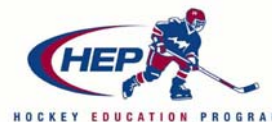




HEP Case Studies  
Coach Meetings  
Season 2007-2008



*Leader Notes: Smith and Smoll developed separate manuals for coaches and parents. The parent manual is called: “Sports and Your Child”. The coach manual is called: “Coaches Who Never Lose....” The information you will be guiding coaches through is taken primarily from the coaches manual. However, some information from the parents manual is also used as a reference. Thus, you may want to have a couple of parent manuals with you for coaches to review.*

*Level 2: Mite/8U*

**“Parent Yelling Instruction during Cross-Ice Game”**

The parent of a mite player often attends the weeknight practices you coach. From the ice you can see this parent is growing increasingly frustrated. The parent is yelling instructions across the ice to his son on how to properly execute the skill.

Discussion Questions:

1. What effect does the parent yelling instructions across ice to his son have on his ability to master the skill being taught?
2. How do you think this player feels when his parent yells instructions across the ice?
3. How do you feel when the parent yells instructions across the ice?

*Leader Guide Highlights:*

- *Importance of allowing the coach to coach*
- *Parents yelling instructions from the stands undermine the coach’s authority. For mites who are only 8 years of age and under, this may confuse them and inhibit their ability to learn the skill.*
- *Smith and Smoll: Coaches Who Never Lose...:Relations with Parents (p. 25-29)*
  - *“Having a preseason sport orientation meeting is one of the best ways to establish productive relationships with parents and is a good investment for everyone”(p. 25)*
  - *Review the Content and Conduct of the Meeting Section (p. 26)*
    - *Opening- welcoming parents, establishing credibility, purpose of the meeting*
    - *Objectives of youth sports*
    - *Details of your sport program*
    - *Coaches roles and relationships*
    - *Parents obligations and commitments*
      - *Counseling children about sport selection/level of competition*

- *Parent commitments*
- *Overidentification by parents*
- *Rules for parent behavior*
  - *Do remain in spectator area*
  - *Don't interfere with your child's coach*
  - *Do express interest, encouragement, and support*
  - *Don't shout instructions or criticism's*
  - *Do lend a hand*
  - *Don't make abusive comments*
- *Closing*

### **“Coach Asks a Player to Participate In an Off-Season Camp”**

At the end of the season, you approach a parent to ask if his/her son would like to participate in an “elite” summer hockey camp led by a local college hockey coach. You highlight the benefits of his participation which include: more exposure to a prominent college coach, intensive training with well-known collegiate players, and being able to play with some of the best mite players in the state.

Discussion Questions:

1. Although you, as the coach, mentioned several benefits to participating in an off-season camp, are there consequences? If so, what consequences do you foresee?
2. Is it appropriate for an 8 year child to be training in an off-season camp with a collegiate coach?

*Leader Guide Highlights:*

- *To highlight the importance of keeping sports into perspective for youth athletes, coaches should understand:*
  - *“Statistically speaking, the chances of a high school athlete becoming a professional in any sport are 1 in 12,000” (Smith and Smoll, Sports and your Child..., pg. 15)*
  - *“The stiff odds against a child becoming a college or professional athlete indicate that youth sports should not be treated as a feeder system. Instead, the focus should be on personal growth and development” (Smith and Smoll, Sports and your Child, pg. 15)*
  - *Leader Guide note: This information came from the parent book, Sports and your Child. It is not addressed within the coaches manual, Coaches Who Never Lose...”*

## “Playing Time Does Not Match That of Others on the Team”

One of your players has just started to play hockey and is beginning to master the skills. In the games she typically only plays a few minutes. Although she is interested in learning how to play other positions, you only play her on defense because you feel other players at the forward position give you a better chance of winning and that is the fair thing for the team.

### Discussion Questions:

1. The player’s parent approaches you about this situation. How would you react?
2. If your player becomes discouraged with the lack of playing time and variety in position play, how do you talk to her about this situation?
3. Is only allowing this player a small amount of playing time and no variety in positions truly the right thing to do?

### Leader Guide Highlights:

- *The parent has every right to be involved in and look out for their child’s welfare. (Sports and your Child).*
- *Have coaches turn to pg. 8 in Smith and Smoll, Coaches Who Never Lose...*
  - *Summarize The Real Meaning of Winning section (p. 8-9)*
    - *Some coaches get caught up in “winning is everything”, losing sight of what youth sports is all about.*
    - *“Winning will take care of itself within the limits of your athletes’ talents and the quality of instruction they receive”. (p. 9)*
    - *“Winning is not everything, nor the only thing” (p. 9)*
    - *“Failure is not the same thing as losing” (p. 9)*
    - *“Success is not equivalent to winning” (p. 9)*
    - *“Athletes should be taught that success is found in striving for victory”. (p. 9)*
- *Have coaches turn to p. 6-7 in Smith and Smoll, Coaches Who Never Lose...*
  - *Summarize the Achievements in Sport and in Life section*
    - *At this age, a mastery climate should be emphasized, with “...the goal...[of] foster[ing] positive growth as an athlete and as a person” (p. 7).*
    - *Although winning is valued, “...in a mastery climate, adults realize that winning takes care of itself if athletes are having fun, improving their skills, giving maximum effort, and are not shackled with fear of failing” (p. 7).*

## “Players Saying ‘Bad Game’ to Opponents”

After a game, your player tells you that some of her teammates were saying ‘bad game’ to the other team during the post-game handshake. You asked the player whether or not she said ‘bad game’ too and she admits that she did.

Discussion Questions:

1. As a coach, do you have a conversation with this player’s parent and/or the other players’ parents about this incident? Explain.
2. Do you discuss this situation with your players? If so, what is your message, if any?

*Leader Guide Highlights:*

- *The importance of this case study is to stress leadership by example and communicating expectations to the team.*
- *Important for coaches to remind players that the opponents are fellow athletes who make it possible to compete and play (Sport and your Child, p. 21).*
- *Have coaches turn to pgs. 16-18 in Smith and Smoll, Coaches Who Never Lose... book*
- *Summarize the Misbehaviors and Lack of Attention section*
  - *Smith and Smoll discuss some do’s and don’ts:*
    - *DO maintain order by establishing clear expectations and by developing a system of team rules. Use reinforcement to strengthen team participation. In other words, try to prevent misbehaviors by using the positive approach to strengthen their opposites*
- *Have coaches turn to pgs. 21 in Smith and Smoll, Coaches Who Never Lose...*
- *Summarize The Coach is a Role Model section*
  - *Youngsters rely heavily on learning by observing*
  - *Your athletes’ behavior will be a reflection of your behavior*

### *Level 3: Squirt/10U and up*

#### **“The Ride Home after a Tough Loss”**

Your team just finished playing the toughest game of the season thus far. They were up by two goals to the opponent at the end of the second period. In the third period, the opponent scored two goals to tie the game, causing the game to go into overtime. Your team had controlled play the entire game and although the opponents scored two goals during the third period, your team was confident they would be able to score the game winning goal in overtime. Unfortunately, the opponent took control of the face off, as they drove down the ice and scored a goal with only a few seconds played into overtime. As expected, your team is very disappointed and frustrated after this tough loss. You have an hour car ride home with your team.

#### Discussion Questions:

1. How would you approach your team about this tough loss?
2. What can be learned from the loss?

#### *Leader Guide Highlights:*

- *The importance of this case study is to stress that winning is not everything*
- *Smith and Smoll in Sports and your Child, p. 38-39) discuss how to deal with a tough loss*
- *Highlights the following points:*
  - *Children vary greatly in their reactions to a lost*
  - *Avoid the temptation to deny what they are feeling*
  - *One thing that you can do is to point out something positive that was achieved during the game*
  - *Don't blame or get angry with the child*
  - *Support and understanding will be very helpful at this time.*
  - *If an athlete hasn't given maximum effort, communicate your unhappiness without putting down the youngster as a person*
  - *Athletes need to learn that effort is completely controllable and that they are accountable*
  - *Focus on the future and tell children that they owe it to themselves and their team to give maximum effort*
- *Have coaches turn to Smith and Smoll, p. 13-16 in Coaches Who Never Lose...*
- *Summarize the Mistakes section*
  - *Discuss the do's and don'ts with coaches when communicating mistakes*
  - *DO use the “positive sandwich” approach:*
    - *Start with a compliment*
    - *Give the future-oriented instruction*
    - *End with another positive statement*
  - *DON'T punish or give feedback in a hostile, degrading, or harsh manner*

## **“An Abusive Spectator on your Team”**

This is the first year you are coaching PeeWee A hockey. During games, you have started to notice a parent from your team being verbally abusive to the players, referees, and other coaches. Although the other parents seem used to this parent’s antics, you feel the behavior is uncalled for and feel obligated to do something about the situation.

### Discussion Questions:

1. Should you, as the new coach, attempt to do something about the spectator who is being verbally abusive? Yes, no, and explain.
  - a. If yes, what actions should you take?
  - b. If no, what may be the potential consequences if actions are not taken?
2. What role does administration have in this situation?
3. Are there levels of verbally abusive behavior that is acceptable given whether the recipient is the spectator’s child, the referees, coaches, or the opponent?

### *Leader Guide Highlights:*

- *This case study highlights the importance of ensuring a safe athletic environment and for coaches to communicate clear expectations.*
- *Have coaches turn to p. 25-29, Smith and Smoll, Coaches Who Never Lose...*
- *Summarize the Relations with Parents section*
  - *A preseason meeting should help avoid issues such as the one described in the case study.*
  - *“Having a preseason sport orientation meeting is one of the best ways to establish productive relationships with parents and is a good investment for everyone”(p. 25)*
  - *Apart from the obvious inappropriate actions (profanity, drinking alcohol, throwing objects), other recommendations for parents highlighted by Smith and Smoll include:*
    - *Do remain in spectator area*
    - *Don’t interfere with your child’s coach*
    - *Do express interest, encouragement, and support*
    - *Don’t shout instructions or criticism’s*
    - *Do lend a hand*
    - *Don’t make abusive comments*
  - *“Parents have the obligation not only to control their own behavior but also to remind others of their responsibilities if necessary. When parents misbehave, it is the duty of other parents and league administrators to step in and correct the situation. The rule of thumb for all spectators is that*

*nothing in their actions should interfere with any child's enjoyment of the sport." (Sports and Your Child, p. 33)*

### **“Approached Parent for Son/Daughter to Play on All-Star Team”**

At the end of the season, you approach a parent to ask if his/her son would like to participate on an all-star team this summer. You highlight the benefits of this participation which include: a trip to play in a tournament in Canada, more intensive training with a well-known retired NHL player, be seen by college coaches, and being able to play with some of the best squirt players in the world.

1. Although you mention several benefits to participating on an all-star team, are there consequences? If so, what consequences do you foresee?
2. Is it appropriate for a 10 year old to be playing on an all-star team?

#### *Leader Guide Highlights:*

- *To highlight the importance of keeping sports into perspective for youth athletes, coaches should understand:*
  - *“Statistically speaking, the chances of a high school athlete becoming a professional in any sport are 1 in 12,000” (Smith and Smoll, Sports and your Child..., pg. 15)*
  - *“The stiff odds against a child becoming a college or professional athlete indicate that youth sports should not be treated as a feeder system. Instead, the focus should be on personal growth and development” (Smith and Smoll, Sports and your Child, pg. 15)*
  - *Leader Guide note: This information came from the parent book, Sports and your Child. It is not addressed within the coaches manual, Coaches Who Never Lose... ”*

### **“Playing a Short Bench”**

On your team there is an “average” player who typically plays on the fourth line. In the past, you have always done a good job of using the depth of the team, allowing all lines to play in the game. As the season winds down, however, you have been playing only the first few lines. This “average” player knows he is not the best player on the team and usually does not complain about not getting equal playing time.

#### Discussion Questions:

4. This player’s parent approaches you about this situation. How would you react?

5. If your player becomes discouraged with the lack of playing time, how do you talk to him about this situation?
6. Is only allowing this player a small amount of playing time truly the right thing to do?

*Leader Guide Highlights:*

- *The parent has every right to be involved in and look out for their child's welfare. (Sports and your Child).*
- *Have coaches turn to pg. 8 in Smith and Smoll, Coaches Who Never Lose...*
  - *Summarize The Real Meaning of Winning section (p. 8-9)*
    - *Some coaches get caught up in "winning is everything", losing sight of what youth sports is all about.*
    - *"Winning will take care of itself within the limits of your athletes' talents and the quality of instruction they receive". (p. 9)*
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    - *At this age, a mastery climate should be emphasized, with "...the goal...[of] foster[ing] positive growth as an athlete and as a person" (p. 7).*
    - *Although winning is valued, "...in a mastery climate, adults realize that winning takes care of itself if athletes are having fun, improving their skills, giving maximum effort, and are not shackled with fear of failing" (p. 7).*