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Keith Bistodeau

Ohio University, kb626413@ohio.edu

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The First-Year Coach

Keith C. Bistodeau

Introduction

The first year coaching a team is both exciting and terrifying. The first year coaching a team is your first taste of the career you may be doing for the rest of your life, on top of teaching, research, having a family, and having social life. Some of you reading this article may have a plethora of experience in forensics as a competitor, graduate student assistant, judge, sibling, or friend, while others may have no experience in forensics at all. Don’t worry; we have all been in your shoes in one way or another.

This article is a checklist for first-year coaches. Things that need to be accomplished on a daily, weekly, monthly, and yearly basis. I was thrown into coaching my old team at North Dakota State University as a first-year master’s student when my coach moved on to a different position. Amorette Hinderaker (my coach when I was a competitor) and Dan West (The Director of Forensics at my current institution) have given me many tips and tricks I use as a coach, and Amorette and Dan continue to be my mentors as I navigate forensics.

Hopefully, you will find someone to be a mentor and guide throughout your forensics career. Before diving into the article remember three things: 1. Your department believes you can coach a team. The department would not have put you in the coaching position if they didn’t believe in you. 2. You are not in this coaching endeavor alone. Some may be blessed with assistants while others may be a solo coach. 3. Breathe. When you feel overwhelmed and you have made every mistake possible, stop and breathe, and remind yourself of this idea; you are a coach, and you can do run/coach your team.

Welcome to Coaching

I start by first congratulating you on starting what I believe will be one of the most rewarding career moves of your life. While some people dream of coaching since high school competition days, not everyone has those ambitions. I fell into forensics in high school after my athletic career ended, and again in college when I by chance met the director of our program in a focus group for an undergraduate class, and then took over the team when I started graduate school.

You are in the coaching position because you have a connection to the forensic activity/teaching, and want to work with students and help them grow as scholars. Coaching, teaching, and working with students is where the first-year coach article starts, reassuring you of your commitment to doing forensics, to supporting the forensic activity and all the activity represents. In times of doubt, when you think forensics is all too much and you are at your wits end, I want you to remember the words my coach always told me, “In 10 years all of the worry and hardship will not matter. Students will not remember what awards they won. What will
matter, and what they will remember are the trips as a team, the friends they made, and the memories they share. The same will also go for you as a coach.”

**Forensics: The Separation of the Vision and the Reality**

For many people entering their first coaching position, we experience normally positive, even romantic views about how it will go. We think recruitment will be easy, our team will be dedicated and focused, and our students will be successful. “Little things such as budgets, creating a team, dealing with seniors, and all the paperwork was what I was not familiar with. Having a grand idea of what a job is going to be is one thing, but how it turns out is quite another” (Nelson, 2010, p. 29). Regardless of the things we think we need for a position, we will forget to do something. We will forget to book a hotel for a tournament. We will forget to enter events for a tournament. We will forget the events that students want to work on with us. Forensics is not an easy task, forensics is a balancing act of multiple roles (coach, student/teacher/colleague, spouse, friend) and there will be time that some roles are done well while others are not done well. Learning a routine to help you balance all of these roles is something that every coach has/will experience at the beginning and throughout their career, and the goal of this article is to make that transition as smooth as possible.

**How to Start Your Team**

Starting the coaching process was the most daunting task when I took over coaching my own team. A program was in place when I took over, but some may be starting a program from scratch. The ideas on starting your team apply to both situations. Since a team starts—or re-starts—with a new coach. Schnoor and Kozinski (2005) lay out a method for conducting research about a program and institution. Schnoor and Kozinski provide 10 steps I believe a coach should do before the start of their first season.

1. Was a forensic program present at the school?
   a. Either now or in the past.
2. How successful was the program?
   a. Did the team compete at nationals?
   b. How large was the program?
3. What was the scope of the program?
   a. Did the team have national affiliations?
   b. In what events did the team compete/participate?
4. How was the program supported/funded?
   a. Did the program receive money from the university?
   b. From the department?
   c. From Student Government?
   d. From outside fundraising or donations?
5. Why was the program discontinued?
   a. Lack of interest?
   b. Lack of funding?
   c. Lack of a coach?
6. Was a faculty member serving as the Director of Forensics?
7. What is the current position of the Department of Communication or the university/college in regard to a forensic program?
   a. Does the team reside in another department?
8. What are the requirements for any student organization/activity on campus?
   a. Grade requirements?
   b. Graduation requirements?
   c. Travel requirements?
   d. Safety requirements/training?
9. If a previous forensic team existed, are alumni of the program able to be reached for help?
   a. With coaching?
   b. With judging?
   c. With history of the team?
10. What were the travel patterns?
    a. Tournaments?
    b. Nationals?
    c. States competed in?

The 10 steps will take some time, but are worth the effort to find the information. You are building a profile of your team, who they were, who they are, and shaping who you want them to be. Schnoor and Kozinski’s research indicates who to talk to on campus for funding, travel, tournament hosting, and the other intricacies you cannot know going into a new program and university.

The next step is to contact the students on the team, regardless of if the team is new or existing, start the reach-out process to faculty and staff for potential new students, and plan the ways you want to recruit. Outreach will be covered more in-depth in the recruitment section of the article.

**Budgeting**

After you have constructed the 10 steps, you need to write the 10 steps down and start planning the budget for your team. You need to consider how many tournaments you want to attend, how far you want to travel, and the type of tournaments to enter with the team. You need an outline so when you go to your department, administration or student government for funding you have a proposed schedule and justification for the schedule. Travel and tournaments will be a major cost of your budget. The second thing to consider in your budget are the basics for a team: supplies (e.g., extemp. supplies, notecards, visual aid cases, visual aid stands, paper, script books, page slicks) Basics are things your students will use in competition. With the tournament schedule and supplies in mind I suggest one last area to request money for: extras. The reason I call it extras is because these are things you may not need right away (e.g. national affiliation fees, professional flyers/posters, trophies for hosting tournaments).
While the above is a basic view of the minimum you need to consider for budgeting, Kirch (2005) lays out six keys to budgeting success I believe are crucial for any first-year coach to understand. Those six keys are: (1) A program orientation with clearly stated outcomes; (2) Understand the financial procedures of the academic institution; (3) Decide on short- and long-term needs; (4) Get familiar with tournaments types, benefits and costs; (5) Estimate and cultivate sources of funding and (6) Track expenditures and outcomes (p. 69). These six areas hit on what exactly your team needs, what type of team you will have, and how to keep your team afloat financially throughout the season.

A new coach should also consult the following list when constructing their team’s budget:

1. What guidelines does the university have on hotels?
   a. Can students share a bed?
   b. How many students to a room?
   c. Should coach(es) have their own room?
2. What food costs will the institution cover?
   a. Does the institution have a per diem limit for food?
3. What receipts need to be collected?
   a. What information needs to be on those receipts?
4. What costs are students expected to cover themselves?
   a. Food?
   b. Supplies?
   c. Anything?
5. What is the institution policy on vehicles?
   a. Do you rent vehicles?
   b. Does the institution own vehicles?
   c. What is the charge for vehicles
     i. Day charge?
     ii. Mileage charge?
     iii. Both day and mileage?
     iv. Out-of-state charge?
   d. Can students drive vehicles?
     i. And if so, what limitations?
   e. Do drivers have limitations on the number of hours permitted to drive per day?
6. Will institution pay for entry fees?
   a. Hired-judge fees?
7. What requisition paperwork is required for traveling funding?
   a. For vehicles?
8. Does the institution have a credit card for costs?
   a. Pay for expenses with cash?
   b. Require purchase orders?
9. Who can sign off on paperwork?
   a. Coach(es)?
b. Students?

10. What post-tournament paperwork is required?
   a. What all needs to be turned in?
      i. Hotel receipts?
      ii. Registration roster?
      iii. Registration fees?
      iv. Travel schedule?
      v. Travel log?

11. How soon after a tournament are post-expenses and receipts expected to be submitted?
   a. The next business day?
   b. Within a week?
   c. ASAP?

12. Is the institution tax exempt?
   a. How does the director acquire documentation of tax-exempt status?

13. What equipment and/or subscription costs are covered by the budget?
   a. Laptops?
   b. USB’s?
   c. Journal subscriptions?
   d. Newspaper subscriptions?
   e. National memberships?

14. What is not covered by the budget, according to institutional policy?

15. How are expenses tracked by the institution?
   a. What forms are used?
   b. Are official copies needed?
   c. Do unofficial copies work?

16. Does the institution have time/travel restrictions on student’s time away from campus?
   a. Team cannot compete on certain days?
   b. Are students excused from classes?

17. Does the program traditionally host a tournament(s)?
   a. What costs are associated with hosting the tournament?
      i. Trophies?
      ii. Rooms?
      iii. Hired judges?
      iv. Food?
      v. Folders?
      vi. Tabbing?
      vii. Schematics?

18. Are any staffing/payroll costs covered by the program’s budget?
   a. Coach salary?

19. Who oversees the program budget?
   a. Department chair?
   b. Student government?
   c. College dean?
Recruitment

Recruitment is an ongoing effort. Recruitment in your first year plays a key role in setting the culture for your team. Who you recruit will hopefully be the foundation for building your team during the coming years.

How to Recruit

While there is no mold for whom would make a good recruit, or how to recruit, a great place to start is within the department your team is affiliated with, or any group your team is affiliated with on campus. First, ask around to see if anyone has had a student who has expressed interest in the team, or if anyone has had a student in class who they feel would be a good fit for the program. There are a few things to consider here:

1. Are people in the department who may have interested students?
2. Are student organizations/groups on campus that may have students who could be interested in forensics?

Second, talk to your veterans. Veteran team members are a great resource for bringing in new members since they already know people and are familiar with your campus. A few ways to approach this are contained in the following questions:

1. Are students on the team part of other organizations?
2. Do they have friends who are interested?
3. Have the students heard people in their classes talking about the team?

Third, are venues available to the team as a means of recruitment? Many universities have student involvement fairs where students can come and walk around to gain information about organizations on campus. Some questions to consider along this line are:

1. Is there an involvement fair on your campus?
   a. How do you register for these events?
   b. Is there a cost associated?
   c. When do they occur?
      i. Date?
      ii. Time?
   d. Where do they occur on campus?
2. Does your school have a newspaper?
   a. Do they cover/feature student groups/teams?
3. Does your school have a radio station?
   a. Do they cover/feature student groups/teams?
4. Does the local media cover events/organizations at the university?
   a. Would they feature the team?
      i. What would they be interested in?
         1. Team size?
         2. Types of students involved?
            a. Majors?
            b. Student’s year in school?
   3. Competitive success?
Getting the Word Out

What follows is a list of suggestions Schnoor and Kozinski (2005) provided as a starting point, with an explanation of reasoning for each point. Some of these ideas were addressed in previous section, but apply here.

Posters/Flyers: While hanging posters/flyers may seem like a basic and out-of-date means to recruit, posting information in this manner can be effective and cost-efficient. Many universities allow clubs and organizations to post flyers and posters about student organizations and activities on campus. Making a poster or flyer can cost as little as three cents to make and finding a list of university-approved places to post should be accessible on the school’s website. Ask business around the university and local college “hot spots” if you can hang your flyers and posters.

Recruit freshmen: Recruiting freshmen is one of the most basic things you can do to help build your team. As Schnoor and Kozinski (2005) point out, many college freshmen develop patterns of behavior they will carry with them throughout their college years. If you can reach them at the beginning, they are more likely to stick with the team throughout their time in college.

Find free advertising: This echoes the ideas presented above, use your money wisely. Most campuses have means to spread information to the student body that are free for you to use: a campus listserv, Facebook page, Twitter feed, and others. The two listed below are the easy to use, and are normally provided to every new student.

School Newspaper: Almost every school has a student run newspaper. Most allow student organizations to advertise for free or for a low fee. Any form of advertising and public relations can help to bring in new members.

Student Activities Handbook: While this method may be a little more difficult to use for recruiting, finding a student activities handbook can be very beneficial. Most schools with a handbook ask for a brief description of the organization so hit on the key points most students find interesting; such as travel, life-long friendships, competition/awards, and the history of the team if it exists.

Get meeting space: While the ideas listed above are specifically based on recruitment, you will need a meeting space for your team to practice. If you can establish a meeting/practice space early, you can include the location and times with your team in all the other forms of recruitment you are using. Using a meeting space can be a great follow-up to meetings with students and other forms of recruitment. You never know if a student may just drop in or if veteran members may bring someone to practice to see what forensics is all about.
The Mentality of Successful Recruiting

Now that we have covered some of the basic ways of recruiting new team members, I will discuss the mentality you need to have during the recruitment process. While the recruiting process may be a long and difficult one at times, recruiting is necessary to the success and longevity of your team. Schnoor and Kozinski (2005) lay out the following ideas I will add some clarity to for the first-year coach.

**Be positive:** Always look at what you are trying to do in a positive manner. Having a positive attitude will present the team and yourself in a better light to all potential new members and helps to foster a healthy and supportive environment for the team.

**Ease students into the activity:** While many freshmen or new participants in forensics may want to jump in full force when they start, be careful of letting students go the all-in route. Just as coaches can get burnt out, students can burn out as well. Students have the ability to do six events plus debate at most tournaments, while others may limit entries in different ways. Don’t push students to compete at the six-event level. Some students will never get to the six-event point, and the health and mental and academic well-being of the student is more important than loading up entries. My suggestion is to show samples of speeches from events to new students, and let them tell you what they are interested in doing. Then develop one event at a time and once they are comfortable in that event, add another one. If your institution requires students to have more events prepared to travel, make sure to focus on getting them prepared before bringing them to a tournament. Preparing students in this manner may prevent students from being intimidated and pushed away from the activity, and will prevent burn out or losing a potential rock-star student.

**Emphasize social aspects:** One of the big draws to the forensic activity is students get to travel and compete against students from other schools, and develop friendships with students from other programs, as well as with their teammates. While students can develop friendships with students from other teams, the focus should be on the friendships formed on your team. Your team becomes a family, a family of individuals supporting each other.

**Be non-threatening:** Most of us can think of an experience where someone has come on too strong and intimidated us to the point where we lost all interest in whatever they were trying to get us to have interest. We are trying to avoid being intimidating. Be open and honest with students you are trying to recruit. Be genuine and relaxed when talking to students. Being non-threatening will help the conversations and other interactions you have with them to be as relaxed and as non-threatening as possible.
Do not stop recruiting after the core has been established: Recruiting is not something you can just do for the first three weeks of the school year. Recruiting needs to be done year-round and you need to be positive and on top of your game at all times. You can always bring new students into your team. New students reinvigorate the team culture you already have, add more energy to your practices, and to your team interactions with one another. You core members can help you with recruiting as well, since they will continually interact with other students on campus throughout their college years. Any means to continue recruitment of new members will keep everyone on the team focused and looking for ways to grow and promote the team.

Consider what size team the budget can support: We all would like a large team that can compete for the highest team awards at every tournament we travel to throughout the season. The issue is not every program can be large. What you need to consider is what you can handle as a coach between balancing coaching, teaching, and research. The size of your team, and the size of the team you can travel with to tournaments, will be dictated by your budget.

Make sure students know you exist: Continue to put the word out. Talk about the team in your classes, with your colleagues, and around campus. Take all of the ideas presented for recruitment above and use them throughout the season. Post results, and involvement your students are involved with on campus, anything can help bring attention to the team.

All of the ideas are key to consider in coaching, and in other aspects of your career. I stress the coaching ideas presented by Schnoor and Kozinski (2005) for the first-year coach because many of us have never experience the forensics type of job before taking over a team. Staying motivated and focused is the mentality you need to keep for recruitment and to keep the students on your team and yourself motivated.

Team Building

Who should lead?

The climate of a forensic team is ever-changing. Every year, students graduate and leave, new students come in, and the cycle repeats itself year after year. When looking at your team you need to ask yourself: Who are the leaders and role models are on your team? Are they good leaders and good role models? A simple way to think about leadership is comparing the leaders on your team to the quarterback of a football team. The quarterback calls and runs the plays, and their teammates look to them to lead them down the path to success. The same idea applies in forensics. A good role model and leader on your team is a student who does well and cares about helping their teammates learn and grow as students and competitors.

White (2010) identified three specific aspects of a culture that help to ensure a team runs at its peak effectiveness. As White stated, “Those aspects are a desire for individual excellence, a willingness to embrace the joy of competition, and a
shared respectful cohesion. My most successful team cultures have possessed these three characteristics” (White, 2010, p. 159). The three aspects echo what is presented above in what you should look for in a student to lead. All students on your team should want to achieve individual success, and what a student defines as success will differ from student to student. Students need to enjoy and thrive in the fun chaotic world of competition. The last, and I believe most important aspect of a strong team is respectful cohesion; working together and supporting one another to help achieve individual and team goals.

Ultimately, the coach needs to possess the three characteristics before you can expect any of your students to do the same. Your team eventually becomes a reflection of who you are, and how you present yourself, and push the educational and competitive aspects of forensics. Some years you may not have any students who possess all three leadership aspects, while other years you may have multiple. In the end, you are the leader of your team and if you want the team to have students who can lead, building leaders starts with you.

**Rituals and Traditions**

Whenever another team on our circuit asks me if my students have any rituals or traditions we do for warm-ups or on the way to tournaments I tell them the team has too many to count. Traditions and rituals have been a staple in bonding with others within organizations for centuries and forensics is no different. As Jensen and Jensen (2007) state, “Rituals and traditions are central to the formation, evolution, and endurance of any culture—including forensic programs” (p. 19). Some teams have specific warm-ups they do before the start of a day of competition. Some may have specific foods they eat at tournaments, or a certain restaurant during a tournament. Some students even have to wear certain colors to specific tournaments, otherwise they feel out of place with their team. Rituals and traditions are unique to every program, but they are key to each program as well. A new director should learn from the veterans the rituals for the team.

Derryberry (2005) stated, “Traditions easily become key factors in building and maintaining a sense of team” (p. 20). As a new coach, you have the ability to create your own new rituals with your team, or if you are taking over a team, continue the ones already in place. As Derryberry (2005) states, “The experience of this writer repeatedly affirms that squad participants routinely express strong desires for their team to preserve its identity through distinguishing features such as achievement, cohesiveness, service, and the group’s recognition as a team” (p. 20). Rituals and traditions are a fun and entertaining way for your team to bond, to hold onto the history of your program, or to start the writing of a history. Twenty years from now your students will not remember the tournaments they won or the rounds they competed in, but will remember the trips, the rituals and traditions they participated in with their team.

**Me vs. We**

A clear support network within your team is important for the success of your team and the success and well-being of every student. While you may have some
students who succeed in competition more than others, you need to ensure your students understand forensics is a team activity. While they may compete in rounds as individuals, in the end, everything they do is as a team. They practice, travel, and compete as a team.

Friedley and Manchester (2005) argued a “we” mentality on your team requires cohesive messages that reinforce the group mentality over the individual mentality. “As with most team-building experiences, powerful messages about the nature of relationships among team members and the task at hand begin with those who hold strong leadership positions” (p. 96). Coaches, and those more senior students on a team are in charge of presenting all the activities the team does together as a means of team-building and support. The key is the content presented in the messages. Stories of support, hope, and overcoming adversity as a group inspires your team to succeed and work harder, while also working together to achieve those goals.

On the team I coached, we do everything together. We practiced together, traveled together, and spent time together between rounds at tournaments. Our team became a second family for most of us, as we share stories and experiences with one another to grow closer as a team, and to reinforce the history of our program and the success it had. However you want to create a culture on your team is up to you, but a supportive and open culture is the best on a program can have. As Friedley and Manchester (2005) stated, “This ‘shared reality’ also creates a sense of past, present, and future for the team - a connection to those who have preceded them (alumni) and those who will follow” (Friedley & Manchester, 2005, p. 98).

Finding Help

Finding help to run your program can occur in many ways. The three key areas you can look for assistance are within your department, by asking others on the college circuit, and your local high school circuit. Looking for assistance within your department, by asking others on the college circuit, and asking the local high school circuit are by no means the only places you can look, but your department, the college circuit, and the high school circuit are the three easiest places for a first-year coach to find help.

Within your Department

Your department is one of the easier places for you to start looking for coaching help. While individuals may not be able to commit to helping run the team, you can ask them to look at speeches for another perspective or judge tournaments. If you have somebody who is interested in helping out the team on a more consistent basis, I suggest having them sit in on a practice so they can meet the team and see how things are run. Then you can move forward on incorporating them into a more direct role with the team. I suggest seeing if anyone in your department has run a team or has a forensics background. Looking within your department can help you find the type of people who can help with the team and give you advice and insight on what to do in your first year coaching.
Asking others on the College Circuit

Other programs on your circuit will most likely have a list of people they contact for judging or for coming in once in a while to run events with their students for another set of eyes. With asking others for help in mind, I suggest asking other programs how they went about finding coaching help and possibly if some of the individuals helping the other programs would be willing to assist your team. Forensics is a small and supportive community, so gaining help in this manner is not out of the ordinary in times of need.

Your Local High-School Circuit

The last key place you can look for coaching help is your local high-school circuit. Klosa (2005) explained, “In many states and regional areas, animosity often exists between high school and collegiate forensic programs” (Klosa, 2005, p. 11). While animosity may exist, reducing the animosity is important in order to foster a good relationship with your local high school circuit. Our teams’ success and longevity are built from gaining students from the high-school level, and building a strong relationship with individuals on your local circuit can pay dividends in the long-term. “Programs are built on the strength of high school recruits. These students have competitive experience and can comprehend the time, energy and discipline needed to compete in forensics” (Klosa, 2005, p. 11).

To gain help as assistance from the high school level, I propose two ways to start a connection. The first is to contact local schools and offer to bring your team in to help coach high school students or have your team run a workshop with the local high schools. Offering to help high schools gets you interacting with the high school coaches, students and your team. The second way I suggest starting outreach for help is by volunteering to judge high school tournaments. Tournament directors can always use more judges, and if you help ease the stress of the tournament, the decreased stress makes schools more open and receptive to working with your college program.

Staying Afloat

The speech season is long, time-consuming and may break you if you do not remember to balance your time and stick to a schedule. Richardson (2005) pointed out burnout is a risk in all professions, but in forensics the risk seems higher due to the stresses unique to coaching a forensics team, especially in your first year coaching. Richardson cites Maslach, Shaufeli, and Leiter (2001) who stated, “Thirty years of research reveals three definitional dimensions of occupational and professional burnout: emotional exhaustion, depersonalization and reduced personal accomplishment” (in Richardson, 2005, p. 108). Emotional exhaustion, depersonalization and reduced personal accomplishment are three areas that challenge you every weekend you travel with your team and will be challenges throughout your career.
Emotional Exhaustion

Work-life balance is a key component to helping ensure you don’t emotionally burn out from coaching. Forensics is one of those activities where you can become emotionally involved with your team. You travel week with them, spend long hours in a van or on a bus, and share their joy when they succeed and their pain when they do not. In reality, you may end up spending more time with your students then you do with your friends, family, and other loved ones.

The best way to avoid emotional exhaustion is to keep your coaching life contained within parameters that allow you to leave your work on campus, making home a place to relax. Avoiding emotional and physical exhaustion was an issue I struggled with my first year as a coach. I was connected to my team by phone, email, or on campus. All of the connectedness got to the point where I had to set up a schedule that allowed me to be an effective coach, an effective student, and still keep good relationships with my friends and family. Established guidelines for your team will allow your relationship with your students to be professional and will help create a stronger bond with your team. Students will know that when you are devoted to the team, you are fully focused and dedicated to the students and their success.

Depersonalization

Being in control of your awareness of who you are in the forensics is important to your success as a scholar and a coach. As mentioned above, you will spend a lot of time with your team, to the point where your life and your interests will start to blend with those of your students and your team as a whole. Make sure your job as a coach does not consume who you are as a person. When you lose your identity outside of forensics, you lose your ability to be successful in other aspects of life.

Reduced Personal Accomplishment

Academics is demanding. Throw in traveling to tournaments, weekly practices, and the administrative work and the combination becomes clear; at some point something has to give. Educators will feel pressure to produce scholarly work, engage teachers and researchers, and be involved in department and university service.

A successful director balances coaching, teaching, service, and scholarship. My personal suggestion on balance is to set aside times for specific aspects of your job you need to accomplish each day. Set aside time for research, lesson planning, writing, coaching, and then stick to it. Problems may arise when you let aspects of your job infringe on the time you have devoted to other responsibilities.

I personally maintain an 8 am-5 pm academic schedule that does not involve team business unless absolutely necessary. I do my research, writing, coursework, and anything else related to teaching or graduate school during this time. From 5 pm-8 pm Monday through Thursday I am focused on my team. On the weekends we are traveling, and when I am not judging or taking care of my team, I am doing research and writing. You can create a schedule that will work for you. Some
people work better at night, others during the day. Try out different schedules until you find one that works for you.

**Conclusion**

The first-year coach article is meant to serve as a starting point and building block as you embark on your first year as a coach. While a lot of suggestions and information were provided, the information presented is not an exhaustive list of what you need to know. Use the information provided in this article as a starting point and guide for your first year as a coach. Just remember, you will make mistakes, you will learn from them, your team will support you and love you for what you do and do for them, and in the end you will succeed.

**References**


Keith Cyril Bistodeau (M.A., North Dakota State University) is a Ph.D. student and forensics coach at Ohio University.