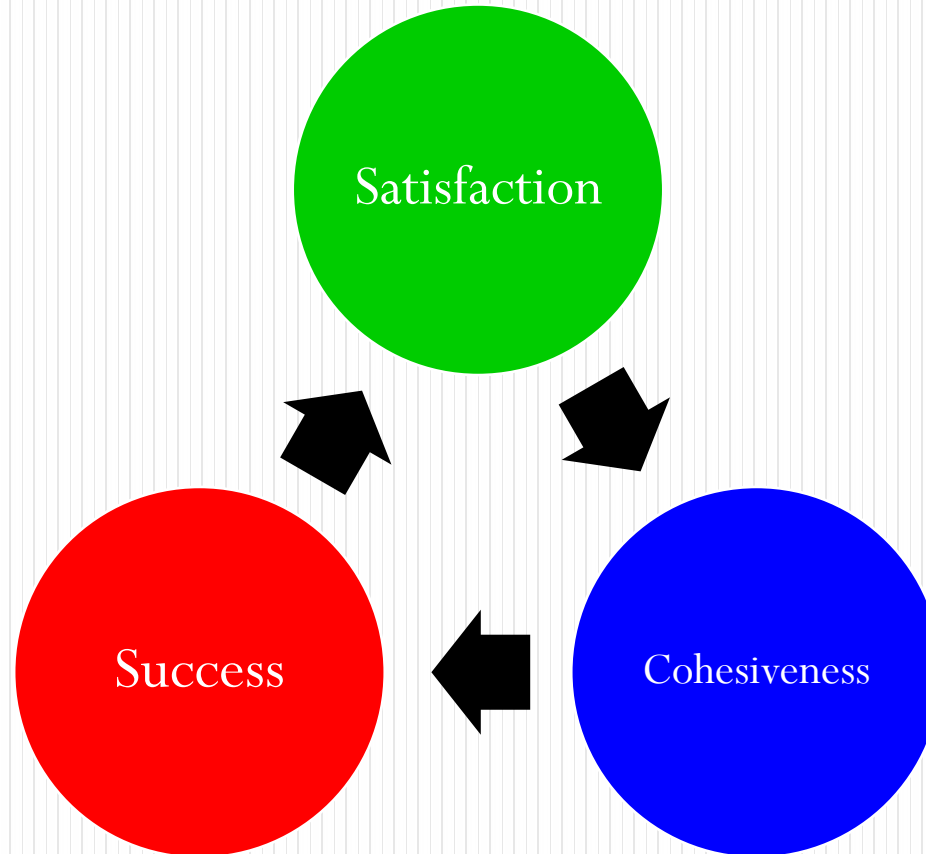
## H.I.B. cont.

Team **Leader Behavior**, Team **Commitment**, Perceived **Team Support** Significantly affect TAB

**Social Cohesion** contributes more to member relationship quality than task cohesion (Shields, 1997)

Individuals who perceived an equal number of leaders across task, social duties indicated a greater level of **Satisfaction** (Eys, Loughhead & Hardy, 2007)

# Sustainable Team Effectiveness



# Program Assessments

Evaluating Conditions Related to the Likelihood of  
HIB Behavior

TEAM Assessment TOOL

COACH Assessment (Evaluation) TOOL

# Sport Team Leadership Assessment

(Valuable 20 Minutes – “Priceless” data)

Measure of the level of “RISK” that HIB (anti-citizenship) behavior exists in a Program

Leader Dispersion Reveals

Leadership Density

Leadership Centralization

(across many desired criteria)

XXXXXXXX FOOTBALL  
LEADERSHIP ASSESSMENT REPORT

**TASK LEADERSHIP**

AS REPORTED BY 17 FRESHMEN

LAST	FIRST	RANK	VOTES	%
PAGEL		1	12	70%
WILLENBROCK		2	11	65%
SMITH		3	10	59%

AS REPORTED BY 27 JUNIORS

LAST	FIRST	RANK	VOTES	%
FAHEY	SHAWN	1	19	70%
CONNELL	TIM	2	18	66%
DUNLEAVY	MATT	3	16	60%
BOLEMBACH	LUKE	4	15	55%

AS REPORTED BY 14 SOPHMORES

LAST	FIRST	RANK	VOTES	%
FAHEY	SHAWN	1	10	71%
DUNLEAVY	MATT	1	10	71%
CONNELL	TIM	2	9	64%
BOLEMBACH	LUKE	2	9	64%

AS REPORTED BY 41 SOPHMORES AND JUNIORS

LAST	FIRST	RANK	VOTES	%
FAHEY	SHAWN	1	29	71%
CONNELL	TIM	2	27	66%
DUNLEAVY	MATT	3	26	63%
BOLEMBACH	LUKE	4	24	58%

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# Coach Evaluation Rubric

Extent to which a coach exhibits Program Leadership based on measures of Team Leadership

Insight on the extent to which coach creates an environment

Less or More likely to show HIB behavior among members

# Coach Evaluation Rubric

## **I. Presence of a Real Team**

- A. Clear Task
- B. Member Boundaries
- C. Authority
- D. Stability

## **II. Direction & Culture**

- A. Direction
- B. Culture of Responsibility
- C. Culture of Motivation

### **III. Enabling Structure**

- A. Core Norms: What is Acceptable
- B. Core Norms: What is Sanctioned
- C. Core Norms: How to do the Work
- D. Behavioral Guidelines

### **IV. Support Systems**

- A. Ceremonies & Traditions
- B. Recognition & Rewards
- C. Development Systems
- D. Feedback Systems

## **V. Expert Coaching**

- A. Ethics & Values**
- B. Knowledge & Credibility**
- C. Authenticity**
- D. Skill**
- E. Mentorship**

	EXCEEDING STANDARD	MEETING STANDARD	BELOW STANDARD	
I. PRESENCE OF A REAL TEAM	A. CLEAR TASK	i. Long Term - 12 month objectives, theme and program statements/ principles are clear, communicated posted, and developed with player input ii. Short term - Daily practice plans display clear time management efficiency and practice activities link directly to performance skills iii. Coach communicates to players the link between assigned task/ drill and skill development	i. Long Term - Coach sets general annual plans and creates an annual theme and program philosophy ii. Short term - Daily practice plans are efficient, consistent and address areas in need of improvement iii. Practice activities/ drills relate to skill development	i. Long Term objectives are left unaddressed with limited or inconsistent program statements evident ii. Short term - Daily practice plans are haphazard with drills that have little connection to performance iii. Practice drills/ activities exhibit little carry-over to on-field performance.
	B. MEMBER BOUNDARIES	i. Rules of team membership are clear, follow school, state and district guidelines, and are ingrained in culture ii. Coach displays firm adherence to written policies and addresses personnel issues immediately and consistently iii. Coach asks for team leader input when making final decisions on team membership iv. Make equal membership decisions with thought, consideration and long term perspective.	i. Rules of team membership are clear & follow school, state and district guidelines ii. Coach has written policies that address personnel issues and addresses policies consistently iii. Coach communicates appropriately when making final decisions on team membership iv. Make equal membership decisions consistently.	i. Coach does not have clear team rules that address what is required to be on or off the team ii. Coach does not have written policies—or does not adhere to published rules iii. Coach makes personnel decisions with little to no consistency or communication.
	C. AUTHORITY	i. Team members, colleagues and community members display obvious respect for coach ii. Team members maintain eye contact with coach, listen well, and consistently do as instructed iii. Team members self-police and internally correct teammates who exhibit negative body language, poor demeanor or lack buy-in.	i. Team members respect the authority of the head coach position ii. Team members consistently comply with desires and decisions of the head coach iii. Team members exhibit positive body language and their demeanor represents buy-in.	i. Team members exhibit a lack of respect for coach authority ii. Team members rarely do as instructed, frequently talk while coaches are talking and seem dis-interested when being spoken to iii. Team members frequently exhibit a "loosey-lump"
	D. STABILITY	i. In Season - Player retention is approaches 100% after cuts are made ii. Assistants do whatever necessary to earn a position on staff, eager to learn from head coach iii. Team culture creates an expectation of player eligibility and limited excuses.	i. In Season - Player retention is above 90% after cuts are made ii. Coach is able to retain consistently good staff iii. Team members are rarely indigible	i. In Season - Roster changes frequently with additions and deletions throughout the season ii. Coach must fill assistant positions every season and rarely finds qualified applicants iii. Team members are frequently indigible
II. DIRECTION & CULTURE	A. DIRECTION	i. Staff and team members display a desire to reach their full potential ii. Strategies and training principles are well oriented and developed with team member input iii. Strategy and direction represent an awareness and utilization of player's skills iv. Practice segments and plans display variety, adaptability and flexibility with team leader input v. Coach and players aware of what should be going on with NCJ wanted time. Older team members help police younger players and provide direction	i. Staff and team members display consistent energy, excitement and focus ii. Strategies and training principles well oriented with program direction iii. Strategy and direction is consistent with a clear objective or plan of action iv. Practice sessions keep team members engaged v. Practice and training sessions are run efficiently with limited "stand-and-rest" time and adequate breaks between activity and rest.	i. Staff and team display boredom and lack of focus; practice is listless and lethargic ii. Strategies and training principles designed without consideration of long-term direction iii. Coach communicates with only players who are key contributors iv. Practice and training sessions are inefficient with a good deal of wasted time, and team members/ coaches operate frequently at less than full speed.
	B. CULTURE OF RESPONSIBILITY	i. No finger pointing or blaming others. Staff and players display a clear understanding of roles ii. Systems in place that address Grade checks, equipment check-in, eligibility forms and other paperwork iii. Staff and team members display discipline and its expectation is ingrained in team culture iv. Players understand what they are supposed to do, do it all the time and self-police with peer leadership.	i. Coach communicates Staff and player roles ii. Grade checks, equipment check-in, eligibility forms and all other paperwork as completed on-time iii. Limited discipline related issues year round with members of the team and staff.	i. Evidence of finger pointing and placing blame. Team member and staff roles are unaddressed or unclear ii. Frequent administrative prodding to collect Grade checks, equipment, eligibility forms etc... iii. Frequent staff and team member discipline related issues iv. Team members either don't understand what they are supposed to do, or are non-compliant.
	C. CULTURE OF MOTIVATION	i. An expectation of attendance is ingrained in team culture and team leaders align with and police policies ii. Team members only miss practice or games in emergencies to never let team down; high intrinsic motivation iii. Staff and team members motivate one another frequently when it is obvious that energy is low and work hard to keep each other fully engaged. Bad days are a rare occurrence.	i. Practice attendance approaches 100%. Unexcused school/ practice absence and tardies are minimal ii. Team members rarely miss practice or games excused or otherwise rarely "pull themselves" out of practice iii. Staff and team members are energetic and fully engaged.	i. Practice attendance is inconsistent with kids drifting in and out of practice on their own ii. Team members frequently miss practice and games—seem to have limited commitment to the team iii. Staff and team members only motivated through external drives iv. Players frequently pull themselves out of drills
III. ENABLING STRUCTURE	A. NORMS/WHAT IS ACCEPTABLE	i. Coach speaks daily about expected team norms to stay ahead of potential predictable issues ii. Coach works with team leaders to get insight and develop secondary norms aligned with core norms iii. Coach is keenly aware of the "software" (discussions outside of practice) of the program and ensures team leaders are well aligned with the head coach regarding team norms.	i. Coach occasionally reminds team of expected norms and what is acceptable in relationships, on campus, and in the community ii. Coach publishes norms and distributes to constituents in hard copy iii. Coach does not react to what catches his attention, but follows principle and policy—acting proactively based on values, not re-actively based on emotion.	i. Coach develops norms only as issues arise and fails to adhere to norms that do occur ii. Coach is frequently re-active, dealing with issues in an emotional manner rather than a value based manner.
	B. NORMS/WHAT IS SANCTIONED	i. Coach asks for team leader input in developing sanctions systems and consults with team members when issuing sanctions ii. Team community knows well in advance what sanctions are and how they are to be carried out.	i. Coach is consistent program-wide with sanctions and reinforcement, and players are treated appropriately ii. Coach communicates sanctions to parents and team members when they occur.	i. Coach is inconsistent with norm sanctions and reinforcement ii. There is evidence that certain team members are "untouchable".
	C. NORMS/HOW TO DO THE WORK	i. Coaches "direct" each other prior to the start of practice to know exactly how drills are taught ii. Practices and drills are designed in a progression format to reinforce basic skills and techniques that help team members improve iii. Coach use a drill sheet on a daily basis to track what is being taught iv. Coach develops performance standards and issues an evaluation to each player after reviewing video.	i. Coach is clear and consistent on how technique and strategies are taught ii. Practices and drills are prepared in advance and planned well using available resources iii. Head coach communicates plans in advance with staff knowing what is being taught during each segment iv. Coach watches film of practice and game with players to impact their understanding.	i. Coach does not provide guidance regarding how drills are taught—or simply does not know ii. Practices and drills are haphazard with little planning and foresight iii. Head coach fails to communicate plans in advance with staff and is unclear about what is being taught iv. Coach rarely uses "video" to review technique and player performance.
	D. BEHAVIOR GUIDELINES	i. Departing staff members take positions of greater responsibility establishing a coaching "tree" ii. Team members self-police and show high intrinsic levels of motivation iii. Free leadership culture evidenced by team members willing to take charge and internally discipline one another iv. Coach intervenes in some instances by team members	i. Team members' behavior systems are woven into common culture and reinforced when coaches are not present ii. Coach establishes clear boundaries addressing harassment, bullying, intimidation. Coach models appropriate conversation and maintains an appropriate environment iii. Discipline is non-abusive and carried out safely and under appropriate supervision.	i. Reports of harassment, intimidation or bullying or an overall inappropriate environment ii. Discipline is arguably abusive and carried out haphazardly and without supervision iii. Coach often imposes sanctions without clear rationale.

	EXCEEDING STANDARD	MEETING STANDARD	BELOW STANDARD								
IV. SUPPORT SYSTEM	<b>A. CEREMONIES &amp; TRADITIONS</b> i. Team Ceremonies and special events held two or more times per year. ii. Coach leads or establishes three or more special traditions for the team with team member committees leading and evaluating annually. iii. First Class traditions are the culture of the program.	i. Team Ceremonies and special events include families and held at a minimum of once per year in a concerted effort to build community within the team. ii. Coach leads or establishes a minimum of two special traditions for the team ie. Senior night, game night, lettering or enjoy, post or pre game meals, etc. iii. Traditions are in good taste and age appropriate. Coaches are always present and provide supervision.	i. Coach rarely addresses team ceremonies or does so in a disorganized fashion that displays a lack of planning. ii. Coach rarely addresses team traditions or does so in a disorganized fashion that displays a lack of planning. iii. Existing traditions could be perceived as disrespectful, include forms of H-I-B, or generally not good for the program.								
	<b>B. REWARDS &amp; RECOGNITION</b> i. Coach recognizes contributions of all team members individually at least once per season. ii. Coach has a weekly system to recognize student performance academically, socially and athletically. iii. Media relationships are positive and coach exceeds general expectations with media personnel. iv. Coach teaches team members about media relations	i. Coach recognizes team member performance academically, socially and athletically throughout the season. ii. Media and game/ seasonal information reported on time and accurately. iii. Coach invites Media opportunities to recognize team members while not placing undue emphasis on them. iv. Coach re-enforces an appropriate social media policy.	i. Coach lacks a system of team member recognition failing to recognize student performance academically, socially or athletically. ii. Media relationships are toxic and coach lacks the media relations skill to deal effectively with the media. iii. Team member media comments are damaging to team culture.								
	<b>C. DEVELOPMENT SYSTEMS</b> i. Coach has excellent knowledge of College Recruiting process, communicates with recruits and offers help to students and parents through the process. ii. Coach has an Academic Support system to guide students and communicates a "class first" approach iii. Coach has knowledge of Strength & Conditioning principles to teach safe and effective weight programs, and a goal oriented measurement program evaluating strength, endurance and SAQ. iv. Coach has knowledge of Leadership/Captain principles and has a Leadership development system in place to help athletes develop and reach their full potential.	i. Coach is familiar with College Recruiting process and helps students/ parents who have questions. ii. Coach communicates a "class first" approach and acts on support this philosophy. iii. Coach is familiar with Strength & Conditioning principles and communicates their importance. iv. Coach puts thought into team captain selection and gives some guidance to team leaders throughout the season when necessary.	i. Coach fails to remain inquired of recruits and distribute contact/ letters to players being recruited. ii. Coach fails to consistently stress academic principles and fails to establish a program for students. iii. Coach lacks knowledge of Strength & Conditioning principles and fails to establish a program for students. iv. Team captains receive little guidance and fail to lead the team effectively. v. Coach spends little time on leadership education/ development.								
	<b>D. FEEDBACK SYSTEMS</b> i. Coach meets at least twice per year I on I with each athlete to offer feedback and documents conversation. ii. Coach has ongoing consistent communication with administration and does not take constructive criticism personally. iii. Coach asks for feedback from assistants and complete evaluations within 2 weeks of the season's end. iv. Coach asks for constructive feedback from seniors to aid program evaluation.	i. Coach meets at least once per year I on I with each athlete to offer feedback. ii. Coach asks for administrative help when needed and accepts constructive criticism. iii. Coach holds evaluations with all assistants. iv. Coach works with players and coaches to set goals.	i. Coach rarely meets I on I with athletes to offer feedback and steps to improvement. ii. Coach takes a defensive demeanor when communicating with administration. iii. Coach does not effectively evaluate assistant coaches either formally or informally. iv. Coach sets goals independently and does not ask for input from other staff or team members.								
V. EXPERT COACHING	<b>A. ETHICS &amp; VALUES</b> i. Culture of the team reveals an understanding that players follow the rules and refrain from team activities when unsupervised. ii. Coach treats officials with respect and teams consistently abide by the rules exhibiting excellent sportsmanship and citizenship. Coach understands the rules of the game. iii. Coach acts in a manner consistent with the best interest of the student at the forefront <i>in loco parentis</i> . iv. Coach is involved in national, state and district coaching associations and has an ethical reputation.	i. Coach provides effective supervision at all times & teaches safe, ethical technique and strategies. ii. Coach models appropriate treatment of officials, understands the rules of the game, and frequently communicates the importance of sportsmanship. iii. Coach understands his/her duty to act <i>in loco parentis</i> . iv. Coach adheres to national, state, district and school rules regarding sport regulations and does not look for shortcuts to "get around" rules.	i. Team supervision and/ or duty to act <i>in loco parentis</i> is less than consistent. ii. Some technique and strategies are arguably unsafe and/ or unethical. iii. Coach models inappropriate treatment of officials and rarely communicates the importance of sportsmanship. iv. Coach displays unfamiliarity with sport regulations and looks for ways to "get around" rules.								
	<b>B. KNOWLEDGE &amp; CREDIBILITY</b> i. Synergy is ingrained in team culture—team understands that potential is reached when collective team strengths are realized. ii. Coach is recognized as a Leader in the field and takes invitations to speak at regional, state and national clinics as a presenter. iii. Team has a reputation of being well coached and well prepared for every contest.	i. Coach has the technical and strategic knowledge to effectively develop the team to reach its full potential individually and collectively. ii. Coach has the experience necessary to establish and maintain team member and community respect. iii. Coach identifies weaknesses in opponents and adjusts game plans accordingly. iv. Coach makes purposeful in-game decisions.	i. Coach lacks technical and strategic knowledge to effectively develop the team. ii. Team frequently under-performs—fails to control the controllables. iii. Coach lacks community respect—evidenced by lack of established boundaries. iv. Coach displays un-familiarity with sport regulations and is unprepared for an opponent.								
	<b>C. AUTHENTICITY</b> i. Coach is honest with players and parents and documents conversations when advised. Players and parents "feel" coach is honest. ii. Coach knows team members by name and takes regular opportunities for informal interaction non-sport related. iii. Culture of the team is such that team leaders feel comfortable being honest and transparent with coach regarding personal and program issues. iv. Coach understood by courageous conversations.	i. Coach is perceived as an individual who talks the talk, walks the walk, holding to high standards of expectation. ii. Coach is perceived as honest with players and parents. iii. Coach is perceived as being sensitive to individual needs in an effort to effectively motivate team members. iv. Coach attends clinics, conferences and workshops to develop professional knowledge.	i. Coach is perceived as an individual who holds others to a different standard than him/ herself. ii. Coach is dis-honest with players and parents. iii. Coach fails to know team member names and only topics of communication are sport related issues. "what can you do for me?" iv. Coach rarely takes opportunities to advance professional knowledge paid for or not.								
	<b>D. SKILL</b> i. Coach has the ability to maximize staff and team member effort while providing an appropriate level of performance strategies using all team member knowledge and skills. ii. Coach sees the gap between where a team/ player is and where that team/ player could be while agreeing what is missing between performance and execution. iii. Coach works with team leaders to evaluate current results as related to team culture—and makes appropriate changes to structure if needed.	i. Coach monitors staff and team member effort/skill and uses resource well to maximize team member knowledge & skills. ii. Coach understands what it takes to perform well and continually monitors and adjusts necessary drives. iii. Players and coaches are coached continually. iv. Coach is realistic and adjusts strategy, motivational tactics and approach to alignment with the situation. v. Players and coaches improve over time.	i. Coach lacks the ability to know what it takes to develop team members and coaches to reach their potential. ii. Players and coaches are rarely coached. iii. Coach seems oblivious to reality and fails to adjust approach or tactics when necessary. iv. Players and coaches improve seem to regress over time.								
	<b>E. MENTORSHIP</b> i. Coach has the emotional maturity to resist impulses and keep emotions in check. ii. Coach models appropriate behavior towards adults and team members and understands how cultural competency and bias effect relationships. iii. Coach is beyond reproach off the field and uses appropriate language and styles of communication. Administration never hears a complaint regarding how a student is being treated. iv. Coach values the role of educator by taking time at each practice devoted to life lessons or teachable moments.	i. Coach rarely lose self-control in front of the team. ii. Coach behaves well with adults and team members and keeps open lines of communication. iii. Coach is perceived as someone that don't negatively affect the program. Administration rarely hears "rumblings" regarding personnel (players & coaches) mis-treatment. iv. Coach addresses life lessons or teachable moments at points during the season when issues arise.	i. Coach lose self-control in front of the team including frequent use of inappropriate language. ii. Coach is non-communicative with parents & community and avoids uncomfortable issues that don't negatively affect the program. Administration rarely hears "rumblings" regarding personnel (players & coaches) mis-treatment. iv. Administration frequently addresses issues regarding personnel (players & coaches) mis-treatment.								
	<b>V. INDEX</b>	<p style="text-align: center;">Leadership Curriculum * Team Leadership Assessment * Leadership Seminars</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;"><b>I.</b> <i>Presence of a Real Team</i> A. Clear Task B. Member Boundaries C. Authority D. Stability</td> <td style="width: 25%;"><b>II.</b> <i>Direction &amp; Culture</i> A. Direction B. Culture of Responsibility C. Culture of Motivation</td> <td style="width: 25%;"><b>III.</b> <i>Enabling Structure</i> A. Core Norms B. Culture of Acceptable Responsibility C. What is Sanctioned D. Core Norms</td> <td style="width: 25%;"><b>IV.</b> <i>Support Systems</i> A. Ceremonies &amp; Traditions B. Recognition &amp; Rewards C. Development Systems</td> </tr> <tr> <td colspan="4"><b>V.</b> <i>Expert Coaching</i> A. Ethics &amp; Values B. Knowledge &amp; Credibility C. Authenticity D. Skill</td> </tr> </table>			<b>I.</b> <i>Presence of a Real Team</i> A. Clear Task B. Member Boundaries C. Authority D. Stability	<b>II.</b> <i>Direction &amp; Culture</i> A. Direction B. Culture of Responsibility C. Culture of Motivation	<b>III.</b> <i>Enabling Structure</i> A. Core Norms B. Culture of Acceptable Responsibility C. What is Sanctioned D. Core Norms	<b>IV.</b> <i>Support Systems</i> A. Ceremonies & Traditions B. Recognition & Rewards C. Development Systems	<b>V.</b> <i>Expert Coaching</i> A. Ethics & Values B. Knowledge & Credibility C. Authenticity D. Skill		
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*Leadership Development Curriculum*

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*Coach Evaluation Rubric*

*Team Leadership Assessment*

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# TAB – Complaining, Defiance, Loafing, Withdrawl (conditions for HIB)

Leader solecism

Team commitment

Organizational support

4 measures of TAB

Defiance, Complaining, Avoiding the Work

# Team Citizenship Behaviors

Altruism

Conscientiousness

Sportsmanship

Courtesy

Civic virtue

Shared Leadership Helps Provide these conditions