

FOR MOST OF MY COACHING CAREER, I HAD A DAY JOB IN THE SO-CALLED "BUSINESS WORLD."

I COULDN'T HELP NOTICING THAT THE BEHAVIORS AND ATTITUDES THAT I DISPLAYED IN THE WORKPLACE WERE THE SAME BEHAVIORS AND ATTITUDES THAT WORKED FOR ME ON THE ATHLETIC FIELDS.

I WAS EITHER MANAGING MY JOB THE SAME WAY I WAS COACHING KIDS...

OR I WAS COACHING KIDS THE SAME WAY I WAS HANDLING MY JOB.

THEN I REALIZED HOW MANY BUSINESS AND LEADERSHIP BOOKS ARE WRITTEN BY FAMOUS COACHES: MIKE KRZYZEWSKI, RICK PITINO, DON SHULA, JOHN WOODEN....

AND IT OCCURRED TO ME IF COACHES ARE INTERPRETING BUSINESS FROM THE PERSPECTIVE AND LANGUAGE OF THE COACHING WORLD MAYBE THERE IS VALUE IN INTERPRETING COACHING FROM THE PERSPECTIVE AND LANGUAGE OF THE BUSINESS WORLD.

WHY DO WE COACH?

IS IT TO HELP KIDS RUN FAST, THROW FAR, JUMP HIGH OR LONG?
PARTLY.

BUT FROM THE START, I UNDERSTOOD THAT WHETHER
WE REALIZE IT OR NOT WE'RE HELPING YOUNG PEOPLE
IN OTHER WAYS AS WELL.

IN FACT, WE HAVE ENORMOUS INFLUENCE ON THEM,
AND THE THINGS WE TEACH ARE NOT BEING TAUGHT
IN THE CLASSROOM

IN MY FIRST U.S. COACHING JOB, I HAD A GIRL COME
UP TO ME ON THE DAY OF HER GRADUATION AND SAY,
"I LEARNED MORE IN XC THAN I DID IN HIGH SCHOOL"
THAT'S A POWERFUL THING TO SAY.

OBVIOUSLY, THERE WAS MORE TO
COACHING THAN WRITING WORKOUTS.
AND BEFORE I WENT ANY FARTHER...

I BETTER FIGURE OUT WHAT "BUSINESS OR BUSINESSES"
COACHES ARE REALLY IN.

SIX "BUSINESSES" THAT COACHES ARE IN:

1. COURAGE
2. VISION AND HIGH EXPECTATIONS
3. TRUST
4. CUSTOMER SERVICE
5. INSPIRATION
6. EDUCATION

YOU MIGHT THINK OF MORE, BUT THIS IS A GOOD START.

COACHING RUNNERS: WHAT "BUSINESSES" ARE WE IN?

1) WE ARE IN THE COURAGE BUSINESS (NOT THE "DRAMATIC" KIND)

A) IT TAKES COURAGE TO...

1) DAILY, MAKE GOOD DECISIONS AND CHOICES RE:

NUTRITION, SLEEP, ORGANIZING YOUR TIME, STANDING UP FOR YOUR VALUES, NOT GOING ALONG WITH THE CROWD,

LIVING THE "ATHLETE'S LIFE"

2) ACCEPT RESPONSIBILITY AND BE ACCOUNTABLE,

3) PRACTICE HARD (EVEN WHEN YOU DON'T SEE IMPROVEMENT)

4) RACE HARD (EVEN WHEN YOU'RE FAR BEHIND)

5) RISK LEAVING YOUR COMFORT ZONE

6) OVERCOME DISAPPOINTMENTS (BAD RACES, DEFEATS)

7) OVERCOME SETBACKS (ILLNESS, INJURY)

8) LEAD DISCIPLINED, PRINCIPLED, PURPOSEFUL LIVES

("YOU DON'T KNOW HOW HARD IT IS FOR US TO STAY STRAIGHT.")

B) AS COACHES, WE NEED TO "SPOTLIGHT" EXAMPLES OF COURAGE

THAT WE SEE IN OUR KIDS

1) POINT THEM OUT TO OUR TEAMS

2) PRAISE THEM VERBALLY

3) PRAISE THEM IN THE MEDIA

C) TEACH KIDS TO APPRECIATE - AND CELEBRATE -

DEMONSTRATIONS OF COURAGE IN THEMSELVES, THEIR TEAMMATES, PARENTS, OTHERS

2) WE ARE IN THE VISION AND HIGH EXPECTATIONS BUSINESS

A) TEACHERS AND COACHES KNOW:

"PEOPLE RISE (OR SINK) TO THEIR LEVEL OF EXPECTATION."

B) IN XC: WHAT IS OUR VISION? OUR GOAL?

MAXIMIZE OUR PERFORMANCE POTENTIAL, INDIVIDUALS/TEAM

C) IN XC: WHAT IS OUR PATH TO THE VISION?

1) FIRST XC TEAM MTG. (JUNE), EXPLAIN FORMULA FOR SUCCESS.

2) 3-PART FORMULA FOR SUCCESS

a) 80% OF SUCCESS IN LIFE IS SHOWING UP / BEING AT PRACTICE EVERY DAY / 80% DO NOT SHOW UP EVERY DAY
DO THAT: SHOW UP / WE WILL BE 80% TO OUR VISION.

b) MAKE THE EFFORT / COMMIT YOURSELF EVERY DAY TO THE TRAINING (WORKOUT OR RECOVERY) / MOST DO NOT MAKE THE EFFORT EVERY DAY.

DO THAT: MAKE THE EFFORT / WE WILL BE MOVE ANOTHER 10% TOWARD OUR VISION

c) BE A TEAM / COMMIT YOURSELF EVERY DAY TO BEING A GOOD TEAMMATE TO EVERY TEAM MEMBER (NO CLIQUES!) / ON MOST TEAMS, PEOPLE DO NOT MAKE THE EFFORT EVERY DAY

DO THAT: BE A TEAM / WE WILL BE ANOTHER 5% CLOSER TO OUR VISION.

3) SHOW UP - MAKE THE EFFORT - BE A TEAM. EVERY DAY.

DO THAT: AND WE ARE AHEAD OF 95% OF OUR COMPETITORS BECAUSE THEY WON'T DO THAT.

4) WE WILL DO THAT. YOUR COACHES, CAPTAINS AND TEAM LEADERS WILL INSIST ON IT.

2) VISION AND HIGH EXPECTATIONS (CONTINUED)

D) IN XC: WHEN WE SHOW UP - MAKE THE EFFORT - BE A TEAM
WHAT, THEN IS OUR LEVEL OF EXPECTATION?

1) DO THE MATH (1980s ~ 40 NH HS W/GIRLS XC TEAMS)

a) CLASS I (~10): 95% OF 10 = TOP ½

CONTEND TO WIN, ADVANCE TO M.O.C. (5 ADVANCE)

b) MOC (BEST OF ~40) = TOP 2 TEAMS

CONTEND TO WIN, ADVANCE TO N.E. (5 ADVANCE)

[NOTE: I AM TELLING OUR TEAM IN JUNE THAT THEY

SHOULD EXPECT TO QUALIFY FOR N.E.S IN NOVEMBER.]

c) N.E.S : TOP ½ TEAMS ("NH GIRLS TEAMS ALWAYS DO")

2) BY THE WAY 80 - 10 - 5 = 95% OF OUR COMPETITORS

BEHIND US IS OUR EXPECTATION IF WE HAVE AVERAGE
TALENT.

3) IF WE HAVE GOOD TALENT WE CAN SUCCEED AT A HIGHER
LEVEL . . . MAYBE WIN EVERYTHING!

2) VISION AND HIGH EXPECTATIONS (CONTINUED)

E) ACTUAL RESULTS (COMBINED EXETER/O.R.)

1) CLASS I: EXPECTATION: CONTEND TO WIN, ADVANCE TO M.O.C.

RESULTS: 8 RACES - 1, 1, 1/3, 1, 1, 2, 1; 6 WINS, 1-2ND, 1-3RD

ADVANCE TO M.O.C. 8 FOR 8

2) M.O.C.: EXPECTATION: CONTEND TO WIN, ADVANCE TO N.E.

RESULTS: 9 RACES - 1, 1, 2, 1/5, 11, ¹⁹⁸⁶2, 2, 2; 3 WINS, 3-2ND, 1-5TH, 1-11TH

ADVANCE TO N.E.S. 6 FOR 7

3) NEW ENGLANDS: EXPECTATION: TOP 1/2

RESULTS: QUALIFIED 6 FOR 7; 3, 5/11, -, 3, 4, 1; 1 WIN, 2-3RD, 1-4TH, 1-5TH, 1-11TH

TOP 1/2 6 FOR 6

F) LESSONS

1) FOR ATHLETES: SHOW UP - MAKE THE EFFORT - BE A TEAM WORKS
IN SPORTS, ON THE JOB, IN THE FAMILY, EVERYWHERE

2) FOR COACHES:

a) IDENTIFY THE VISION

b) IDENTIFY THE PATH TO THE VISION

G) COACHES' RESPONSIBILITIES IN HIGH EXPECTATION PROGRAMS

1) CELEBRATE: COURAGE, EXECUTION, IMPROVEMENT, SUCCESS

2) MINIMIZE PRESSURE: KEEP THEM CALM, KEEP IT FUN

H) STORIES? APPENDIX - IF THERE IS TIME

1) 1986 - WHEN WE DID NOT QUALIFY TO N.E.S

2) 1989 CLASS - CELEBRATE SUCCESS (WIN) / CRITICIZE EXECUTION

3) 1989 M.O.C. - CELEBRATE ^{EXECUTION,} IMPROVEMENT / NO COMMENT ABOUT LOSS

4) 1989 N.E. - CELEBRATE EXECUTION, SUCCESS (WIN)

5) MINIMIZE PRESSURE (JACK DANIELS)

3) WE ARE IN THE TRUST BUSINESS

A) TRUST IS RELATED TO EXPECTATIONS

1) IF YOU TRUST A LOT, YOU GET A LOT

2) "PEOPLE RESPOND POSITIVELY TO TRUST AND CONSISTENTLY PERFORM BETTER WORK THAN THEY THOUGHT THEY COULD DO. THEY WILL SURPRISE YOU, AND THEY WILL SURPRISE THEMSELVES."

3) EXAMPLE: SUNDAY LONG-RUN

a) COACH FACILITATES: VAN, WATER, ENERGY BARS, NEW ROUTE,

b) ATHLETE ATTENDANCE OPTIONAL

c) ATHLETES TRUSTED TO RUN ON OWN IF NOT WITH TEAM

b) ATHLETES ENCOURAGED TO "OWN" THEIR RUNNING, TO ACCEPT PERSONAL RESPONSIBILITY / ACCOUNTABILITY.

c) "WHEN YOU TRUST SOMEONE YOU ARE SAYING, IN EFFECT, 'I BELIEVE IN YOU.' THAT'S A POWERFUL MESSAGE FOR AN ADULT TO SEND TO A YOUNG PERSON."

d) TRUST INSPIRES LOYALTY TO COACH AND TEAM GOALS.

e) TRUST IS SELF-REINFORCING. ONCE KIDS START BEING TRUSTWORTHY, THEY KEEP BEING TRUSTWORTHY.

4) WE ARE IN THE CUSTOMER SERVICE BUSINESS

A) MORAL DUTY TO SERVE ALL ATHLETES EQUALLY

1) EQUAL QUALITY TRAINING (APPROPRIATE TO AGE, FITNESS)

2) EQUAL ATTENTION FROM COACH

3) CREATE ENVIRONMENT OF OWNERSHIP:

a) IT'S THEIR SPORT; IT'S THEIR TEAM

b) CO-CAPTAINS (2) PARTICIPATE W/COACH (1) IN TEAM DECISIONS

c) COACHES' ROLE (\$)

1) NOT BOSS/MANAGER, NOT DEMANDING OBEDIENCE,

NOT "MY WAY OR THE HIGHWAY"

2) RATHER COACH AS GUIDE/FACILITATOR/SERVANT SUGGESTING

TRAINING PLANS, RACING PLANS, WORKOUTS

3) Q: "HOW MANY LEADERS DID YOU GRADUATE?"

A: "NONE. WE GRADUATE SERVANTS."

B) PRACTICAL REASON: DEPTH

1) MORE RECRUITS, LARGE TEAMS

2) OPPORTUNITY FOR MENTORS: ^{VETS OR ROOKIES} "BIG BROTHERS / BIG SISTERS"

3) DEPTH WINS

a) 1976 EXETER XC: "PLATOONED;" UNDEFEATED; JV'S (#8-14 RUNNERS) WOULD

HAVE BEEN 4TH AT M.O.C.; 19 1ST PLACERS; OPPORTUNITIES FOR

MANY KIDS TO "STEP UP," SCORE

b) 1987 O.R. CLASS I: ^{H-1, 3, 4, 11, 32 = 48} O.R. - 5, 6, 9, 10, 13 = 42 (15) (16) ← ^{5 14 15} 7 14 16

c) 1989 O.R. N.E.: 3 OF TOP 5 SUB-PAR, #1 DROPS FROM 6TH (88)

TO 19TH, EVERYONE STEPS UP, WON BY 50 (FIRST 2 COULD

HAVE DROPPED OUT, 3-7 WOULD STILL HAVE WON)

6) WE ARE IN THE INSPIRATION BUSINESS. INSPIRE ATHLETES WITH:

A) HISTORY, TRADITIONS OF TRACK/XC AT YOUR SCHOOL

B) HEROES AND HEROIC TEAMS AT YOUR SCHOOL

(IF HE/SHE/THEY COULD DO IT, WHY NOT YOU/US?)

C) STORY TELLING

1) PERSONAL EXPERIENCE (COACH, AS A RUNNER)

2) LEGENDARY RUNNERS

a) NEW HAMPSHIRE

b) NEW ENGLAND

c) U.S.

d) WORLD

3) LEGENDARY RACES

D) YOUR ENTHUSIASM

1) COACH AS FRAISER-IN-CHIEF, TEAM CHEERLEADER

2) CULTIVATE THE ENTHUSIASM OF ALL YOUR KIDS,

BUT ESPECIALLY THE SLOWER KIDS WHO NEVER SCORE, WHO NEVER WIN MEDALS.

3) BELIEVE THIS: "IF YOUR SLOWEST KID IS ENTHUSIASTIC YOU WILL HAVE A CHAMPIONSHIP TEAM."

4) YOUR SLOWER KIDS ARE LIKELY TO BE YOUR

BEST RECRUITERS. FAST KIDS SCARE POTENTIAL

RECRUITS AWAY; SLOW KIDS SCARE NO ONE

AND ARE THE ULTIMATE "TEAM PLAYERS"

WHOSE BEST HOPE FOR ATHLETIC GLORY IS A

CHAMPIONSHIP TEAM JACKET. THEY WILL HELP YOU

FIND THE TALENT THAT WILL EARN THEM A

CHAMPIONSHIP JACKET.

6) WE ARE IN THE EDUCATION BUSINESS

A) TEACH

1) EXERCISE PHYSIOLOGY OF TRAINING

a) WHY TRAINING WORKS: THE "MIRACLE OF ADAPTATION"

b) WHAT IT IS, WHY WE DO IT:

1) AEROBIC RUNNING

2) LACTATE THRESHOLD (LT) TRAINING

3) ANAEROBIC (RACE PACE) TRAINING

4) SPEED (FASTER THAN RACE PACE) TRAINING

2) NOT ALL TRAINING IS EQUALLY HARD / MOST DAYS ARE EASY
(THE IMPORTANCE OF RECOVERY)

3) COMFORT ZONES

a) INSIDE COMFORT ZONE: AEROBIC, LT

b) OUTSIDE COMFORT ZONE: ANAEROBIC TRAINING, RACES

c) SPEED: NEITHER IN/OUT COMFORT ZONE, JUST FUN.

4) GOALS OF EX. PHYS. TEACHING

a) AN INFORMED ATHLETE IS A MORE ENTHUSIASTIC TRAINER,
RACER AND MENTOR;

b) AN INFORMED ATHLETE IS MORE LIKELY TO "OWN" HER RUNNING;

c) AN INFORMED ATHLETE IS MORE LIKELY TO RUN OUT OF SEASON;

d) AN INFORMED ATHLETE IS MORE LIKELY TO BECOME
A LIFE-LONG RUNNER.

5) EXERCISE PHYSIOLOGY OF RACING

a) > 3 MIN., NEGATIVE SPLITS, 51/49% OF TIME OF RACE

b) < 3 MIN., POSITIVE SPLITS, 49/51% OF TIME OF RACE

c) CROSS COUNTRY EXCEPTIONS

1) CUSTOMARY FAST START

2) TERRAIN-INDUCED LACTATE SPIKES

6) COMPETITIVE STRATEGIES, TACTICS

6) EDUCATION BUSINESS (CONTINUED)

A) TEACH:

7) THE NATURE OF COMPETITION, SOCIAL OR ANTI-SOCIAL?

(DO WE COMPETE WITH OR AGAINST OUR OPPONENTS?)

8) THE POWER OF POSITIVE THINKING

a) POSITIVE IMAGERY

b) AFFIRMATIONS

c) "STOPPING" NEGATIVE THOUGHTS

9) THE POWER OF TEAM: WHAT IT MEANS TO BE A MEMBER OF A TEAM WORKING TOWARD A COMMON GOAL.

10) EXPANDED DEFINITIONS: WIN/LOSE, SUCCESS/FAILURE

a) CLARIFY THAT NEITHER SIDE OF EACH PAIR IS ALL GOOD, ALL BAD, OR FINAL

b) EXAMPLES: (OISTER RIVER XC)

1) 1989 CLASS I: WON RACE / FAILED TO EXECUTE

2) 1989 M.O.C.: SUCCESS IN EXECUTION / LOST RACE

3) 1989 N.E.S.: WON RACE / SUCCESS IN EXECUTION

11) RESPECT FOR PROCESS IN PURSUIT OF EXCELLENCE

a) SHOW UP - MAKE THE EFFORT - BE A TEAM

b) OTHER (PLAN, PRIORITIZE, COMMIT, WORK HARD, PERSEVERE, ACCOUNTABILITY, ATTENTION TO DETAILS, FUN, ETC.)

c) MAKE VISIBLE THE APPLICATION OF PROCESS TO LIFE:

1) HEALTHY LIFESTYLE, FITNESS FOREVER

2) MAXIMIZE OPPORTUNITIES FOR SUCCESS:

SPORTS → SCHOOL → CAREER → FAMILY

d) IN LIFE, FOCUS ON PROCESS RATHER THAN POSSIBLE OUTCOMES

6) EDUCATION BUSINESS (CONTINUED)

A) TEACH:

12) LEADERSHIP SKILLS

- a) WHAT A LEADER IS (TEACHER, MENTOR, FACILITATOR, SERVANT)
- b) WHAT A LEADER DOES (GUIDE, INSPIRE, SUPPORT)
- c) EVERYONE CAN/MUST BE A LEADER
- d) EVERYONE CAN/MUST BE A FOLLOWER

13) SELF-CONFIDENCE AND SELF-RESPECT

- a) YOU/WE ARE BETTER THAN YOU/WE THINK WE ARE
- b) YOU/WE CAN DO MORE THAN YOU/WE THINK WE CAN
- c) EXAMPLE OF COACH-SPEAK: (ALSO CELEBRATION OF COURAGE)

"IF YOU ONCE RACE DERRYFIELD PARK THEN RETURN TO RACE IT AGAIN, YOU ARE A RARE PERSON, DIFFERENT FROM MOST PEOPLE. YOU CAN DEAL WITH A LEVEL AND DURATION OF STRESS AND DISCOMFORT THAT MOST PEOPLE WON'T OR CAN'T DEAL WITH. YOU ARE AN ATHLETE, A PERSON OF STRENGTH, COURAGE AND CHARACTER. YOU ARE A WARRIOR. YOU ARE READY FOR ANYTHING THE FUTURE CAN HAND YOU. I AM PROUD TO KNOW YOU."

- d) ELEVATE THEIR CONFIDENCE AND SELF-RESPECT AT EVERY OPPORTUNITY.

LIFE LESSONS FROM OUR COLLECTIVE "BUSINESSES"
OF ATHLETIC TRAINING AND COMPETITION:

- 1) SHOW UP - MAKE THE EFFORT - BE A TEAM IS THE
FORMULA FOR SUCCESS AT EVERYTHING IN LIFE

- 2) ORDINARY PEOPLE CAN DO EXTRAORDINARY THINGS
YOU DON'T HAVE TO BE GREAT. WE JUST HAVE TO
BE GREAT TOGETHER.