



ATHLETE
COMMITTED
LIVE A LIVE OF EXCELLENCE



PROGRAM GUIDE FOR COACHES

PROGRAM HISTORY

On December 31, 2009, a New Year's Eve party was held in a Chico family home where parents were aware that young people were drinking alcohol. Among those at the party were several high school athletes. After a night of partying and drinking alcohol, a high school athlete was found dead in the morning. While the Chico community mourned his death, the school board, school administrators and individual coaches were left to decide how to respond. Butte County Behavioral Health Prevention Unit partnered with Chico Unified School District on the successful implementation of the Athlete Committed Program at Chico High School and Pleasant Valley High School in 2010, in an effort to address the risks associated with youth substance use.

The Athlete Committed Program is a comprehensive prevention program based on the national program *Life of an Athlete* - developed by John Underwood. John's expertise and training reaches far beyond high school athletic programs. A former NCAA All-American, International-level distance runner and World Masters Champion, John has coached or advised more than two dozen Olympians including many World and Olympic Champions, as well as numerous college and professional athletic teams. He holds three International Olympic Solidarity diplomas for coaching and has been a crusader for drug-free sport at all levels.

"We know that positive lifestyles including getting enough sleep, choosing nutritious foods and abstaining from the misuse of substances have a great impact on wellness and quality of life. Life of an Athlete Human Performance Project aims to help educators, parents and community members provide a safe and healthy school climate where youth are supported in making positive lifestyle choices every day. Through the Life of an Athlete program, youth leaders are empowered to influence their school climate by holding themselves and their teammates to high standards for their behavior. Life of an Athlete Human Performance Project has been implemented by more than 700 colleges and universities and thousands of schools in thirty-nine states. This innovative program is designed to create culture change within athletic populations through policy change and peer and adult mentorship, ultimately positively impacting the community as a whole. The ultimate goal is to affect an entire community through education-based athletics."

John Underwood

Human Performance Project - Life of An Athlete

PROGRAM DESCRIPTION

Athlete Committed is a school-based prevention program designed to aid students in their athletic and life pursuits. It is designed to educate and hold students accountable for making healthy lifestyle choices regarding sleep, nutrition, substance avoidance, mood/mindset and leadership in order to achieve optimal training and athletic performance. This model focuses on creating a program of excellence, coaching student athletes to their full potential, a mandatory parent/athlete meeting educating on the impact of substance use on athletic performance, and finally a “code” that is enforced consistently and monitored by coaches and peer accountability. The primary goal is to move the athletic and student culture towards higher levels of individual and team success.

The Prevention Unit (Butte County Behavioral Health) coordinates with Pleasant Valley and Chico High Schools to facilitate annual Fall, Winter and Spring Code Nights for student athletes and their parents and supports the implementation of an annual workshop for coaching staff. In addition, the Prevention Unit also facilitates weekly Athlete Committed (club) meetings on each campus, hosts pro-social events, creates a variety of student-athlete leadership opportunities throughout the year, hosts the annual Athlete Committed Photoshoot for student-athlete representatives and provides cross-age presentations to junior high students.

The Prevention Unit also provides Brief Intervention sessions to athletes facing substance use code violations as a component of the restorative justice model. Brief Intervention is limited to 3 sessions and provides opportunity for staff to provide education, engage students to explore motivation to change behaviors and provide referrals to additional supports as needed. Brief Intervention is an evidence-based strategy proven effective at promoting positive health outcomes.

Key Findings Since 2011

45% - DECREASE	↓	CHS/PVHS athletes reporting that their team uses alcohol and/or other drugs
45% - DECREASE	↓	CHS/PVHS athletes reporting that students in their school use alcohol and/or drugs during the school year
54% - INCREASE	↑	CHS/PVHS athletes reporting that upperclassmen are willing to confront athletes who use alcohol and/or drugs during the season
25% - INCREASE	↑	CHS/PV athletes reporting that NO athletes in their school use alcohol and/or drugs during their season
15% - INCREASE	↑	CHS/PV athletes reporting that there are negative effects on team morale when athletes use alcohol and/or drugs (89% agree)
12% - INCREASE	↑	CHS/PV athletes reporting that participation in athletics helps keep kids from using alcohol and/or drugs (92% agree)

***Data trends monitored via Athlete Committed annual Pre/Post Surveys**

CODE OF CONDUCT

A comprehensive code includes clear character-based expectations of student athletes, as well as clear consequences to any code violation.

MANDATORY PARENT/ATHLETE CODE MEETINGS

This meeting is to ensure all parents and athletes are well informed of the Code of Conduct that was signed by athletes and parents. This meeting is imperative so you can educate the athletes and parents/guardians about substance use (alcohol, tobacco and other drugs), sleep, nutrition, training/recovery, stress, and the impacts to peak performance. This also gives you the opportunity to review the code, discuss character, leadership, bullying/harassment, cyber imaging and the privilege of playing a sport. This meeting helps to ensure that everyone receives a consistent message and is empowered to make the best lifestyle decisions.

PRE/POST ATHLETE EVALUATION

Athletes complete Pre- and Post-Surveys, administered before and after the season. This survey provides the opportunity to measure perception, attitude and beliefs among athletes. Coaches are asked to have students complete the “Pre-Survey” at start of season and complete the “Post-Survey” upon completion of sport. Surveys are shared digitally via QR code and take approximately 5 minutes. The Prevention Unit will share annual results with each coach that can be used to review with team and/or school administrators.

TEAM MEETINGS/BREAK-OUT SESSIONS

Team Meetings provide a space to ensure the coach personalizes the message; teammates hold each other accountable to the team goal, and expectations for participation are reinforced. This includes choosing and building strong team leaders and creating a culture of high expectations among teammates.

*Some coaches may prefer to hold team/parent meetings during alternative date. Please coordinate with The Prevention Unit in advance if you would like access to previous year survey results to review with your team during that meeting.

ON CAMPUS “CLUB” MEETINGS

Athlete Committed is a club that facilitates weekly meetings to promote an extended community amongst student athletes on campus. These meetings allow youth to further explore the science associated with sleep, nutrition, chemical health, mood/mindset, and additional topics, all of which promote operating at optimal levels. In addition, students discuss navigating issues among teammates, general team attitude and culture, and plan post-game and weekend activities and events.

ACTIVITIES AND EVENTS

Staff and program participants plan activities and events that rotate between Chico High and Pleasant Valley campuses and are open to all students. These pro-social events are low cost/no cost and are intended to create additional opportunities for youth to gather and build connection. Examples of events may include Dodgeball, 3x3 Basketball, a Half Court Challenge, sporting event trips etc. Coaches are encouraged to get involved!

TRAINED COACHES

Coaches and athletic administrators have an important role to play in dealing with substance abuse among their athletes. Training opportunities, such as an annual clinic/workshop, can help raise awareness and provide support to coaches. This approach not only includes coaching to increase athletic performance among players but also viewing sport as an opportunity to build character.

ADMINISTRATIVE SUPPORT

Principals, VP's, Superintendents, Athletic Directors and School Board Members need to be supportive and on board with the program. Be prepared to address code infractions and support the investigative process.

Coaches play an important role in the team culture, and coaches need information and guidance to effectively support team and departmental policies that promote and reinforce healthy student-athlete behaviors.

-NCAA

RESTORATIVE JUSTICE PROCESS

Responding to Violations

While we can do our best to set up clear expectations through Codes of Conduct and a positive team culture, there may be times when those expectations are not met. In instances of violations of these agreements, it is important to not just punitively address the matter, but rather to create a restorative justice process that helps your athlete understand how their choices influence their own health and performance as well as the dynamics of their team. Having a comprehensive plan in place ensures that each athlete is treated in the same restorative fashion, and **that they are given the best opportunity to learn from the choices they made.** As a Coach Committed you should understand the restorative justice process. Work with your Athletic Director and school administrators to determine the best way for you to play a role in this process.

ANNUAL PHOTOSHOOT

Nominating students at end of season

At the end of each sports season, we invite coaches to nominate student-athletes to be featured in our Athlete Committed Photoshoot. These athletes should uphold the core values of the program and serve as positive role models on and off the field. The selected student-athletes will be highlighted in Athlete Committed posters, toolkits, social media, and other media materials. **They will represent the spirit of the program** to their peers, school community, and incoming students. We encourage nominations from every team to ensure a diverse and well-rounded group of student leaders. When making these selections, please base your consideration for an athlete on the “5 C’s of Leadership” handout, located on page 15 and 16.



Athlete Committed is not a standalone event that occurs at the parent/athlete Code Night; instead, it is a comprehensive approach that is incorporated into the team experience to create a more unified and healthier community.

When you stop and think about the purpose of activities for youth, it is important to be reminded that the objective goes far beyond winning, championships, season records and the scoreboard. Athletics is the largest target population that exists in any school. In small rural schools 60-90% of students may be involved in at least one sport per school year, while in the larger schools 40-55% of students are involved in sports. The Athlete Committed program provides a targeted opportunity to influence the lives of high school athletes--as well as parents/guardians by providing valuable prevention data, strategies, and education. From a prevention standpoint, there are critical areas of purpose in athletics that should not be overlooked.

Your influence as a coach is huge; however, it is harder to make as much impact when athletes on your team are engaging in substance use. Substance use on the weekends can hurt athlete health and negatively impact athlete and team performance over time. Substance-free athletes have more energy, endurance and strength and they can more effectively integrate practice and game experience into their internal understanding of how to play their game. Also, teams with less use are less distracted and require less coaching on issues that have nothing to do with sports. It's worth it to talk about drugs and alcohol with your team and to establish an expectation that your athletes remain substance-free in season and beyond.

NCAA PREVENTION RESOURCES



NCAA Nutrition, Sleep &
Performance Educational
Resources



NCAA Alcohol and
Other Recreational
Drug Resources



NCAA Sport Science
Institute Substance Use
Fact Sheet for Athletes



SSI_Substance Mi
suse Prevention To
olKit.pdf

THE INFLUENCE OF A COACH

Why Be A Coach Committed

It is important to understand the influence you have over your athletes and the choices they make. Being a coach is about being a role model. A coach should strive to be someone that is respected by all stakeholders within the community. Coaches hold an important leadership role at a very significant and impressionable time in an athlete's life. Part of this responsibility is to promote positive lifestyle choices among the athletes.



You matter in the lives of your athletes! It is important to recognize that students look to you for support, rule setting, and positive adult role modeling. Students say they feel there are coaches who really do care about them— keep up the good work.

- Supportive coaches are a protective factor for student athletes.
- Having a positive adult role model, such as a coach, can help influence athletes to make healthy choices. Students that delay the onset of drinking until 21 reduce their risk of developing an alcohol use disorder later in life.

Coaches are role models and must remember to reinforce words and actions to encourage their athletes to make lifestyle choices that will enhance their performance and the performance of the team.



When talking to student athletes about the importance of nutrition, positive mindset, and the dangers of sleep deprivation, alcohol, tobacco, and other drugs, the message is more effective because a positive coach-player relationship opens many doors for strong communication.

As coaches, we understand that athletes start learning after the 1,000th repetition and with that same principle in mind, we need to continue to promote the message that substance use, poor sleep habits, junk food, and negative attitudes have no place in the world of optimal performance.



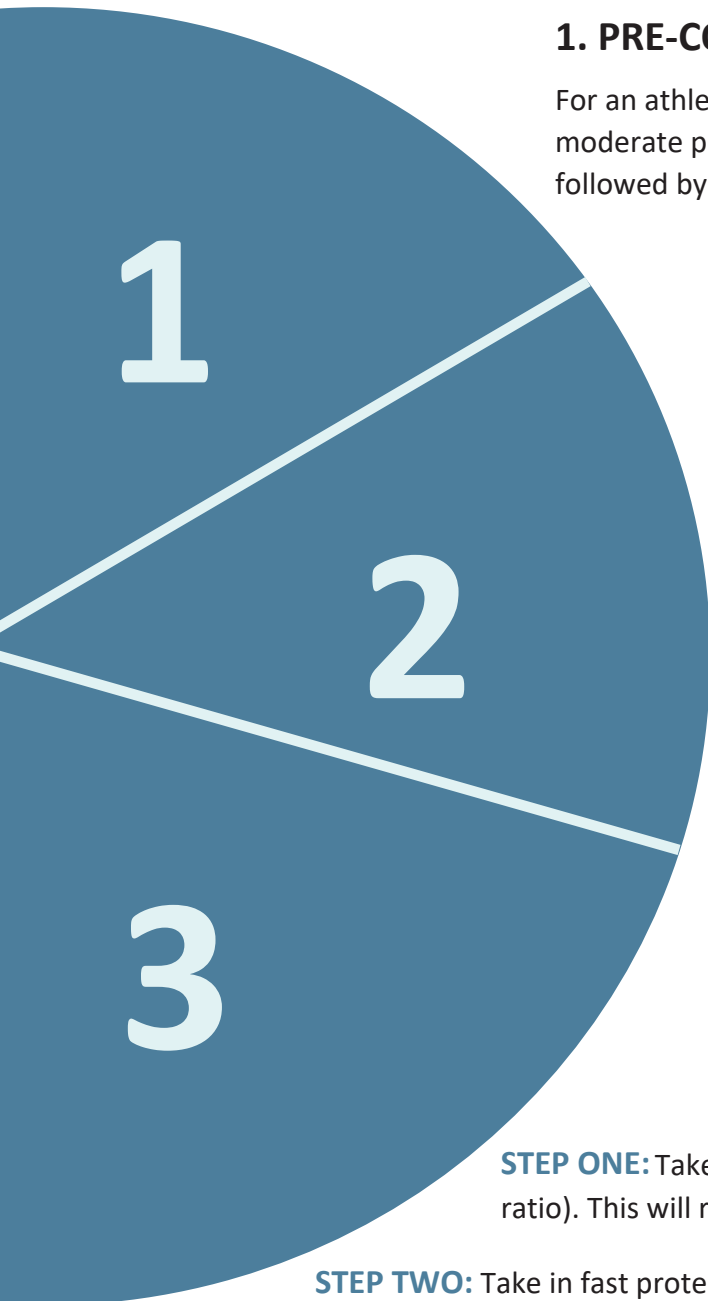
The amount of influence a coach has on their athletes cannot be over-stated. In many cases, a coach is like a second parent to athletes.

“A good coach can change a game; a great coach can change a life.”

—John Wooden

NUTRITION AND PERFORMANCE

Quick Facts for Athletes



1. PRE-COMPETITION:

For an athlete to perform at their best, it is important to eat a high-carb, moderate protein, low-fat meal three hours before training or competing, followed by a snack every hour.

2. DURING COMPETITION:

Athletes lose 10% of their overall performance for every 2% they are dehydrated. Athletes must stay hydrated during competitions. Preventing dehydration is a key to sustained performance, especially when competing for long periods of time and in multiple events in a day. During competition, athletes should stay hydrated with at least 10 oz. of a water/sports drink mix in a 50/50 ratio. It is important to sip, not gulp, this mixture throughout the competition or workout.

3. POST-COMPETITION:

Nutritional recovery should occur immediately after competition. Waiting after training to take in nutrients causes a lost training effect. When a workout is done, training is not done. Until an athlete recovers from the stress of training, their muscles cannot adapt properly.

STEP ONE: Take in 4-6 oz. of a sports drink (glucose mixed with water in a 50/50 ratio). This will release insulin to refuel depleted muscles.

STEP TWO: Take in fast protein (liquid form) such as protein drink, protein shakes, or yogurt. It is easier for the body to use liquid forms of protein than solid forms such as a protein bar.

STEP THREE: Take in 75g of carbohydrates. This is important to prevent muscle damage.

STEP FOUR: Within one hour eat a nutritional meal. The plate should be filled 1/2 with fruits or vegetables, 1/4 with lean protein, and 1/4 with complex carbohydrates.

SLEEP AND PERFORMANCE

Central Nervous System Readiness

Six Reasons Why We Need to Sleep:

BOOSTS MEMORY - Sleeping strengthens the neural connections that form memories.

IMPROVES THE HEART - A lack of sleep increases calcium build-up in arteries, which increases the risk of heart diseases.

DECREASES DEPRESSION - Sleeping releases melatonin and serotonin, which help eliminate stress hormones, adrenaline, and cortisol, which in turn makes us happier.

INCREASES CREATIVITY - With memory at its peak, the mind restored, and hormones balanced, the mind has a healthier imagination, resulting in increased creativity.

SUPPORTS WEIGHT LOSS - A lack of sleep creates a lack of the hormone leptin which is stored in the fat cells and tells us when to stop eating.

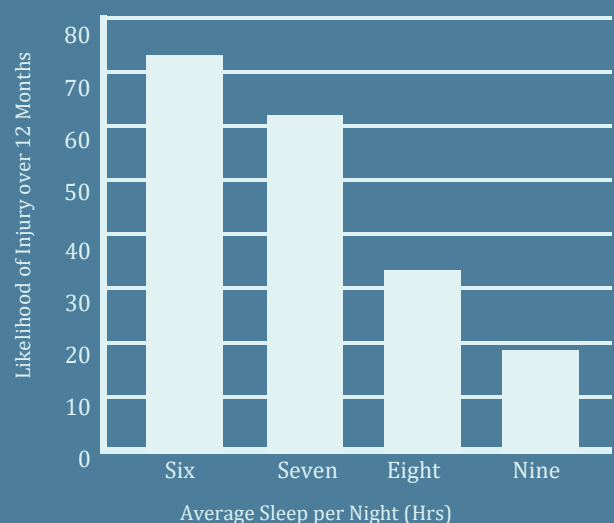
MAKES YOU HEALTHY - Immune systems rely on sleep to regain strength.

“Athletes who get 8 to 10 hours of sleep are more likely to improve their performance in the game. It’s not common knowledge, because if people understood how much of a difference (getting more sleep) could make athletically, they’d incorporate it more into their lives and not focus solely on nutrition and exercise.”

-Cheri Mah

(Stanford Researcher, Stanford Sleep Study)

Likelihood of Injury Based on Hours of Sleep per Night



SLEEP IS THE EQUALIZER

If the brain doesn’t work, the body doesn’t work. Sleep is the fatigue factor in brain function for both mental and physical performance. Research by Cheri Mah, Stanford Researcher, indicates that the more athletes sleep, the better they perform. After a night of sleeping 8 to 10, hours athletes store up roughly 14 hours of central nervous system readiness. When athletes sleep less than 8 hours, readiness decreases dramatically which reduces the athlete’s pre-movement, movement, balance, and reaction time. When this occurs, chances of injury increase. The graph pictured above compares an athlete’s time sleeping to their injury rate.

CHEMICAL HEALTH AND PERFORMANCE

Alcohol, Tobacco, and Other Drugs and Athletes

Quick Facts About ATOD and Athletes:

- Athletes who drink are twice as likely (54.8%) to be injured than non-drinkers (24.8%).
- Elite Olympic level athletes lose over 11% from their overall performance when they drink alcohol. For high school and college athletes, it's between 15% and 30% from their overall performance.
- Reaction time can be reduced up to 38% when using ATOD. This translates to how quickly you get off the line or starting blocks, swing a bat, or block a shot.
- The use of ATOD interferes with training, recovery, and adaptation effect. A body trying to rid itself of ATOD cannot heal or recover as quickly because of the reduction of HGH and testosterone.
- Consumption of alcohol reduces blood flow to the brain, which decreases athletic performance by reducing speed, agility, strength, and concentration.

Physical Impacts of Tobacco/Nicotine Use:

-  Stresses pulmonary system (heart and lungs)
-  Slows recovery processes
-  Greater susceptibility to injury
-  Less endurance; weakness

Physical Impacts of Alcohol Use:

-  Constricts aerobic metabolism - reduces endurance.
-  Inhibits absorption of nutrients - lowering endurance and increasing risk of injury.
-  Use within 24 hours of activity reduces aerobic performance.
-  Makes weight difficult to maintain (gain or lose).
-  Disturbs sleep patterns - slows recovery.
-  Weekly use doubles rate of injury.

Neurological Impacts of: Marijuana/THC Use:

-  Dulls reaction time and hand-eye coordination.
-  Causes memory storage and retrieval failure.
-  Reduces balance and tracking ability.
-  THC has no performance enhancing potential.

Marijuana (THC) is fat soluble, so it can stay in the brain & body for weeks - compromising athletic development over time.

As a coach you are in a special position to prevent substance use by your players. See below for guidelines on how to handle situations you may encounter.

Confront the athlete immediately if you suspect substance use. Make sure that he or she knows that you are aware of what is going on. Failure to act may cause the athlete to assume that this behavior is OK or that you don't care. Explain that substance use is illegal and that the athlete can be arrested or suspended from school and sports for using it. Follow through on your school's Code of Conduct violations and restorative justice process.

Set rules and enforce them consistently. When a coach looks away, team morale will suffer, as will your own moral leadership. By opting to look the other way, you also fail in your responsibility to the athlete.

Ensure that everyone on your staff sets a good example. Your players will notice not just what you say, but what you do.

Benefits of Being a **SUBSTANCE FREE ATHLETE**

ATHLETE BENEFITS:

- Optimal health – physical, mental & emotional
- Potential for maximum athletic performance
- Eliminates distractions
- Perform at highest level possible
- Experience real connection with teammates

TEAM BENEFITS:

- No competing interests among substance users & non-users
- Team reputation stays intact
- Ideal team unity
- Limited distraction from performance and team growth
- Team Morale

STRESS AND PERFORMANCE

Mindfulness and Athletes

Feeling worried, anxious, angry, frustrated, annoyed, tired, fatigued, exhausted, unhappy, and/or unmotivated causes a physiological reaction in the body. Hormones are released in response to these negative emotions, which take control of our body's ability to physically and mentally perform well. This causes a downward spiral that correlates with declining physical sensations. This means negative emotions reduce your athlete's ability to perform and minimizes the potential of their outcomes. One way to reduce stress and the negative emotions often associated with it is to practice **mindfulness**. Oxford Dictionaries defines mindfulness as *a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations*.



HEALTH BENEFITS OF MINDFULNESS

- Reduced stress
- Reduced muscle tension
- Increase pain tolerance
- Encourages self-awareness
- Promotes mental and physical relaxation
- Enhances the body's immune system
- Improves tolerance and understanding
- Natural reward to your body



PERFORMANCE BENEFITS OF MINDFULNESS

- Improves learning ability
- Improves memory function
- Improves concentration
- Enhances academic performance
- Enhances emotional resilience
- Improves pain tolerance
- Helps to mentally prepare
- Helps visualize success

SHARE THESE POSITIVE MESSAGES WITH YOUR ATHLETES

- The brain interprets doubt as a signal that the body is not ready for high level performance. Have confidence in yourself and your training. Know that you can succeed in your upcoming game—stay positive!
- The goal in a day is not to see how much stress you can accumulate, rather to reduce as much as possible the stress and stressors that impair and degrade mental and physical performance.

Minimize Stress → Maximize Performance

- No more negative self-talk. It's time to rise up and be all you are meant to be—good mood, high enthusiasm, healthy attitude, positive outlook, and high expectations will lead to great reward!
- Mental preparation, psychological readiness, and physiological function equate to positive mood. Make positive mood a part of your training!

TEAM CULTURE

Character Code of Conduct

Another way to establish a positive team culture is to have your athletes sign a Character Code of Conduct. Discuss the importance of having good character with your athletes and then hold them to high standards. Below is a sample Character Code of Conduct. It is recommended that you revise and personalize this Code with your athletes in the beginning of the season. Giving your athletes a chance to contribute to the Character Code will increase the accountability they feel when signing. Be sure to add signature lines for students *and* parents so parents can know the standards their children are committing to.

I understand that in order to be a member of this team, I must act in accord with the following:

■ **TRUSTWORTHINESS** - Be worthy of trust in all I say and do.

- **Integrity:** Live up to high ideals of ethics and sportsmanship, pursue victory with honor, and above all do what is right even when it will be costly.
- **Honesty:** Don't lie, cheat, steal, or engage in any other dishonest conduct.
- **Accountability:** Fulfill commitments.
- **Loyalty:** Be loyal to my school, team, and coach above my personal glory.

■ **RESPECT** - Treat *all* people with respect *all* the time.

- **Class:** Live and play with class, show sincere respect in pre and post-game rituals.
- **Disrespectful Conduct:** Do not engage in this conduct at all, including profanity, obscene gestures, remarks of racial nature, trash talking, taunting, hazing, or any action that demeans an individual or sport.
- **Respect Officials:** Treat all officials with respect. Be an athlete, be a fan, or be a coach. Leave officiating to the officials.

■ **RESPONSIBILITY** - Understand the importance of education, be a student first, and commit yourself to that understanding.

- **Modeling:** Participation in sports is a privilege, not a right, and you are expected to represent your school with honor on and off the field. Suspension or removal from the participation privilege is within the sole discretion of the school administration.
- **Control:** Exercise self-control.
- **Healthy Lifestyle:** Safeguard your health. Do not use any unhealthy substances, including but not limited to alcohol, tobacco, and other drugs. Engage in proper nutrition, proper workout programs, and adequate sleep.

■ **FAIRNESS** - Live up to the high standards of play.

■ **CARING-** Demonstrate concern for others.

■ **TEAMWORK-** Help promote the well-being of teammates and be willing to report unhealthy or dangerous conduct to coaches.

■ **CITIZENSHIP-** Play by the rules, including the spirit of the rules.

Adapted from Life of an Athlete New Hampshire's *The Coaches' Playbook*.

Adapted from Illinois Human Performance Project -*Coaches' Playbook*.

SELECTING TEAM LEADERS

The 5 C's of Leadership Overview

The traditional view of team captains meeting before a competition to shake the opponent's hand for good sportsmanship has been unchanged for many decades. However, Athlete Committed encourages coaches to set new standards for choosing student athlete leaders with higher expectations to become captains of their teams.

Human Performance Project founder John Underwood stated, "We have seen a significant number of incidents involving both drug use and out-of-character behaviors, as well as criminal acts committed by team leaders in recent years. There seems to be a trend toward pack mentality in sport that has greatly diminished the ability of individuals to positively impact teams and teammates."

In light of the recent string of high-level scandals in the sports world, it is important that at this developmental and impressionable level of high school athletics, we are proactive about educational prevention and intervention programs. Realizing that today's athletes face unprecedented social and behavioral issues, developing leaders is a difficult task, and even more difficult is finding potential leaders among the masses. Although this can be a long process, the value of the potential outcome is worth the time and energy. If we can find, train, and develop leaders, they can have a positive impact on their peers.

Athlete Committed encourages team leaders to have significant tasks, duties, and responsibilities that will help lead the team into a program of excellence. How we choose potential leaders needs to go beyond athletic skills and popularity. The best candidate for team captain is not always the best player on the team.

The Human Performance Project model encourages coaches to identify student leaders by using *The 5 C's of Leadership* assessment tool. The 5 C's stand for *competence, character, civility, citizenship, and chemical health*, which are qualities that lay the foundation for effective leadership. Student leaders tend to be strong in some areas, and weaker in others. We encourage you to recognize existing strengths as well as potential for growth in your athletes. The important thing about choosing student leaders is finding athletes who will commit to developing all 5 C's on a daily basis.

When using *The 5 C's of Leadership* assessment tool it is important to realize that the objective is to improve the leadership skills of the athlete being evaluated. No student athlete is ever perfect, and it is the role of a coach to help their athletes grow.

This assessment will point out the strengths of students, which will likely be a gratifying experience for your athletes. However, this tool is not meant only to compliment individuals on their strengths. Both the evaluating coach and the athlete who is being evaluated should know that the intention of this assessment is also to identify areas for improvement. In other words, this tool is a way to provide and receive constructive criticism. Below you will find a summary of the 5 C's. The complete *5 C's of Leadership* assessment tool can be found at the end of this manual in the Appendix or online at ilhpp.org.

5 C's of Leadership Definitions

COMPETENCE	Competence means having the necessary knowledge and understanding of HPP and indicates an ability to teach the lifestyle.
CHARACTER	Character means demonstrating attitudes and behaviors that relate to moral strength; including responsibility, accountability, dedication, trustworthiness, and self-control.
CIVILITY	Civility means demonstrating behavior that exemplifies consideration for others through respect, fairness, and caring.
CITIZENSHIP	Citizenship means representing social responsibility to extracurriculars and the community through commitment, teamwork, and role modeling.
CHEMICAL HEALTH	Chemical Health means supporting zero tolerance of substance use individually and for the group through role modeling, communication, and enforcement.

Develop leaders who:

- Hold their teammates accountable to create a Culture of Accountability
- Set high standards for their teammates in sports, school, and life
- Inspire teammates to set big goals and put in the hard work to achieve them
- Foster a strong sense of team chemistry and unity throughout the team
- Keep teammates in-line when it comes to social media and social life decisions

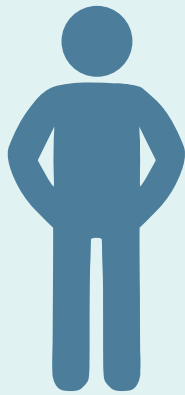
LEADERSHIP STYLES

Quiet and Vocal Leaders

Leadership is a process of mutual influence directed at achieving purposeful results. The development of leadership begins with personal initiative and awareness, and understanding one's passion, motivations, strengths, limits, and personal values. The process of self-discovery is ongoing and the pursuit of leadership requires perseverance and a commitment to perpetual learning. As the coach, you are in a position to help your students increase awareness about their own leadership styles.

Leadership styles vary; it is important for captains to find their own style and then begin working to fine tune their strengths.

Qualities of a Quiet Leader



A quiet person leads by example by demonstrating the following behaviors:

- Playing hard
- Being respectful to officials
- Staying focused during practice and games
- Setting the bar high
- Having confidence to take a stand against the use of alcohol, drugs, and other prohibited substances
- Making choices for nutrition and sleep based on solid statistics and studies
- Maintaining a positive attitude in the face of success and failure
- Performing well

Qualities of a Vocal Leader



A vocal person leads by verbally motivating the team by demonstrating the following behaviors:

- Playing hard
- Maintaining a positive atmosphere
- Setting the bar high
- Discussing non-use choices for alcohol, drugs, and other prohibited substances
- Discussing choices for nutrition and sleep based on solid statics and studies
- Discussing the importance of a positive team culture
- Performing well

Adapted from Illinois Human Performance Project -Coaches' Playbook.

The Athlete Committed Creed

Loyalty to school, team, and teammate

Serve with honor and integrity on and off the field

Ready to lead, ready to follow, will never quit

Take responsibilities for your actions and the actions of your teammates

Excel as athletes through discipline and hard work

Train for competition and fight to win

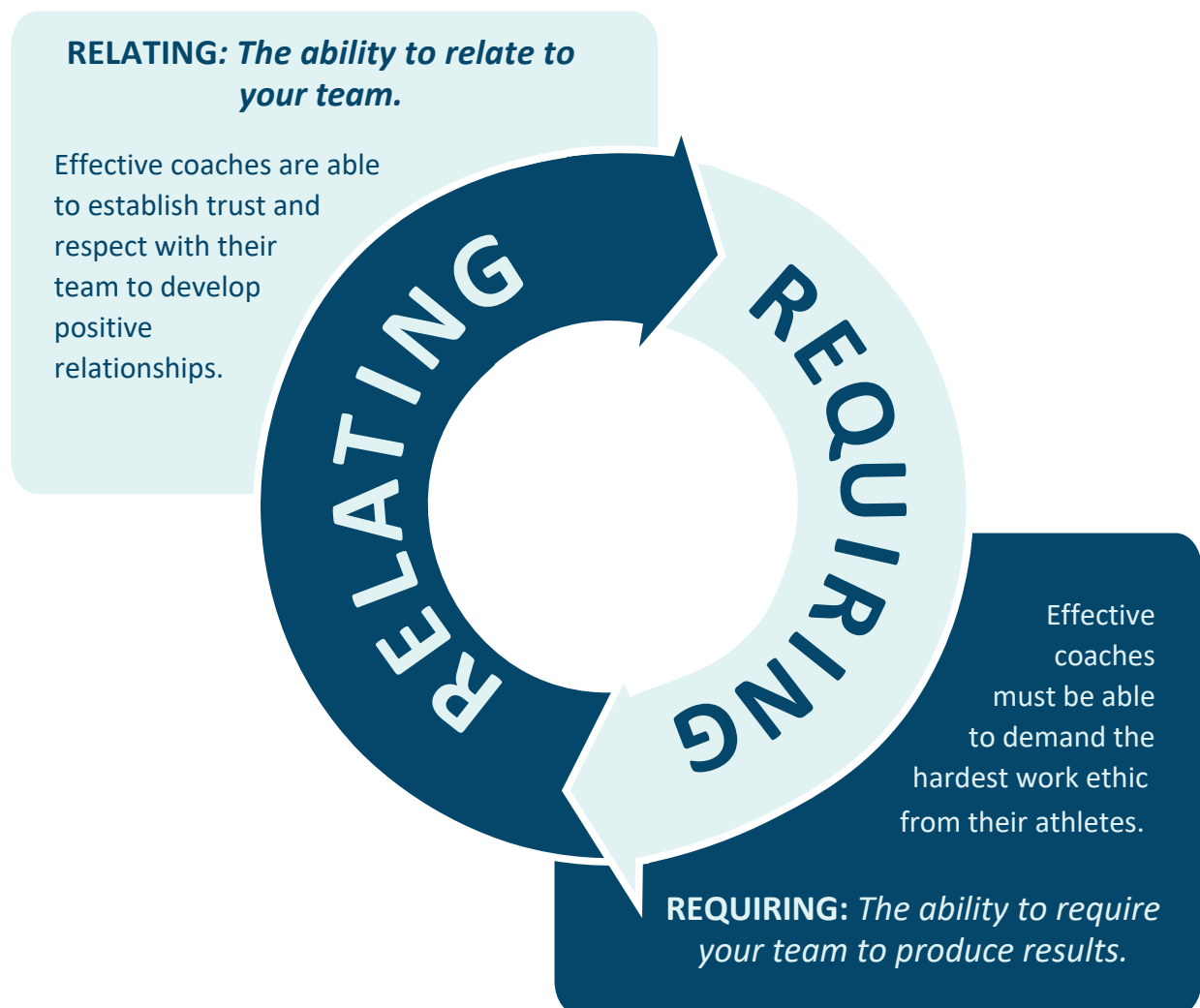
Live a life of excellence on and off the field.

BALANCING THE TWO R'S OF COACHING

Relating and Requiring

“There are many skills to coaching that can improve team success, team dynamics, and a coach’s level of success. One skill that must be mastered is the balance between *relating* and *requiring*. Coaches must be willing to challenge and raise expectations of their athletes. It is important for coaches to hold their team accountable to these standards. Relying too much on a particular coaching style can lead to many problems. Coaches who rely too much on relating may worry about being liked and avoid confronting athletes for poor performance. Coaches who require too much may be perceived as overbearing and not concerned about their athletes.”

-Jeff Janssen, Sports Leadership Center, Cary, North Carolina





Additional Athlete Committed Resources:



Life of an Athlete
Powerback Diet



Life of an Athlete Sleep
Manual



Sleep Module
Video



Nutrition Module
Video



Stress & Wellness
Module Video



Training & Recovery
Module Video



Character Module
Video



Chemical Health Module
Video



FOR MORE INFORMATION:
Prevention Unit
(530) 891-2891
www.butteyouthnow.org

