

Definition

coach *n.* **1** a large, covered, four-wheeled carriage **2** a railroad passenger car **3** the lowest-priced class of airline accommodations **4** a bus **5** an instructor or trainer, as of athletes, actors, or singers

Quotes

“Coaches have to watch for what they don’t want to see and listen to what they don’t want to hear.” — Coach John Madden, Oakland Raiders

“I can coach a lot of things, but I can’t coach your effort. That’s up to you.” — Coach Pat Summitt, University of Tennessee

“The habit of persistence is the habit of victory.” — Herbert Kaufman, an American writer

“Coaching is 90 percent attitude and 10 percent technique.” — Unknown

“Success begins with belief and ends with doubt.” — Larina Kase, business coach

“I’ve had hard coaches all my life.” — Chris Webber, NBA all-star

“If you’ve given the greatest effort that you can expect of yourself, you always get what you deserve.” — Coach Vivian Stringer, Rutgers University

“It’s hard, or you wouldn’t like it. A lot of coaches don’t like what they are doing.” — Steve Largent, NFL all-star and Hall of Famer

“Over 20 years I played for a number of managers and dozens of coaches. I don’t know any of them that I didn’t learn something from to help make me a better player.”
— Robin Yount, MLB all-star and Hall of Famer.

“What makes a good coach? Complete dedication.” — Coach George Halas, Chicago Bears

“The highest of distinctions is service to others.” — King George VI

“Build up your weaknesses until they become your strong points.” — Coach Knute Rockne, Notre Dame University

“My father gave me the greatest gift anyone could give to another person. He believed in me.” — Coach Jim Valvano, North Carolina State

All of these from Coach John Wooden, UCLA:

“Things turn out best for the people who make the best of the way things turn out.”

“Ability is a poor man’s wealth.”

“Don’t measure yourself by what you have accomplished, but by what you should have accomplished with your ability.”

“Condition comes from hard work during practice and proper mental and moral conduct between practices.”

“Do not let what you cannot do interfere with what you can do.”

“Make sure that team members know they are working with you, not for you.”

And these from boxing champion Muhammad Ali:

“I hated every minute of training, but I said, ‘Don’t quit. Suffer now and live the rest of your life as a champion’.”

“If my mind can conceive it, and my heart can believe it — then I can achieve it.”

“The service you do for others is the rent you pay for your room here on Earth.”

“Don’t count the days, make the days count.”

“Inside of a ring or out, ain’t nothing wrong with going down. It’s staying down that’s wrong.”

Quiz

Please circle the appropriate number as honestly as you can. You won't be asked to share your answers. The intended outcome is that you (and I) become better coaches in our newsrooms.

- A. 0 1 2 Are you striving to learn the journalistic strengths and weaknesses of your students in all areas?
- B. 0 1 2 Is your Newsroom set up to allow your students to stay in training by constantly working on their fundamental journalistic skills?
- C. 0 1 2 After having enough time to get to know them (say six weeks), could you tell another person something special or unique about each of your students on staff?
- D. 0 1 2 Do you spend time thinking about your students and their abilities as they relate to your publication when you are away from the Newsroom?
- E. 0 1 2 Are you encouraging your students to compete for stories on your staff and is competition a big part of your program?
- F. 0 1 2 If you were asked and there was time permitting, could you carry on a one-on-one conversation with each of your students for at least five minutes every school day?
- G. 0 1 2 Are procedures in place in your Newsroom to make students accountable for both their successes and mistakes?
- H. 0 1 2 Do you implement specific strategies that encourage students to identify their strengths and their weaknesses and work on all of them?
- I. 0 1 2 Are classes in place, including the newspaper course, to teach students the fundamentals necessary for success on the publication?
- J. 0 1 2 Are you in contact with peer coaches, whether on your campus or off of it, at least once a week?
- K. 0 1 2 Do you notice differences in the ability of your students to take criticism and adjust what you say to them accordingly?
- L. 0 1 2 Are there traditions in place that bring a sense of “family” to your program and Newsroom — things that have been practiced for a long time, maybe even for generations?
- M. 0 1 2 Are you constantly challenging students, based on their skill levels, by setting lofty goals for them as individuals and as a staff?

- | | | | | |
|----|---|---|---|--|
| N. | 0 | 1 | 2 | Are you aware of friendships and cliques that exist among your staff? |
| O. | 0 | 1 | 2 | When there are staff conflicts or problems with sources (etc.), are you willing to take a step back and let your students solve them? |
| P. | 0 | 1 | 2 | When you make a coaching mistake are you willing to forgive yourself, move on or even apologize to a student, but then still stick to your coaching techniques and principles while perhaps altering your delivery of them? |
| Q. | 0 | 1 | 2 | Are you consciously coaching your top students to become coaches, and modeling that behavior for them? |
| R. | 0 | 1 | 2 | When it's game time, are you able to coach hard and not play? |
| S. | 0 | 1 | 2 | Do you have the end in mind for students (what they could be as a graduate of your program) and coach them accordingly, or do you accept their excuses and time constraints and let them flounder without confronting them about it? |
| T. | 0 | 1 | 2 | Do you come up with strategies to get your more skilled students working together on projects, or to mesh your top students with your less experienced students on a project? |
| U. | 0 | 1 | 2 | Do you find time collectively and individually to have fun with your students and encourage them to have proper fun with each other? |
| V. | 0 | 1 | 2 | Are you willing to be challenged by your students and listen? |
| W. | 0 | 1 | 2 | Do you take at least a couple hours each week to reflect on your coaching and your students? |
| X. | 0 | 1 | 2 | Is one of your main emphases helping your editors place staffers in roles and encouraging them to work together, particularly beyond their friendships with staffers? |
| Y. | 0 | 1 | 2 | Are you willing to talk to or text students, particularly your editors, on the phone at night or on weekends? |
| Z. | 0 | 1 | 2 | Who is the most important person in your newsroom, you or your top editor? |

TOTAL POINTS: _____

BETWEEN 0-18: You are probably a great teacher, but you are definitely NOT coaching your students.

BETWEEN 19-33: You are on your way to truly bringing coaching skills to your Newsroom, but you aren't there yet.

BETWEEN 34-42: Sometimes you are coaching your students, but sometimes you aren't. Decide whether you want to be a true coach.

BETWEEN 43-52: OK coach, you are on board. Now plug in to others and continue to challenge your students and become GREAT!

Strategy

There are three principles necessary to developing a successful team:

1. Train the players and get them in great physical condition.
2. Teach the players the fundamentals of the game through repetition.
3. Motivate the players to work as a team and not as individuals.

**— Coach John Wooden, UCLA, 10 NCAA Men's Basketball
Titles**

Addendum

What I've tried to teach in this presentation is how to bring coaching practices and skills into the Newsroom. But there are many other requirements of successful coaching. Here are a few:

- **Fundraising**
- **Recruiting**
- **Outreach on campus**
- **Academic counseling**
- **Meetings with individual students
outside office hours**
- **Curriculum development**
- **Team building exercises/events**
- **Student competitions**
- **Adapting to change**