



DEMONSTRATE LEADERSHIP



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Why do athletes and coaches participate in hockey? In this chapter, you will examine reasons why athletes play the game and why individuals coach the sport. As well, you will explore your reasons for coaching and your coaching philosophy.

Chapter Overview:

- Understand the reasons players and coaches participate
- Recognize three approaches to coaching – self, task and social
- Identify your coaching approach and your reasons for coaching
- Understand the components of a coaching philosophy.

Why do Athletes Elect to Participate in Hockey?

Athletes participate in hockey for many reasons. The primary reasons can be included under four major categories:

- Excellence
- Affiliation
- Sensation
- Success

Excellence

Athletes for whom excellence is important want to be very good at playing hockey. They want to master the skills of the game and be competent in the sport. These athletes want to:

- improve their skills
- learn new skills
- excel at hockey.

Affiliation

Athletes for whom affiliation is important want to develop and maintain close interpersonal relationships with other athletes and coaches. They want to be accepted as a member of the team, be appreciated by teammates, and have fun with other athletes. These athletes enjoy:

- making friends
- participating with their friends
- team gatherings

Sensation

Athletes for whom sensation is important want hockey to provide them with exciting and sensory experiences. They want to experience novelty and variety in practices, close competitions, and uncertainties as to what will happen next in practices and competitions. These athletes like:

- the excitement of a close game
- doing new drills in practice
- the feelings of skating smoothly
- the sensations of body contact

Success

Athletes for whom success is important want to receive recognition and prestige for their achievements in hockey. They want to receive external or extrinsic rewards and be well-known as a hockey player. These athletes like to:

- see their name in the newspapers
- receive trophies
- Win

A Word about Rewards

Excellence and affiliation are the two most important reasons for participation by athletes in hockey although sensation and success are also relatively important. Although external rewards (e.g. success) are an important reason for participation, caution must be exercised by coaches in overemphasizing the use of extrinsic rewards as they may decrease the intrinsic interest (e.g. excellence, sensation) of the players for participation. External rewards should be provided as a meaningful incentive for the attainment of specific, important goals and not as a continuous, natural part of participation. Thus, extrinsic rewards should not be given out too frequently or for unimportant reasons.

It is important for the coach to understand the reasons why athletes are participating in hockey and provide opportunities for the players to satisfy their needs. If players are provided with the experiences they are seeking from their hockey participation, then the athletes will attain improved personal satisfaction from participation and will maintain participation in the sport for a longer period of time.



For the Coach

The reasons why I think my athletes participate are:

What can I do to satisfy my athletes' reasons for participating?

Why do Coaches choose to Coach Hockey?

Individuals coach for many reasons. These reasons determine how they interact with their athletes and the type and amount of impact they have on their players.

To have a positive and lasting impact on the athletes you coach, it is necessary that your primary reasons for coaching be consistent with meeting the needs of your athletes. Your reasons for coaching should reflect the optimal physical, psychological, and social development of athletes. To achieve these goals you need to be effective as a leader, teacher, and organizer; encourage and support your athletes, coach enthusiastically, and express genuine concern for the athletes' total development and well-being.

You significantly affect your athletes' motivation to achieve and the enjoyment they receive from participating in hockey. Your athletes' decisions about long-term participation in sport are largely determined by the type of impact you have on them.

Your reasons for coaching become very important when you consider that the tremendous impact you may have on your players extends well beyond the contact you have with them in the immediate sport environment.

For the Coach

What are the reasons you are coaching?

You will have an opportunity to verify some of your reasons for coaching by completing the Approaches to Coaching and Coaching Outcomes Questionnaire.

APPROACHES TO COACHING AND OUTCOMES QUESTIONNAIRE

Instructions

For each of the following statements, indicate in the space provided the letter (a, b, or c) which best represents for you the most important statement. Then choose the least preferred of the three choices and write that letter in the space provided.

Example:

1. At work I would like my co-workers to:

- (a) consider me as a friend
- (b) look to me as a leader
- (c) consider me as a person who is effective at my job.

Most important C Least preferred B Not chosen A .

For every statement, be sure you mark one choice in each answer space.

These questions are intended to help you understand your views of coaching. It will be of greatest value to you if you answer each statement as you honestly feel.

PART A: APPROACHES TO COACHING (QUESTIONS 1 - 7)

1. I would like to be known as:

- (a) an effective coach in teaching the skills of the game
- (b) a winning coach
- (c) a friendly coach

Most important _____ Least preferred _____ Not chosen _____



2. When coaching I enjoy:
- (a) recognition for my efforts
 - (b) the feeling of a job well done
 - (c) being with the players
- Most important _____ Least preferred _____ Not chosen _____
3. The worst thing that can happen to a coach is:
- (a) having a parent or player get angry with you
 - (b) the team losing the game
 - (c) embarrassing yourself while coaching
- Most important _____ Least preferred _____ Not chosen _____
4. I would prefer that my players:
- (a) consider me as an important part of the team
 - (b) consider me as a friend
 - (c) look up to me
- Most important _____ Least preferred _____ Not chosen _____
5. Coaches I respect are:
- (a) those who know the game very well
 - (b) very successful
 - (c) easy to get along with
- Most important _____ Least preferred _____ Not chosen _____
6. Coaches could do a better job if they:
- (a) taught the fundamentals better
 - (b) received more recognition for their efforts
 - (c) put less emphasis on competition and more on getting along with others
- Most important _____ Least preferred _____ Not chosen _____
7. I think a coach should:
- (a) be respected by the players
 - (b) get the job done
 - (c) be easy to talk to
- Most important _____ Least preferred _____ Not chosen _____



PART B: COACHING OUTCOMES (QUESTIONS 8 - 10)

8. The best coaches are those who:
- (a) give individual help and are interested in the player's development
 - (b) make the practices and games fun
 - (c) teach the players what is needed to win
- Most important _____ Least preferred _____ Not chosen _____
9. If a story was written about me in the newspaper I would like it to describe me as:
- (a) a winning coach
 - (b) a coach who contributed to the players' growth and development
 - (c) a coach for whom players enjoyed playing
- Most important _____ Least preferred _____ Not chosen _____
10. As a coach I emphasize:
- (a) cooperation
 - (b) having fun
 - (c) winning
- Most important _____ Least preferred _____ Not chosen _____

SCORING KEY

Use the following key to assess your coaching approaches and outcomes.

Part A: Approaches to Coaching (Questions 1-7)

To determine your coaching focus, assign a 3 to each answer you marked as most important, a 1 to each answer you marked as least preferred, and a 2 to each answer not chosen. After you have done this, add up your total score for each of the categories: self, task, and social.

Part B: Coaching Outcomes (Questions 8-10)

To determine your coaching outcomes, assign a 3 to each answer you marked as most important, a 1 to each answer you marked as least preferred, and a 2 to each answer not chosen. After you have done this, add up your total score for each of the categories: socialization, fun, and winning.

Completion of Table

1. Transcribe all scores from the questionnaire to the Table
2. Add up each of the scoring columns
3. Determine your results



Scoring Key Table

PART A: APPROACHES TO COACHING

Question	Statement	Most Important Not Chosen Least Important	(3) (2) (1)	Category	Scoring		
					Self	Task	Social
1	(a)	Score _____		Task			
	(b)	Score _____		Self			
	(c)	Score _____		Social			
2	(a)	Score _____		Task			
	(b)	Score _____		Self			
	(c)	Score _____		Social			
3	(a)	Score _____		Task			
	(b)	Score _____		Self			
	(c)	Score _____		Social			
4	(a)	Score _____		Task			
	(b)	Score _____		Self			
	(c)	Score _____		Social			
5	(a)	Score _____		Task			
	(b)	Score _____		Self			
	(c)	Score _____		Social			
6	(a)	Score _____		Task			
	(b)	Score _____		Self			
	(c)	Score _____		Social			
7	(a)	Score _____		Task			
	(b)	Score _____		Self			
	(c)	Score _____		Social			
				TOTALS			
					Self	Task	Social

PART B : COACHING OUTCOMES

Question	Statement	Most Important Not Chosen Least Important	(3) (2) (1)	Category	Scoring		
					Social	Fun	Winning
7	(a)	Score _____		Social			
	(b)	Score _____		Fun			
	(c)	Score _____		Winning			
8	(a)	Score _____		Social			
	(b)	Score _____		Fun			
	(c)	Score _____		Winning			
9	(a)	Score _____		Social			
	(b)	Score _____		Fun			
	(c)	Score _____		Winning			
				TOTALS			
					Social	Fun	Winning

INTERPRETATION OF QUESTIONNAIRE

The questionnaire identified three types of approaches to coaching and three coaching outcomes. Each approach and outcome is based on different reasons why individuals coach. These reasons affect how coaches do their job and determine what effects they have on their athletes.

Approaches to Coaching

The three approaches to coaching are:

- Self
- Task
- Social



Self

Bill is a self-oriented coach. He is mainly interested in getting recognition for himself and he is more concerned with fulfilling his own needs than those whom he coaches. He coaches for personal praise and glory, and to be looked up to, rather than for the satisfaction of teaching and helping athletes grow. Most of all, Bill wants to be a winning coach.

Task

Shirley is a task-oriented coach. She is mainly concerned with achieving the team's goals, whatever they may be. She strives to be effective in teaching skills and to be knowledgeable about the game. Shirley focuses on having athletes play the sport well and overcome barriers preventing success.

Social

Jack is an affiliation-oriented or social coach. He is concerned with forming friendships, sharing with others, providing the security of belonging, and helping develop strong interpersonal relationships. In coaching, Jack emphasizes having fun and working cooperatively. He is easy to talk to, always friendly, and enjoys assisting young athletes in their development.

Coaching Outcomes

The coaching outcomes refer to what coaches are striving to achieve through coaching. That is, the outcomes identify what coaches emphasize in their coaching.

The three coaching outcomes identified are:

- Socialization
- Fun
- Winning

Many volunteer coaches are task-oriented. The most important goal for these coaches is the socialization of young athletes through sport participation. That is, these coaches are primarily concerned with the physical, psychological, and social development of athletes.

As well, many coaches are more socially-oriented than self-oriented. These coaches place more importance on the development of good relationships among the athletes than on making themselves look good. While these coaches emphasize the socialization outcome, they also feel that having fun is more important than winning.



For the Coach

A coach completed the Approaches to Coaching and Coaching Outcomes Questionnaire. Here are the total scores received:

Approach: Self: 11 Task: 17 Social: 14

Outcome: Socialization: 8 Fun: 7 Winning: 3 :

Scores on each approach can range from 7 to 21 and on each outcome from 3 to 9. The higher a score in a category, the more a coach is oriented to that approach and outcome. What do these scores tell you about the coach's approach to coaching, preference for coaching outcomes, and reasons for coaching?

How do your scores compare with this coach's and with other coaches? Do you agree with the scores you received? Why/Why not? How do the reasons for coaching that you wrote prior to doing the questionnaire compare to the scores you received on the questionnaire? It should be noted that most coaches are a combination of coaching approaches and outcomes even though one approach and outcome may be stronger than the other two. As the above example illustrates, this coach is strongest on the task approach although the social approach is also very strong. Consistent with the coach's strongest approaches to coaching is the emphasis placed on the outcomes of socialization and fun. An assessment of your scores should provide you with insight into why you are coaching.

It is important for coaches to be very clear on the reasons they are coaching. Are your reasons for coaching in harmony with those reasons of your athletes for participating?

Ask Your Athletes

An effective and easy way to find out why your athletes are playing hockey and why they think you are coaching, is to ask them. Ask your athletes the following questions either by handing out the questions on a sheet of paper or by talking with them individually or as a group.

1. Why do you play hockey?
2. What do you enjoy the most about playing?
3. What do you enjoy the least about laying?
4. Why do you think I am coaching?
5. What are the most important things I can do for you?

Make a list of all the answers for each question that your athletes gave to you. Carefully review each list. Compare their answers for questions 1 and 2 with question 4.

What does the information received from these five questions tell you? How will the information received from these questions affect how you coach?

Your Coaching Philosophy

In the section “Why do Coaches Elect to Coach Hockey?” you completed the Approaches to Coaching and Coaching Outcomes questionnaire. Your scores provided you with information on the emphasis you give to specific goals that you want your athletes to achieve.

In that section and the Coach Level chapter entitled “Demonstrate Leadership”, you learned that most coaches emphasize the goals of socialization, fun, and winning in that order. You also learned in the Coach Level chapter that a democratic coaching style is most appropriate to achieving these prioritized goals.

How you prioritize the goals that you want your athletes to achieve and the coaching style that you will use to achieve these goals will form the basis of your coaching philosophy.

What skills will you teach to your athletes? What role do your athletes play in making decisions with respect to their participation? How do you conduct practices? How do you interact at games with referees? How do you communicate with your assistant coach, manager, and trainer? Do you delegate responsibilities to athletes and support staff? Your coaching philosophy is expressed in these and many more areas of your coaching behaviour.

To express a sound and desirable coaching philosophy you must be able to:

- be an effective teacher
- be an effective leader for your players and staff (assistant coach, manager, and trainer)
- be a model of sportsmanship
- delegate responsibilities to athletes and support staff
- develop in your players respect for teammates and officials
- develop self-respect in your players.

To have a significant, positive effect on the athletes you coach, it is necessary to establish in your mind and your behaviour a sound coaching philosophy. A review of the Role of the Coach chapter in Level I will be beneficial in developing your coaching philosophy.