

A GUIDE FOR COACHES AND PARENTS

THE COACH-PARENT PLAYBOOK



Learn tools to use in strengthening the holistic development of the student-athlete by leveraging the coach/parent relationship.

Duncan MacLeod

www.eadg.info

757-237-3243



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Welcome

Congratulations! Choosing to take the time and effort to read, reflect on, and use this playbook shows you value the journey of your student-athlete. Thank you for that.

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For Coaches and Parents

This playbook is for coaches and parents to implement collaboratively with each other; to foster the growth of their student-athletes.

11

To Use With Student-Athletes

These ideas and concepts are for coaches and parents to use and keep in mind when building their relationship with the student-athlete.

EADG LLC is a proud
supporter of the



Listen to
learn, not
to respond.

I'm Duncan MacLeod

Welcome

How I can Help You?

The holistic development (outside of academics and athletics) requires collaboration and intentional effort from student-athletes, coaches, and parents. This playbook will support the student-athlete's development and empower them to succeed in and out of the game.

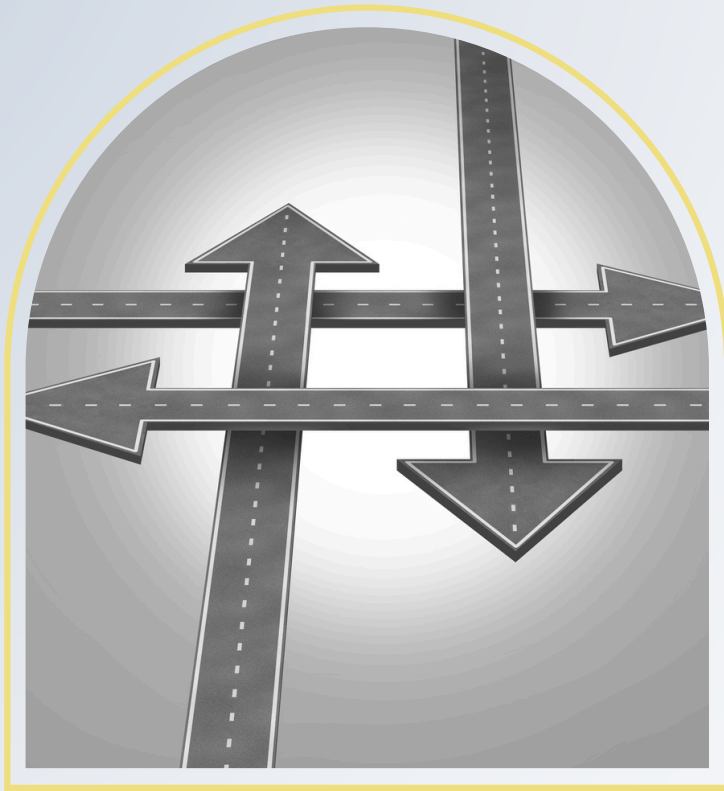
Duncan MacLeod is the Founder of Elite Athletic Development Group LLC. EADG LLC focuses on helping student-athletes' holistic development across five domains: **mental skills, emotional intelligence, leadership, service, and resilience**. The information is relevant, practicable, and actionable.



Duncan is a retired US Navy Command Master Chief, last serving as a Professor of Naval Studies, leadership, and mental performance coach. He is certified in Mental Performance Mastery (MPM) with Brian Cain, a recognized leader in mental performance coaching. In addition, certifications in building resilient teams (RBLP-T), temperament and emotional intelligence assessment (Four Lenses).

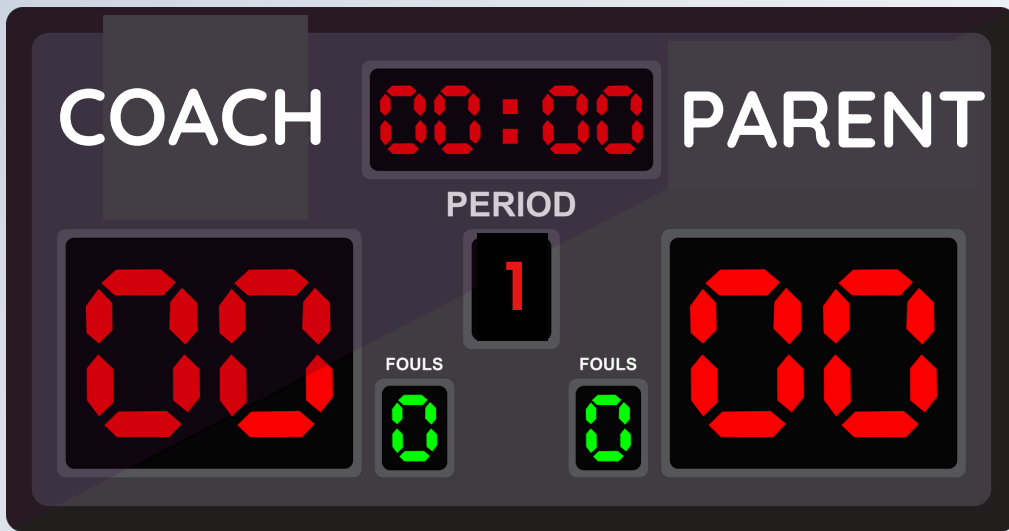
These certifications complement his master's degree in Executive Leadership from Liberty University

Duncan MacLeod



“Whether you believe you can or
you can’t, you’re right.”

Henry Ford



For Coaches and Parents

The following pages (6-11) are intended to be used by coaches and parents together to support and strengthen the relationship between the two parties.

Expectations vs Agreements



- expectations are typically one way, agreements are collaborative
- expectations set us up for disappointment because we put our context on things
- agreements are intentional and enable accountability
- expectations come from a place of “me” vs “we”
- coaches and parents have at least one thing in common (the student-athletes)

Coach/Parent Meetings

- outline coach's philosophy
- team/organization code of ethics
- coach's non-negotiables
- list of goals for athletes and team
- how often?
 - start, middle, and end of season

Communication

- communicate early, communicate often
- topics that are encouraged vs topics that are not
- ✗ NOT encouraged:
 - amount of playing time, game decisions
 - coaches don't "owe" explanation
- ✓ HIGHLY encouraged:
 - feedback on skills development
 - student-athletes should learn to advocate for themselves
- consistent schedule, ex: weekly email, group text

Involvement

- constructive ways for parents to be involved
 - snacks for games
 - making signs
 - fundraising/team events
 - “team” parent
- Parents keep lines of communication open with your student-athletes

Emotions

- practice empathy
 - we’ve all been there: “rookies” vs “vets”
 - other stuff in life is happening
 - know the why and don’t assume
- youth sports often create highly emotional situations
 - bad calls, bad plays, bad weather
- choose to embrace the experience
- build relationships with officials, not conflict

“We suffer more in our imagination than we do in reality.”

Seneca

Failure

- failure is foundational to success
- growth mindset: learn from failure
- fixed mindset: failure identifies a person
- if they're afraid to fail, they won't try as hard
- fear of failure, leads to failure
- use “well, better, how” (what did I do well, what can I do better, how do I do that)

Accountability

- make it explicit instead of simply implied
- set the standards
 - ensure clarity so everyone knows
- “non-negotiables”
 - what's the standard?
 - 100% or 50% compliance?
 - consequences? they can't be arbitrary

control what
you can
control.



Reality

- “the reality is...” (see last page)
- there are no superstars at 11-12 years old
- not every child will be a Larry Bird/Kobe Bryant, Tom Brady/Patrick Mahomes, Ted Williams/Shohei Ohtani, or Connor Bedard/Bobby Orr

Values

- inform parents about team’s values
 - what they are
 - why they were chosen
- what will those values look like throughout the season
- if there is a conflict in values, go off-line to discuss



24-Hour Cool Down

- no communication about the game for 24 hours after (unless it is about safety)
- never lose your temper
- make the 24-hour cool down a “non-negotiable”
- be clear on consequences for violating this rule
- Reminder: sometimes parents (and coaches) simply want to vent



For Use With Student-Athletes

Starting on the next page (13) are topics that coaches and parents can talk to their student-athletes about. They are concepts that can be used to support and strengthen their mental skills

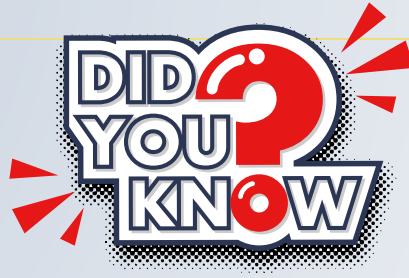


- “we suffer more in our imagination than we do in reality”
 - 85% of what we think will happen, never does
- praise the effort, not the outcome
 - emphasize process over outcome
- the power to choose
 - control what you can control
 - attitude
 - beliefs
 - self-talk
- encourage identity outside of sports
 - there will come a day where they won’t play competitively anymore
- roles
 - be the parent, not the coach
 - be the coach, not the parent
 - you’re not their friend



- mudita (moo-deeta)
 - celebrate the success of others
 - not every day is going to be your day
- arete (ar-a-tay)
 - pursuit of personal excellence
 - chasing perfection is a race no one wins
- actively listen
 - there could be a difference from what you told the student-athlete and what they told their parents (or vice versa)
- communication
 - student-athletes need to learn to advocate for themselves. Parents are not on the sideline or in the locker room.

At the end of the day (or season), it is about the student-athlete; it is not about the parent or coach's ego



Estimated Probability of Competing in the NCAA

<u>mens</u>	<u>div 1</u>	<u>div 2</u>	<u>div 3</u>
baseball	2.3%	2.4%	3.2%
football	3.0%	2.0%	2.5%
basketball	1.0%	1.0%	1.5%
lacrosse	3.3%	3.2%	8.0%
soccer	1.4%	1.7%	2.9%
ice hockey	5.0%	0.8%	7.5%

womens

softball	2.0%	1.7%	2.2%
volleyball	1.2%	1.1%	1.6%
basketball	1.4%	1.3%	1.8%
lacrosse	4.3%	3.2%	6.3%
soccer	2.7%	2.2%	3.0%
field hockey	3.6%	1.9%	6.7%

Source (updated 2024): NCAA

For information contact:

Elite Athletic Development Group LLC

info@eadg.info

OR

scan the QR Code below

EADG LLC Website

