

BUILDING A STRONG PROGRAM...

GOING FROM GOOD TO GREAT

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1. Good coaches plan... Great coaches plan every detail based on a strong personal philosophy*

Team Philosophy

- Establish what type of program you offer
- Detail what your athletes are expected to do from sideline to the community to competition
- Develop cheerleading standards not rules – Cheerleaders’ handbook
 - Define consequences and follow thru
 - Stay consistent
- Develop a Lines of Communications for problems/concerns/frustrations for both cheerleaders and parents
- Market your team – From try-outs to banquet
 - Promote program in the school, community, newspaper, and on Facebook & web site
 - Develop a team logo, team mission
 - Create a positive reputation
- Develop a strong staff with the same coaching philosophy as you
 - Have staff meetings
 - Provide education
 - Know your strengths – Book - Strength Finder *
 - Delegate jobs (staff, parents, cheerleaders, etc)

Communications

- Calendars/schedules
- Web site: Shutterfly, Weebly
- Calendars: Google, Shutterfly, Weebly
- Parents’ handbook
- Weekly emails
- Texting/phone tree
- Meeting with your Administrator

2. Good coaches talk about expectations... Great Coaches have cheerleaders who meet those expectations*

Define success

Team mission

- Samples (enclosed)

- Book – Championship Team Building *

Train strong leaders (captains)

- Pamphlet - Captains - 7 Ways to Lead *
- Book - Team Captain's Leadership Manual *

Power of Feeling Important

- Everyone needs a sense of purpose – Encourage and value each position on the team
- Give everyone a job – Job Task form enclosed
- Develop competition mindset – empower them to achieve

Goal Setting

- Put your goals in writing
- Mark the goals on your calendar – always have a deadline!
- Review goals weekly
- Roles for all involved defined

Team Values – relates back to team mission

- Ambitious – Dedicated – Passionate Competitors – Courage – Physical and Mental Toughness – Class. Each value is broken down into what it looks like in practice, on game day and away from the team.

Evaluate

- Take the time to evaluate games, performances, competitions, community service – hits/misses
- Exit interview based on what was good and needs for improvement
- Have the cheerleaders rank themselves in each area and then coach ranks in different color pen
- Seniors' reviews

3. Good coaches have strong beliefs... Great Coaches are believed! *

Create a climate of trust between team members and coach

- Team trust coach who are ...
 - Professional prepared – knowledge, teaching ability, style
 - Personally caring and have
 - Purposeful character

4. Good coaches teach life lessons... Great coaches model life lesson in how they coach *

Coaches Teach Life Skills Along With Sports Skills

Pamphlet - Life Lessons for Athlete *

Actions Speak louder than words

Personal integrity
High Standards

5. Good coaches are positive... Great Coaches have a positive passion*

Connects with cheerleaders

- Make eye contact
- Smile
- Nod
- Listen
- Watch for reaction
- Check for understanding
- Reward positive behavior
- Use positive words like standards not rules, focus instead of listen.

Sets positive environment

- Add fun to practices
- 10 Traits Successful Program - handout enclosed
- Top 10 Attributes Championship Program - handout enclosed

Get sentimental - http://www.oakharborcheer.com/Motivation_TeamBonding.html

- Poems, personal stories, small tokens
- Motivation days – individual and small group days
- Secret sisters, Veteran to Rookie letters, etc.
- Legacy
- Banquets
- Senior night
- Letter to cheerleaders

"In the life of a coach, everyday provides a chance to change, mold and make a difference in a life. "

"What you encourage, you teach. What you permit, you promote."

A Coach's Legacy by Gwen Holclaw

*I will teach my team the pleasures of hard work
And the importance of teamwork.*

*I will show them the joys of reaching a goal
And the satisfaction of finishing strong*

*I will explain to them the beauty of integrity
And the fulfillment of fitness.*

*I will know their name
And demand their best.*

*I will do these because I love them
And respect them.*

*The surest way I know to teach these things
Is to have them learn by example*

Mission Statements – Samples

It is our mission to uphold the pride and tradition of the _____ . We will strive to consistently work hard, practice and perform with heart, dedicate ourselves to this program, and above all have fun. We recognize that this program is not built on one person, but our spirit squad as a whole.

As COACHES, we will strive to instill tradition, honor, commitment and pride in our team and in each other to reach our goals. We will work to be organized, consistent and supportive to make this an exemplary program.

As the CHEER TEAM, we will aim to create unity within our team and the spirit squad program. We will honor ourselves, the team, and our school as a whole and represent the squad with pride on and off the field/floor. We will provide our own motivation for continuous improvement physically, mentally and academically. We will focus as a team to successfully improve; therefore, becoming role models and raising the bar for cheerleading in Washington. By carrying on _____ traditions, we will draw fans to the game, as well as be good representatives of our school. We will always wear our school colors with pride. Our passion as cheerleaders will ultimately shine through in our performances, and our service to the school and community. We will help to inspire all members of the spirit squad to stay true to the commitment we have taken upon ourselves. In the end, we hope to complete this journey as a stronger team with NO REGRETS!

College Softball Team

D – determination
I – Integrity
R – Reputation
T- Teamwork

C - Confident
H - Honorable
E - Enthusiastic
E - Efficient
R – Respectful

Cheer Teams

P – Persistent
O – Optimistic
M – Motivated
S – Self-reliant

JOB TASK FORM

Work Smarter

SMARTER goals are: specific, measurable, acceptable, realistic, timely, educational, and rewarding to those involved.

1. TASK _____

2. STEPS TO EXECUTE TASK

3. NEEDED MATERIAL _____

4. AMOUNT OF TIME NEEDED TO COMPLETE _____

5. DEADLINE _____

6. EVALUATION _____

ORGANIZATION

THEME/SLOGAN

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

PURPOSE

OBJECTIVES

- 1.
- 2.
- 3.

GOALS

- 1.
- 2.
- 3.

PROGRESS CHART

CURRENT PROJECTS

WHAT	WHO	WHEN	DOING	DONE

--

Support Squad – At the beginning of the week pair up cheerleaders for the upcoming week. Have them write down their goals for that week. Discuss any problems or obstacles and ways to achieve their goals. The partner serves as reminder and supporter for the week. Change partners for each week throughout the season.

SUPPORT SQUAD	
DATE	
Name	Name
Challenge me to	
Support me if I struggle with	
If I get frustrated, remind me to	

MENTAL SKILLS EVALUATION

- Circle the number that applies to you (1 is low; 5 is high).
- Determine one action to address weakest area.
- Discuss with a friend, parent, coach, and determine an action plan

Sweat+sacrifice=



—Charles O. Finley

- 1. Mental preparation prior to game/competition** 1 2 3 4 5
How can I improve this?
- 2. Precompetition activity** 1 2 3 4 5
How can I get ready?
- 3. Emotional readiness** 1 2 3 4 5
How can I be emotionally ready?
- 4. Self-confidence** 1 2 3 4 5
How can I increase my self-confidence?
- 5. Quality of effort** 1 2 3 4 5
How can I improve my quality of effort?
- 6. Communication with teammates** 1 2 3 4 5
How can I communicate better?
- 7. Consistency of Focus** 1 2 3 4 5
How can I focus better?
- 8. Mental toughness** 1 2 3 4 5
How can I be more mentally tough?
- 9. Ability to let go of mistakes** 1 2 3 4 5
How can I let go of mistakes easily?
- 10. Enjoyment** 1 2 3 4 5
How can I have more fun?

TRANSFORMERS

An affirmation is a positive statement that supports what you want to be true. They are always positive, used in the present tense and personal. By using positive self-statements, you are working on changing your personal belief systems, your destructive self-concepts.

Can becomes Am.

Will becomes Do.

The harder it is to form a positive statement from one of your negative beliefs, the better it will be for you, and the more important it is to change it to a positive self-statement.

EXAMPLES:

I believe in my own ability.

I have a positive mental attitude and self-image.

I believe in myself.

I am strong and powerful.

I am in control and focused.

The more I believe in myself, the better I will perform.

I am prepared and relaxed. I love to compete and push myself, reaching my goals.

I enjoy performing in front of a crowd and appreciate their support.

I am capable and competent cheerleader.

I am good enough.

It is ok to make mistakes. I learn from them and I am stronger.

ATTITUDE
is everything

Ten Traits of Successful Programs

1. **Consistent and clear standards and values** – Preset team values are the foundation or cornerstones for every successful team. What is your team's identity? Great teams establish their own culture.
2. **The team members feel a collective responsibility to learn and follow the team values** – People commit to the team values and live it in their actions. "This is the way we do things around here" is something the team members are proud to express. The feeling is that "we don't want to do anything that would let down the coaches, the team and each other". Everyone is accountable.
3. **Master Teachers – Master Motivators** – The first way coach's gain credibility, respect and trust is how much they know and how well they can teach it. Successful coaches understand the game and their players and how to teach both.
4. **Positive role models** – Coaches must consistently live the team values in their actions. The seniors are the best examples of team values. In these programs freshmen or sophomores can be told, "If you are not sure how hard to work or how to act in any situation, just watch our seniors and follow their lead". Your older players and most talented players must be your best workers.
5. **All roles are valued** – When there is relationship-based leadership everyone who contributes to the team is shown value. Credit is shared. When all roles are valued, players are more willing to accept roles and teams are more successful.
6. **Positive rites of passage** – Intentionally created positive traditions provide a path for athletes to be welcomed, and to grow into leadership. Nothing that could be considered hazing is ever present.
7. **Consistent performance feedback** – Coaches know how to balance praise and correction. Athletes take correction as a compliment – they are coachable.
8. **Trust** – Players trust each other and their coaches. They trust their training. Mutual trust allows direct, open, honest communication and fearless play.
9. **Sense of Urgency** – There is a high energy level. Individual and team discipline is visible in the focused attention and focused effort of everyone. Details are important. Only disciplined teams have a chance to win championships.
10. **Impact the player's lives** – Players in these programs treasure the experience so much that they carry the lessons and values over beyond the season and into their lives. They build successful teams of their own.

Top Ten Attributes of a True Champion by Dr. Schulte

1. A champion takes pride and pleasure in the thrill of victory, while recognizing that they did not get there alone but had lots of help along the way.
2. A champion suffers the agony of defeat with dignity, because even champions will suffer losses sometimes. A champion uses the lessons learned in defeat to redouble their efforts, pick themselves up, and try again, harder and smarter.
3. Champions take lessons and listen to coaches or mentors. They realize that natural talent only takes you so far and even the best have to keep learning or risk being left behind. Champions are not "lone rangers."
4. Champions are not satisfied with good enough, because good enough is lazy and it's never really good enough. Champions always want to be better, to reach for the best.
5. A champion works as a member of a team, even when engaged in a solitary event, knowing that working for others adds value, inspiration, and motivation to individual effort.
6. A champion practices the basics over and over until they become automatic and then practices some more so they stay automatic. You don't hear a champion say "It's boring" and boredom's not used as an excuse to avoid attention to fundamentals.
7. Champions don't want easy victories. They seek challenges that will stretch their skills and make them grow. They learn from adversity more than they learn from success.
8. Champions show up and do their homework. They prepare for every contest and do their best every time, not just when it's convenient.
9. A champion is self-disciplined, doing what needs to be done on their own, and for the discipline of the event, not because someone else demands and enforces it.
10. A champion realizes that a victory this year won't make things easier next year. In fact, next year will likely be harder. This year's success raises the bar of expectation so they must redouble their efforts if they want to stay on top. Champions relish new and harder challenges.

RESOURCES

BOOKS

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101 School Spirit Ideas, Pam Headridge, Coaches Choice

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The Seven Secrets of Successful Coaches, Jeff Janssen, Winning the Mental Game Press, 2002

The Team Captain's Leadership Manual, Jeff Janssen, Winning the Mental Game Press, 2004

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Raising a Team Player: Teaching Kids Lasting Values on the Field, on the Court and on the Bench
Harry Sheehy, Danny Peary and Joe Torre

Character Development and Physical Activity, Brenda Bredemeier and David Shields

They Call Me Coach, John Wooden

Building a Champion, Bill Walsh

The Ultimate Athlete, George Leonard

Way to Go, Coach: A Scientifically-Proven Approach to Coaching Effectiveness
Ronald Smith, Frank Small

Creative Coaching, Jerry Lynch, Human Kinetics

GameSkills, Stephanie Hanrahan & Teresa B. Carlson, Versa Press, 2000

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Activities That Teach, Tom Jackson, Red Rock Publishing, 2003

Energizer and Ice Breakers, Book I, Elizabeth Sabrinsky Foster, Educational Media Corp, 1998

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The Big Book of Motivational Games, Robert Epstein, McGraw Hill, 2001

Bruce Eamon Brown, Coaches Choice,
www.coacheschoice.com
1001 Motivational Messages and Quotes for Athletes and Coaches,
Another 1001 Motivational Messages & Quotes, Teaching Character Through Sports

The Mental Coach, Kay Porter, Human Kinetics, 2003

Pamphlets by Bruce E. Brown: Trust, Compete, First Steps to Creating a Successful Team, Turning Around Athletic Programs, Teach Attitude First, Captains – 7 Ways to Lead Your Team, Life Lessons for Athletes, Motivational Strategies for Coaches, Team Building Through Positive Conditioning, The Roles of Parents, Team Stories,

WEB SITES

ProActive Coaching,
<http://www.proactivecoaching.info>

Oak Harbor Cheer Training Corner
www.oakharborcheer.com/CheerleadingTrainingCorner.html

American Association of Cheer Coaches and Administrators
<http://www.aacca.com/>

About Cheerleading
<http://cheerleading.about.com>

Varsity
<http://www.varsity.com>

National Council for Spirit Safety and Education
<http://www.spiritsafety.com/>

CheerWiz, <http://cheerwiz.com/cheerleading3.htm>

Exercise Bands,
www.ballsnbands.com/body_sport_resistance_band_bulk_rolls.html