

ATHLETICS/COACHING PHILOSOPHY

Athletics is an integral part to the educational experience. There are no activities in our educational system that more accurately mirror real-life experiences than athletic contests. The athletic program contributes to the development of learning skills and emotional management which enable students to achieve the full benefit from their education. It creates opportunities for student-athletes to utilize their talents beyond the classroom while enhancing their educational experience & growth. Tremendous dividends are gained through athletic participation.

The development of qualities such as integrity, sense of community, teamwork, sportsmanship, self-respect, self-discipline, self-confidence, and leadership, enriches the life of each student who participates. Successful athletic programs are a unique source of pride among alumni, students, faculty, staff and the community. Such pride has tangible benefits for the School District including public support, student enrollment and the ability to attract quality faculty and staff.

Coaches play a vital role in modeling the various characteristics that athletics develops & serving as leaders of the program that provides such opportunities. Coaches must create and maintain a program environment that is conducive to learning, an inviting place where athletes feel a sense of trust and understanding. An athlete will likely be more willing to face the challenges of sports, if he/she can see the relevance of expectations and not feel like a failure when it doesn't come easily.

Baseball is known as a "game of failures"—especially from an offensive standpoint, where those having good or great seasons are still making more outs than getting hits. Pitchers can make a great pitch & give up a hit; or pitch a great game & still suffer a loss. The one thing I believe a player can always control is **effort**: having the desire to hustle & put in the hard work to develop his skill/improve; creating a mindset to handle adversity in a positive, sportsmanlike manner; and, being willing to use one's talents/abilities to compete for his teammates, school & community.

LEADERSHIP PHILOSOPHY

If a leader is to be someone that others are willing to follow, then good character has to be at the top of the list. Good character is exemplified in a leader that is **ethical**—that does the right thing. A person that is **trustworthy** and **fair-minded** will keep people's interest at heart in daily work & decision-making. Also, as a result of establishing strong beliefs and values, a leader of good character would be **confident** in thoughts & actions—willing to do what's right, even when nobody is watching.

Competence would be another key characteristic of leadership. Having a wide range of **intelligence** and experience, a leader would be very knowledgeable of the responsibilities of his/her position and even of those under his/her charge. A competent leader would also be very **organized**, managing the assortment of tasks that come about during a day—both scheduled and unexpected. This last part requires a large amount of **flexibility** in carrying out the duties of the job, but also in working with the various personalities of staff, students, and parents.

A leader must have strong interpersonal skills—**communicating**, listening & observing. The people under his/her charge must have a clear understanding of what the leader is trying to say or expecting to be done. **Listening** to the viewpoints of staff and students would go a long way in showing that a leader cares about them as people. Being **observant** of the personality traits of employees, a leader with strong interpersonal skills would be better equipped to identify those persons to which he/she could **delegate** certain tasks and the appropriate modes & frequency of showing **appreciation**.

Lastly, a key characteristic of leadership is being visionary, not simply for the ability to create new ideas, but for seeing what can be possible. Keeping an **open mind**, a leader would be able make decisions and direct staff within the framework of the big picture, while **inspiring** others to follow suit. A leader with vision would also be more **proactive** in addressing situations, sensing (or being informed by a supportive staff) when things are going astray. The ability to be **courageous** will undoubtedly be needed when difficult times arise or when the direction of the decision-makers moves away from its mission.