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MIDDLEBURY



Coach Survey

January 2023

Executive Summary

The 2023 Coach Survey addresses several key areas of coaching practices including well-being, values, success, and mindfulness. This report summarizes the results of the survey and discusses trends in coaching practices across the Middlebury College Athletic Department.

Coaches were asked to gauge (on a scale of struggling to flourishing) the well-being of their student-athletes and their coaching staff. As a department, coaches consistently reported higher well-being scores for student-athletes than they did for their coaching staff. Coaches that reported higher well-being scores for their student-athletes tended to report higher well-being scores for their coaching staff. Coaches that have weekly meetings with their players, have been at Middlebury for 20+ years, and are highly engaged with their coaching philosophy consistently self-reported higher well-being scores for their teams. When reflecting on well-being, culture, and standards of evaluating their program, coaches consistently reported winning as less important than relationships and morale.

Coaches reported belonging (player-to-player relationships) and mentorship (player-to-coach relationships) as their highest values, yet, the majority of coaches give student-athletes the responsibility of planning team bonding events. While coaches do value their individual relationships with players, it appears that coaches don't believe their mentorship role is as important to their team culture and their teams' performance as other factors. While coaches do value cultivating a sense of belonging on their team, it appears that coaches view player-to-player relationships as important for their team culture, but less important for their teams' performance. Coaches who want to improve their team's well-being should begin by improving their culture and focusing on cultivating belonging, communication, and enjoyment. Coaches that want to improve their performance should begin by focusing on cultivating resilience, effort, and passion.

More than half of the coaches reported doing mindfulness practices with their teams. Almost every coach reported practicing yoga with their teams. Yet, many coaches may not be aware of the Buddhist origins of yogic and mindfulness practices. Coaches said that lack of time and lack of training are the biggest barriers to integrating mindfulness practices into their training programs. Almost all of the coaches that are not currently integrating mindfulness expressed interest in receiving additional professional development on how to incorporate these practices into their teams.

The best way for coaches to learn how to improve their coaching is by learning from each other. The survey prompted coaches to share tactics for implementing their coaching philosophy, describe their program's traditions, and name a community-accessible resource (book, podcast, etc.) that has had a significant influence on their coaching. This report can be used to deepen the conversation of challenges and values across the Middlebury College Athletic Department, as well as provide a list of gathered resources for further individual reflection.

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Background

Middlebury College has enjoyed 17-straight top-10 finishes in the NCAA Division III Learfield Sports Directors' Cup standings. With 44 National Titles, 42 Olympians, and 40 Individual NCAA Champions across 31 Varsity Teams, Middlebury's Athletic Department is home to some of the best coaches in the nation.

On December 15th, 2022, 38 coaches were surveyed to illuminate trends in coaching practices/tactics from across the department. Survey questions prompted coaches to thoughtfully introspect on their core values, coaching philosophy, definition of success, and the tactics that they use to build team culture. The survey was intentionally designed to be anonymous to create space for open, honest, and thorough responses. This report summarizes survey results and serves as a resource bank for coaches to learn from each other.

Team Members

Alana Kornaker -- Project Lead, Middlebury College Student

Erin Quinn -- Athletic Director at Middlebury College, Former Coach

Katherine O'Brien -- Director of Programs at the Middlebury College Center for Community Engagement (Interim)

Alex Lyford -- Assistant Professor of Statistics at Middlebury College

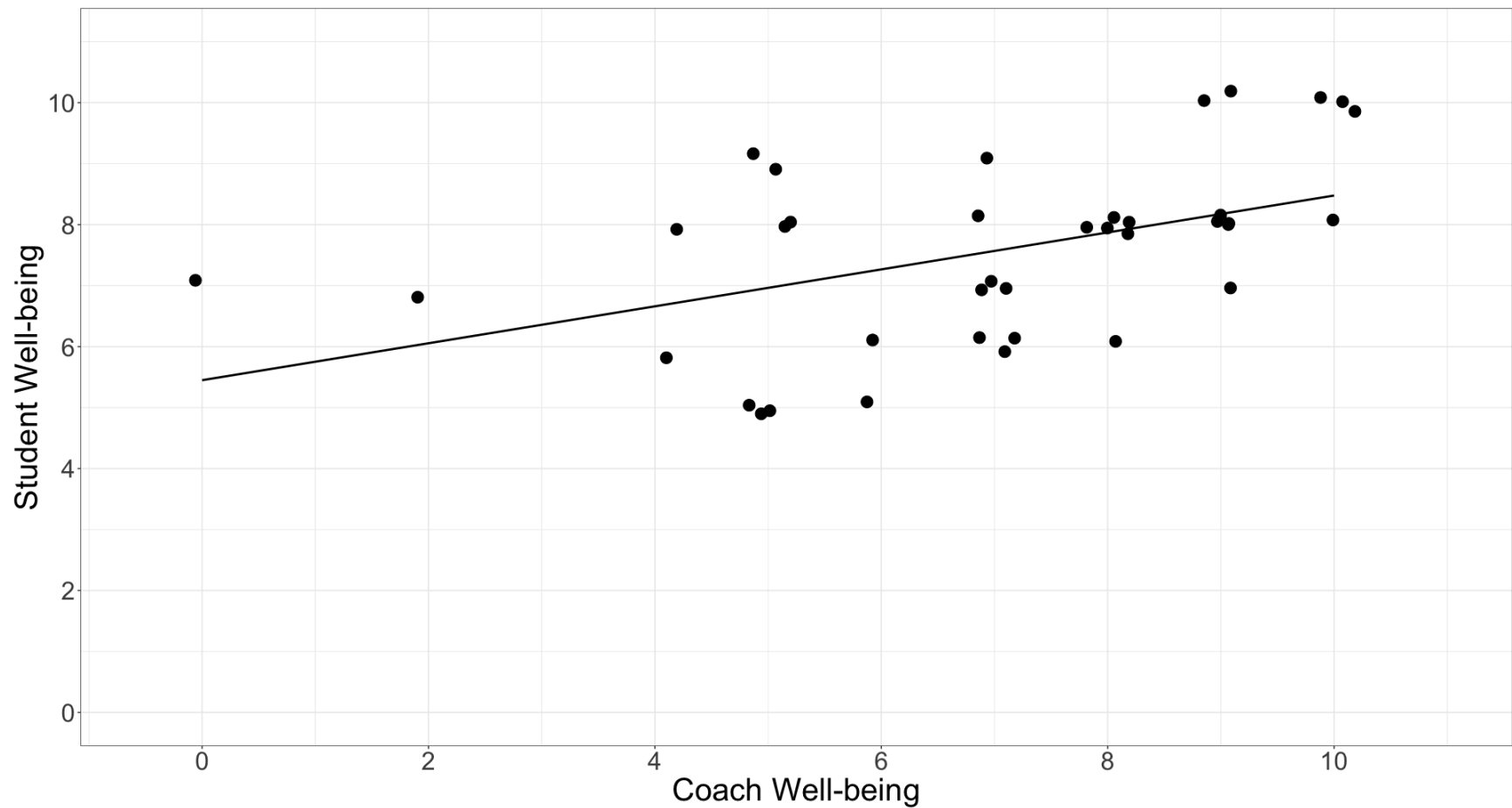
Middlebury College IRB Protocol #142

Major Themes

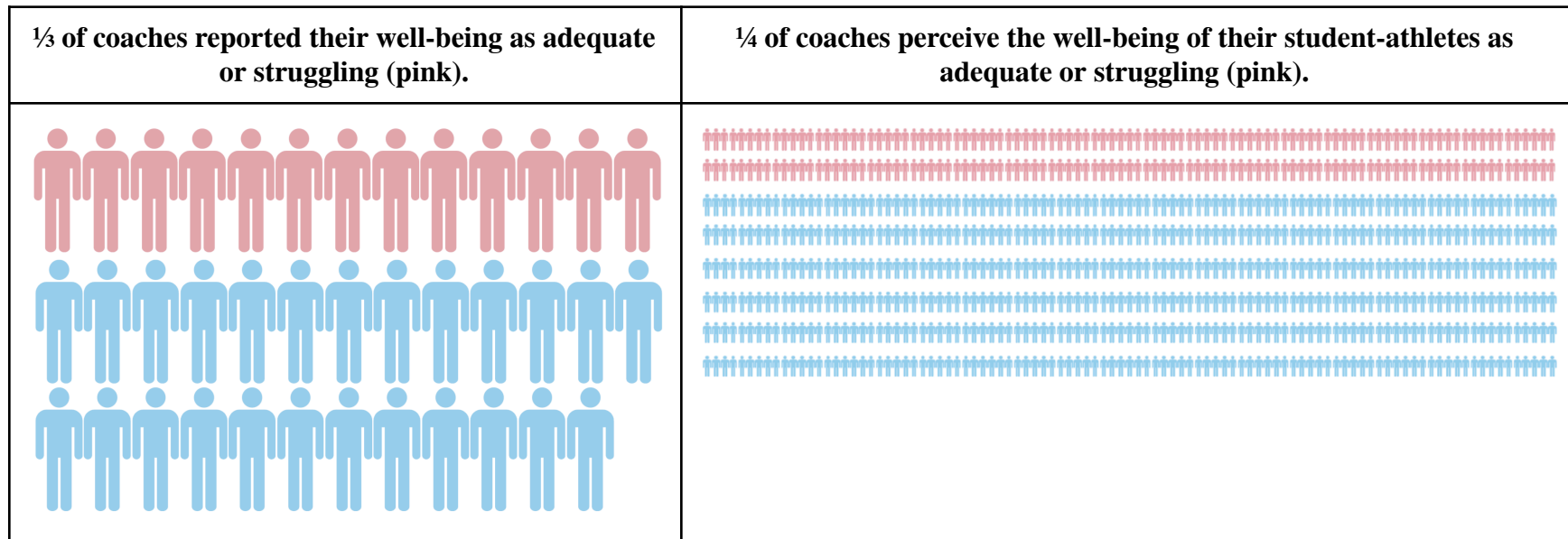
Well-being

We asked coaches to self-report on a Likert scale of Struggling (zero), Adequate (five), and Flourishing (10) the well-being of their student-athletes and their coaching staff. The well-being of the student-athletes and the coaching staff were averaged to create a 'team' well-being score. There is a direct relationship between coaches' perceptions of student-athlete well-being and coaching staff well-being. Coaches that reported higher well-being scores for their student-athletes tended to report higher well-being scores for their coaching staff. As a department, **coaches consistently reported higher well-being scores for student-athletes (mean of 7.6) than they did for their coaching staff (mean of 6.9)**. This suggests that **coaches perceive their student-athletes as 'better off' than their coaching staff is**. The average well-being score for teams across the department is 7.25.

10 coaches self-described the well-being of their student-athletes as struggling or adequate. 13 coaches self-described the well-being of their coaching staff as struggling or adequate. 5 coaches self-described the well-being of both their student-athletes and their coaching staff as struggling or adequate.



Each black dot represents how a coach rated the well-being of their student-athletes and their coaching staff. The graph above illustrates the positive relationship between perceptions of coach well-being and perceptions of student well-being. This correlation is statistically significant.



A team's well-being appears to have a positive relationship with the frequency of individual (1:1) meetings between coaches and players, the longevity of coaching tenure at Middlebury, and how engaged a coach is with their coaching philosophy. There does not appear to be a relationship between a team's well-being score and how frequently they do meditation, breath work, or practice gratitude. **Coaches that have weekly meetings with their players, coaches that have been at Middlebury for 20+ years, and coaches that are highly engaged with their coaching philosophy consistently self-reported higher well-being scores for their teams.**

Coaching Philosophy

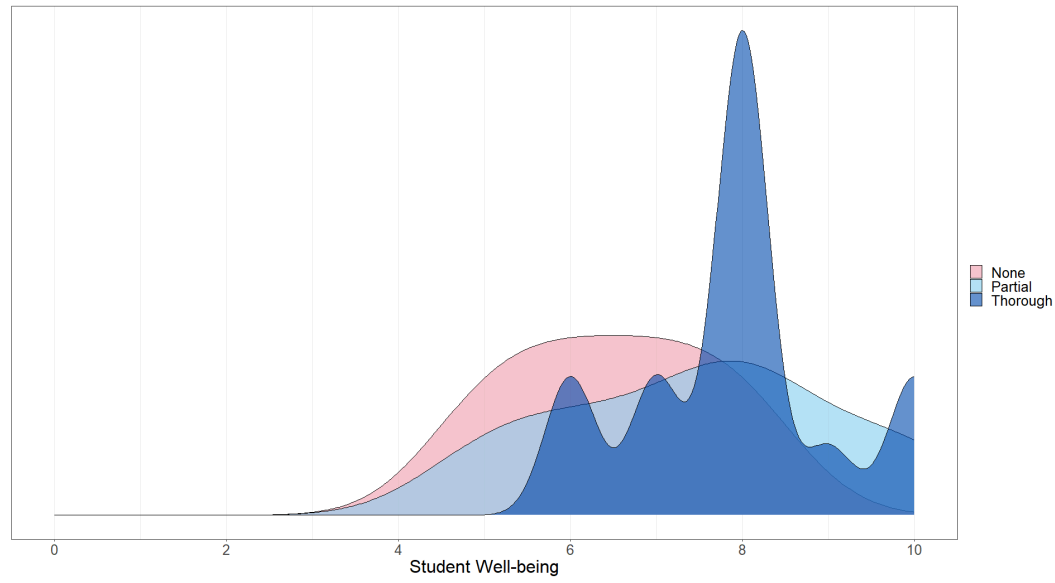
Coaches were asked: “Briefly describe an effective tactic for putting your personal coaching philosophy into practice.”

Each open-ended response was ‘scored’ based on the thoroughness of the response. Coaches that gave thorough, well-formulated responses are assumed to have dedicated a lot of time to developing their coaching philosophy (prior to taking this survey) and are able to clearly articulate their values. Coaches who did not respond or put forth minimal effort in responding are assumed to be in the beginning stages of developing their coaching philosophy, or, did not prioritize answering this question.

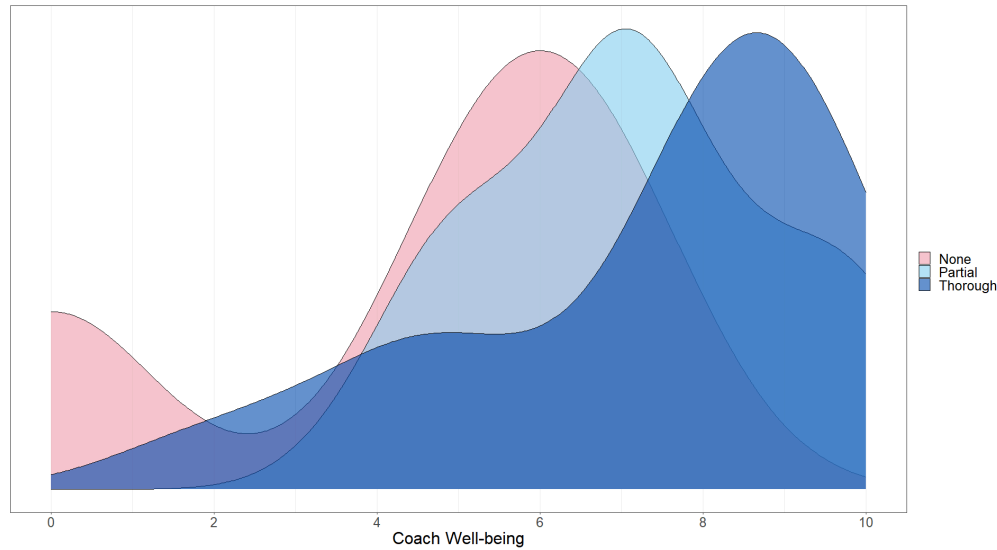
Thorough example (dark blue): **“I try to emphasize the importance of giving to our teammates and putting others first. There are times in practice when I will blow my whistle and stop a drill to ask the entire team how they can be supportive in that moment. Can they use words of encouragement, can they be more intentional with their personal execution, can they give a physical high-five. I like to remind them of the power of their influence over one another and how you can bring out the best in someone else, which in turn brings out the best in you.”**

Partial example (light blue): **“Lead by example.”**

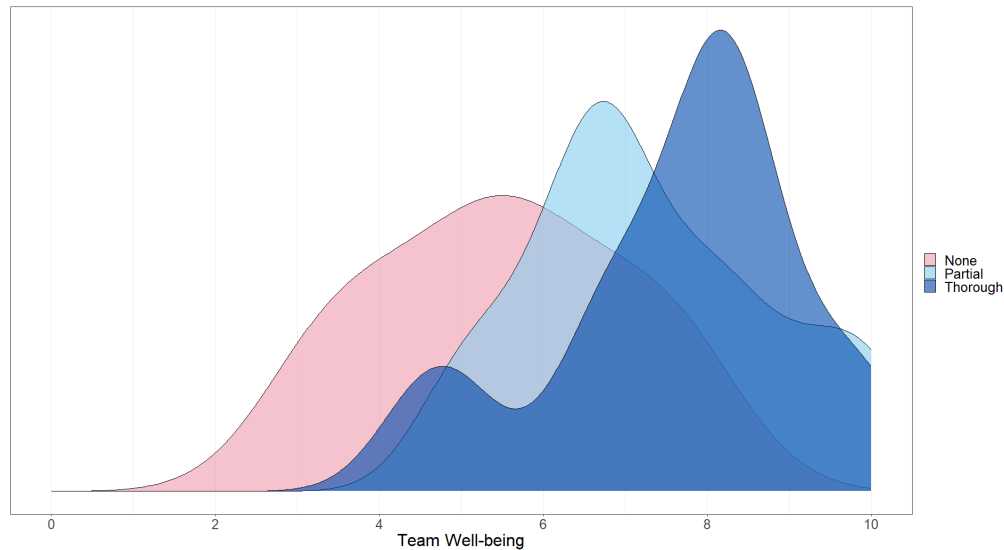
There is a positive relationship between perceptions of well-being and how thorough a coach’s personal philosophy is. The data suggests that coaches who want to improve the well-being of their team should develop a thorough personal coaching philosophy.



Coaches in the 'None' category consistently reported 'Adequate' well-being scores for their student-athletes. Well-being scores in the 'Partial' and 'Thorough' categories are distributed amongst the 'Adequate' and 'Flourishing' categories.



Coaches with more thorough coaching philosophies self-reported the well-being of their coaching staff as much higher than coaches that do not have a coaching philosophy.



Coaches with more thorough coaching philosophies self-reported the well-being of their team as much higher than coaches that do not have a coaching philosophy.

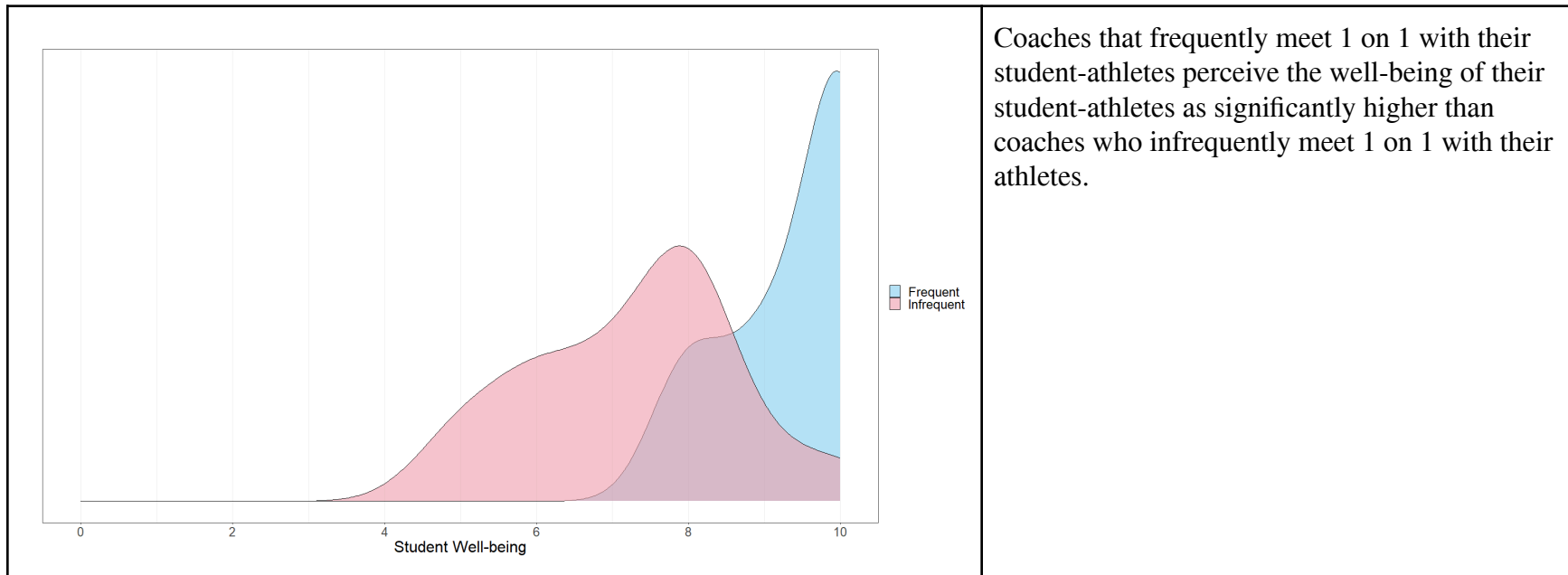
Individual Meetings

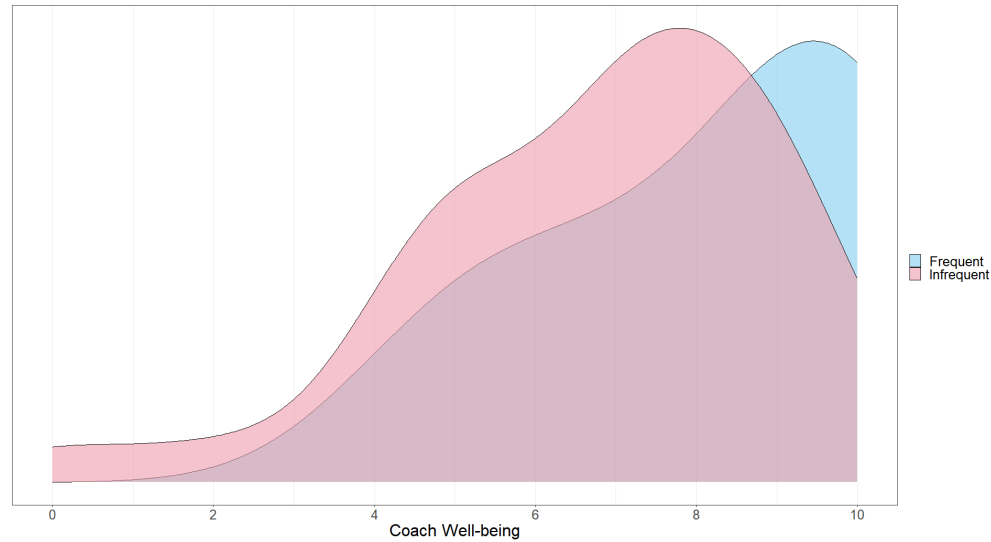
Coaches were asked: “How frequently does your team intentionally schedule and hold individual (1 on 1) meetings with your entire roster?”

‘Frequent’ is defined as Daily or Weekly meetings (blue)

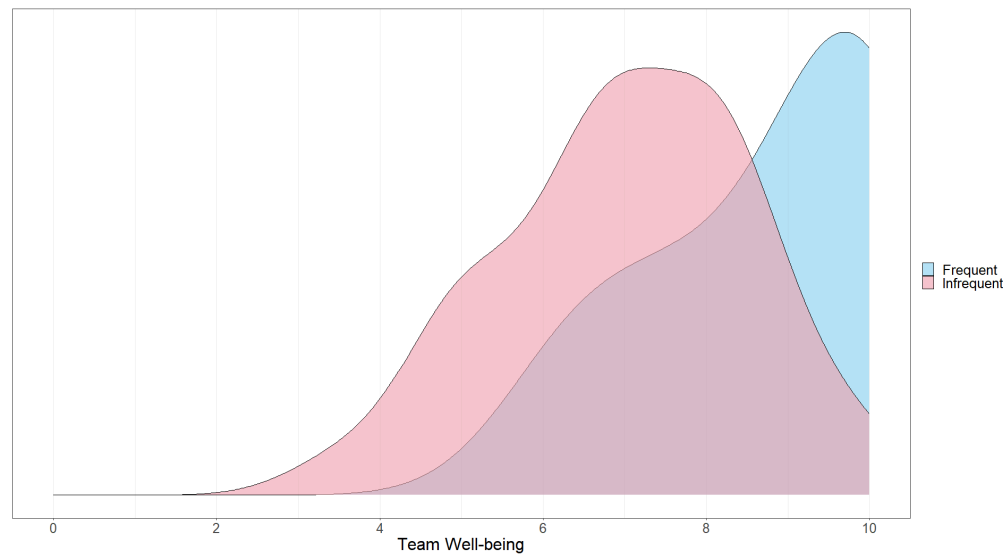
‘Infrequent’ is defined as Monthly, Seasonally, or Never (pink).

The data suggests that coaches who want to improve the well-being of their team should have frequent (at least weekly) meetings with every player on their roster.





Coaches that frequently meet 1 on 1 with their student-athletes perceive the well-being of their coaching staff as significantly higher than coaches who infrequently meet 1 on 1 with their athletes.



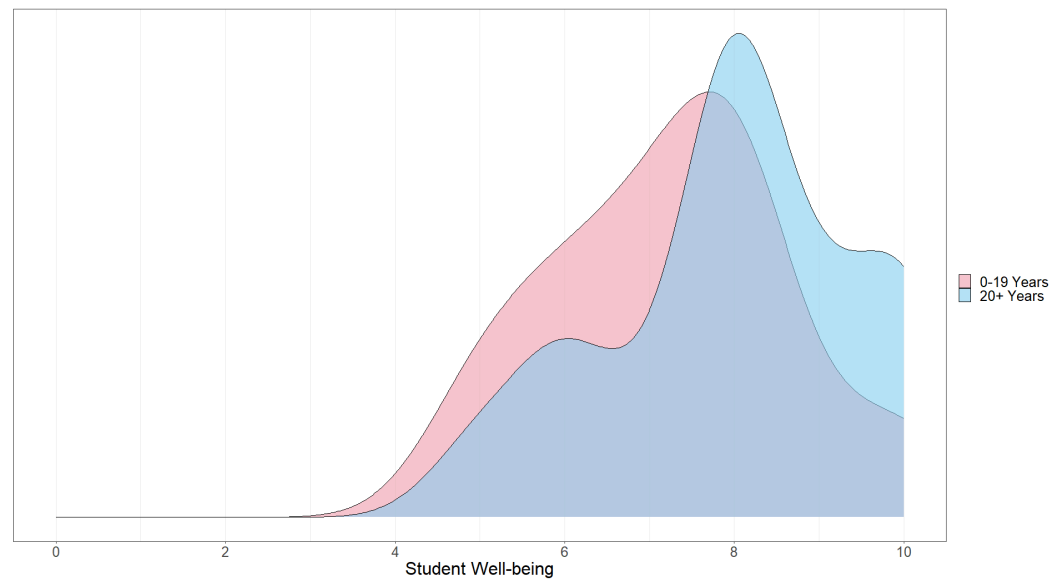
Coaches that frequently meet 1 on 1 with their student-athletes perceive the well-being of their team as significantly higher than coaches who infrequently meet 1 on 1 with their athletes.

Tenure

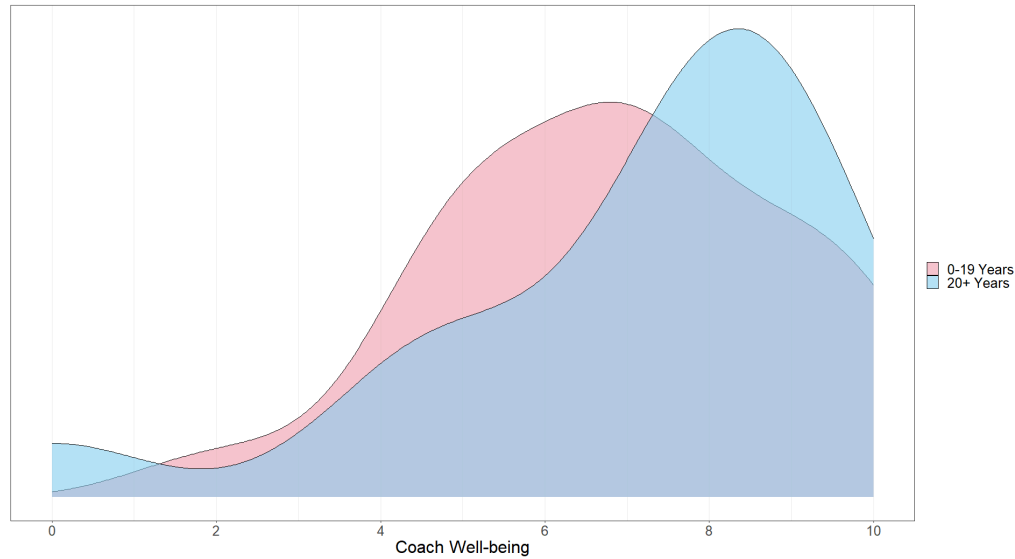
Coaches were asked: “How many total years have you been a coach at Middlebury (either as an assistant coach, head coach, or both)?”

Coaches were grouped into two categories: 0 to 19 years (pink) and 20+ years (blue).

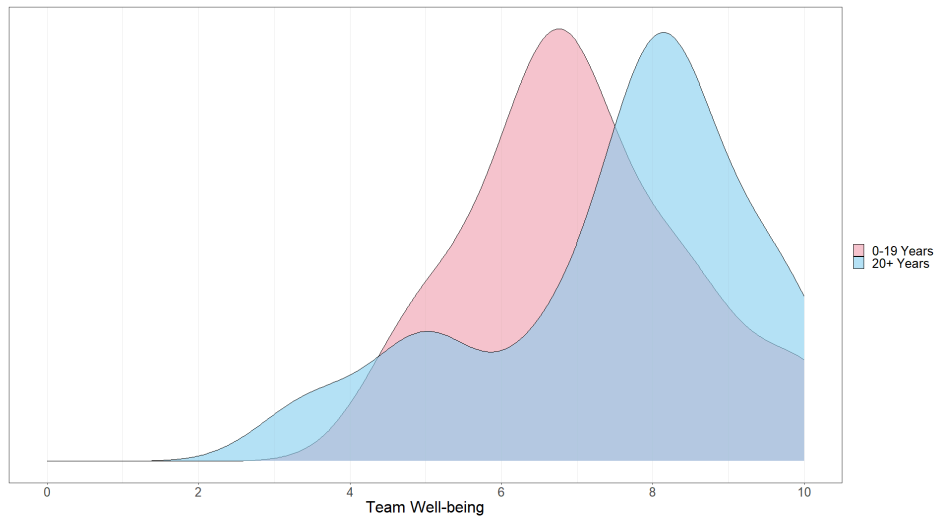
Coaching tenure does not appear to be related to how coaches perceive the well-being of their student-athletes. However, coaches who have been at Middlebury for longer seem to report higher levels of well-being than younger coaches do. The data suggests that coaches who want to improve the well-being of their team should seek guidance from coaches who have been in the department for longer.



Coaching tenure does not appear to be related to a coach's perceptions of student-athlete well-being.



Coaches that have been at Middlebury for 20+ years self-reported the well-being of their coaching staff as much higher than coaches who are newer to the Middlebury community.



Coaches that have been at Middlebury for 20+ years self-reported the well-being of their team as much higher than coaches who are newer to the Middlebury community.

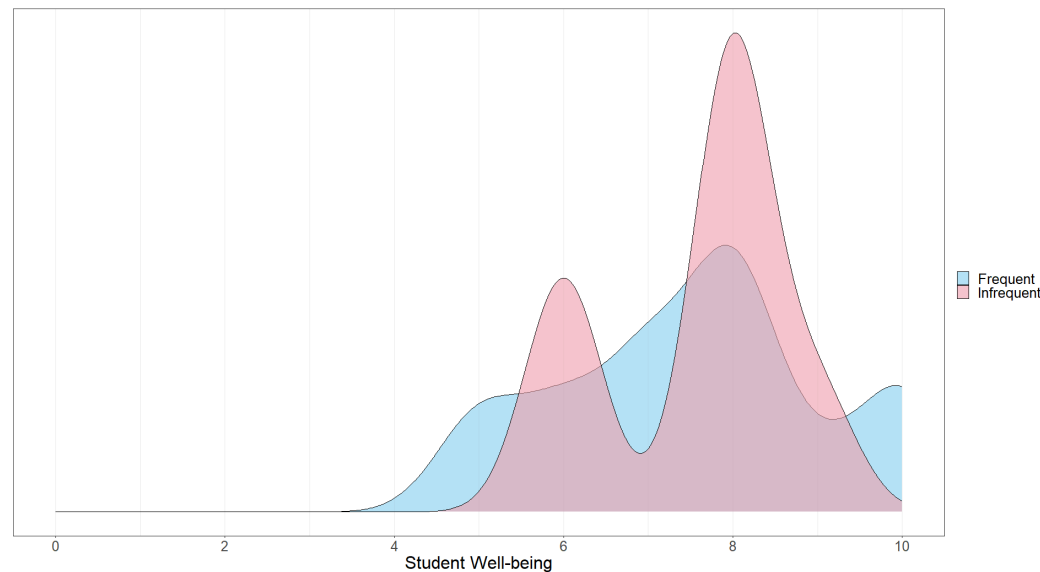
Team Bonding

Coaches were asked: “How frequently does your team intentionally schedule and hold team bonding activities?”

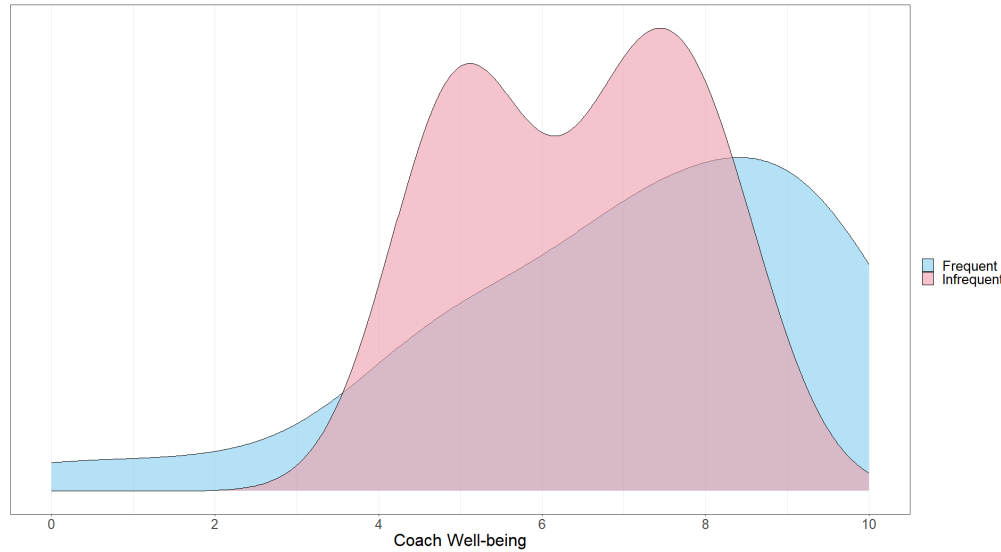
‘Frequent’ is defined as Daily, Weekly, or Monthly (blue).

‘Infrequent’ is defined as Seasonal or Never (pink).

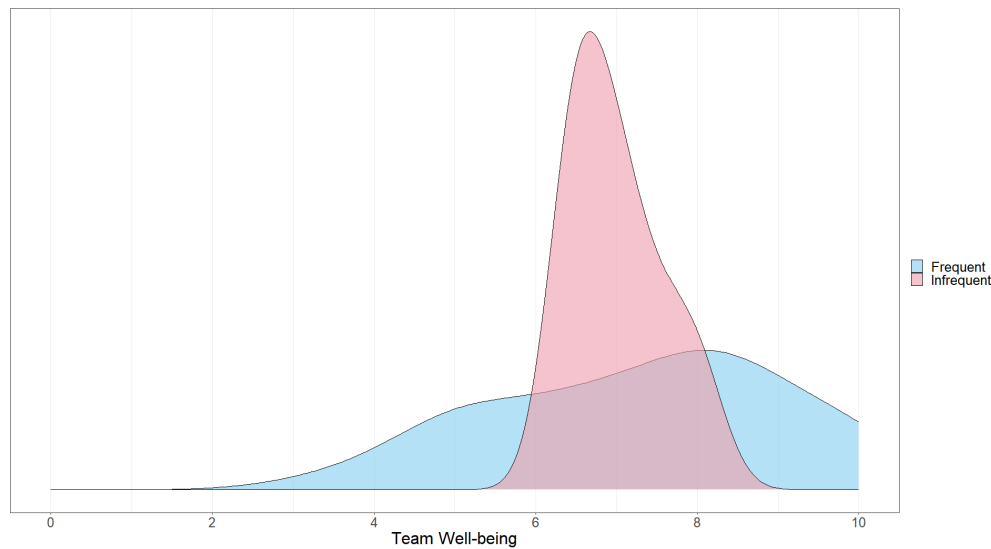
The frequency of team bonding activities does not appear to have a relationship with student-athletes or coaches alone, but may have a relationship with the team as a whole. It’s possible that the frequency of team bonding may be less related to well-being than the type or quality of team bonding activity.



There does not appear to be a relationship between the frequency of team bonding and perceptions of student well-being.



There does not appear to be a relationship between the frequency of team bonding and perceptions of coach well-being.



Teams that do frequent team bonding activities have a large range of well-being. Meaning, there are struggling, adequate, and flourishing teams that all do team bonding frequently.

Teams that do infrequent team bonding all appear to have adequate well-being (concentrated around 6.5).

Values

Coaches were asked: “Think about the ‘building blocks’ of the person that you are. What three words best describe what YOU value?” By responding to this open-ended question, coaches self-reported honesty, integrity, and hard work as their most important personal values.

Coaches were asked: “Think about the ‘building blocks’ of your team culture. What three words best describe what your program values?” By responding to this open-ended question, coaches self-reported commitment, hard work, and accountability as their most important program values. To explore the overlap between personal and program values, we summarized a count of how many times each word was used in each category.

The comparison cloud below illustrates the frequency of words that were used to describe a coach's personal and program values. Word size is illustrative of the frequency that a word was used (bigger words illustrate higher frequency). Words closer to the middle of the cloud were used more commonly in both questions. Words closer to each of the poles are more closely associated with either personal or program values. **Commitment, hard work, caring, integrity, and respect had the most overlap between personal and program values.**



Priorities

Several questions throughout the survey prompted coaches to thoughtfully consider their priorities. The chart below aggregates the top three responses to the following survey questions:

- “What are the most important factors to consider when evaluating the well-being of your current team? Click, drag, and place each of the following statements into one of three buckets: extremely important, very important, important (maximum of four statements per bucket).”
- “Complete the following equation: Word #1 + Word #2 + Word #3 = Culture”
- “Complete the following equation: Word #1 + Word #2 + Word #3 = Performance”
- “What are the most important factors to consider when evaluating your program? Click and drag to re-order the following factors from extremely important (1), very important (3), to important (5).”
- “Why does your team integrate these types of practices (such as breath work, visualization, vocalization, etc.) into its training program? Click, drag, and place each of the following statements into one of four buckets: primary intentions, secondary intentions, tertiary intentions, not applicable (maximum of three statements per bucket).”

Category	Priorities
Well-being	1. Belonging (player-to-player relationships) 2. Communication (the ability of players/coaches to speak openly and honestly with each other and feel heard) 3. Commitment (amount of “buy-in” to team goals)
Culture	1. Commitment (amount of “buy-in” to team goals) 2. Belonging (player-to-player relationships) 3. Communication (the ability of players/coaches to speak openly and honestly with each other and feel heard)
Performance	1. Resiliency (ability to persevere and grow through challenges) 2. Effort (willingness to go “the extra degree”) 3. Commitment (amount of “buy-in” to team goals)

Program Evaluation	1. Player improvement off the playing field 2. Player improvement on the playing field 3. Player retention over time
Mindfulness Intentions	1. Improve team mental health 2. Bolster team chemistry 3. Help the team be more present during game/practice

Belonging, communication, and commitment fell in the top three for both well-being and culture. This suggests that **coaches have stronger associations between well-being and culture than they do with well-being and performance.** For all five of these questions, ‘winning’ was one of the options that coaches could choose from. Yet, ‘winning’ was not in the top three for any of these categories. This suggests that across the board, **coaches view ‘winning’ as a secondary priority.**

Success

With respect to well-being, culture, and how coaches evaluate their programs, coaches consistently reported ‘success’ by quantifiable means (such as their overall record, wins/losses, and ranking in the region/conference/nation) as less important than other non-quantifiable factors (such as player-to-player relationships, team vibe/morale, and the mental health of their student-athletes).

When asked to rank the most important factors to consider when evaluating their programs, every single coach ranked player improvement on/off the playing field as more important than their overall record (wins/losses over time).

When asked to rank the most important factors to consider when evaluating the well-being of their current team, every single coach reported performance (wins/losses, overall record, postseason performance) and ranking (comparison to other teams in the conference, region, nation) as the least important factors.

No coaches have strong associations between the word ‘Culture’ and their ranked comparison to other teams in the conference, region, or nation. Only three coach’s strongly associate ‘Culture’ with their overall record/postseason performance.

Only one coach strongly associates ‘Performance’ with their ranked comparison to other teams in the conference, region, or nation. Only two coach’s strongly associate ‘Performance’ with their overall record/postseason performance.

When asked why coaches integrate practices such as breath work, visualization, and meditation into their training programs, “increasing their teams’ chance of winning a game/event against another school” was ranked as a primary intention by only six coaches. Every other coach ranked winning as a secondary or tertiary intention.

Relationships

Many coaches cited personal relationships as the most effective tactic for implementing their coaching philosophy:

“I try to develop and establish personal relationships with my athletes before trying to coach them. Tapping into the whole athlete allows me to coach the whole person. This helps me be sensitive to student-athlete challenges in their athletic careers, but more importantly, in their lives.”

Coaches consistently reported mentorship (player-to-coach relationships) and belonging (player-to-player relationships) as their highest values, yet, **the majority of coaches hand the responsibility of planning team bonding activities over to their student-athletes.**

23 coaches described ‘mentorship’ (coach-to-player relationships) as extremely important for the well-being of their team. Yet, no coaches selected ‘mentorship’ when given a list of twelve factors and asked to select the top three that they most closely associate with culture. Only one coach selected ‘mentorship’ when given a list of twelve factors and asked to select the top three that they most closely associate with performance. While coaches do value their individual relationships with players, it appears that **coaches don’t believe their mentorship role is as important to their team culture and their teams’ performance as other factors.**

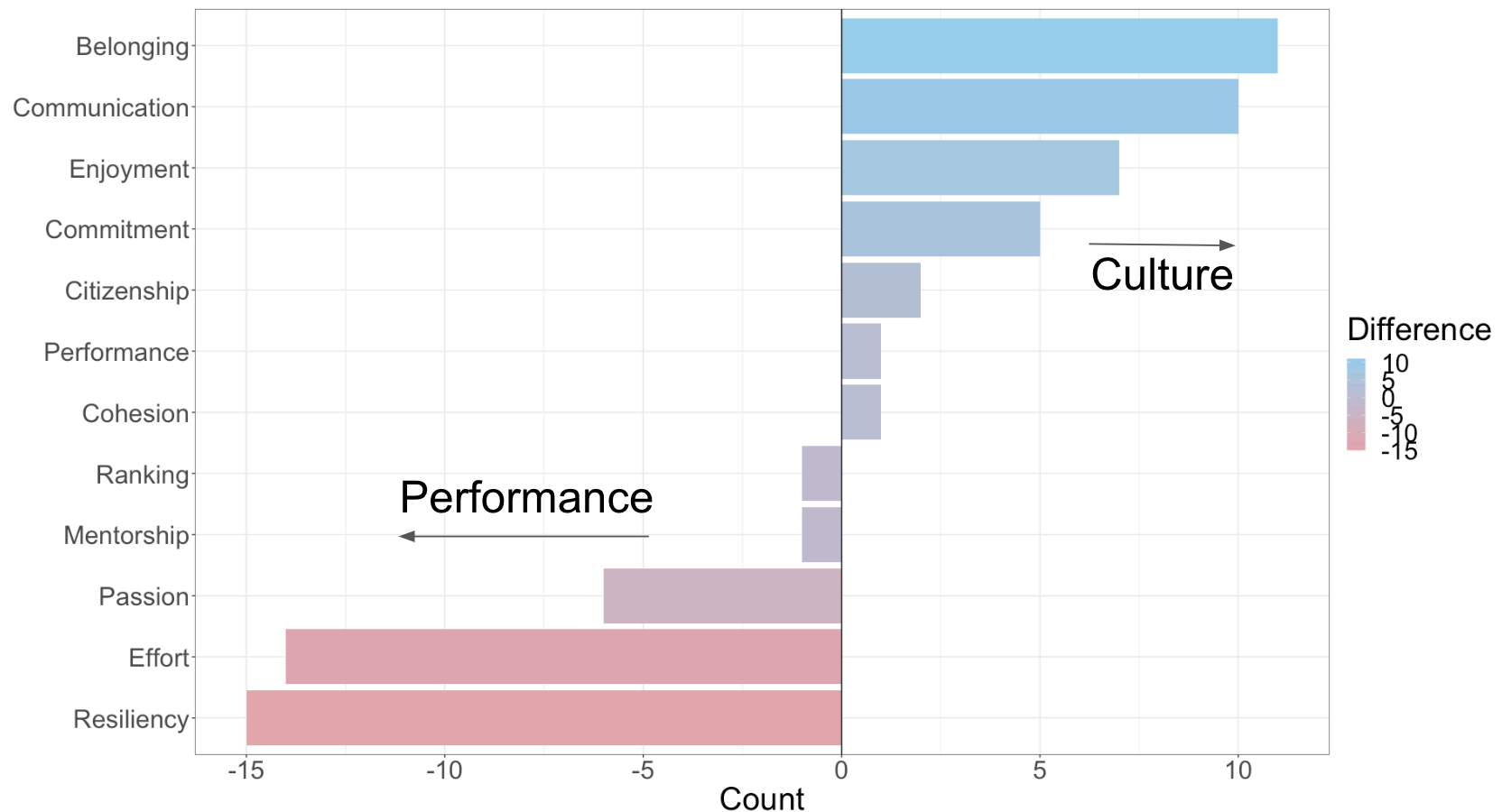
31 coaches described ‘belonging’ (player-to-player relationships) as extremely important for the well-being of their team. 17 coaches selected ‘belonging’ when given a list of 12 factors and asked to select the top three that they most closely associate with culture. Only six coaches selected ‘belonging’ when given a list of 12 factors and asked to select the top three that they most closely associate with performance. This suggests that **coaches view player-to-player relationships as more important for their team culture but less important for their teams’ performance.**

Performance & Culture

Coaches were asked:

- “Complete the following equation: Word #1 + Word #2 + Word #3 = Culture”
- “Complete the following equation: Word #1 + Word #2 + Word #3 = Performance”

Coaches were given the same bank of twelve words to choose from for each equation.



The graph above illustrates the difference in how many people chose a word for performance, but not for culture, and visa versa. (Ex. Resiliency with a count of -15 suggests that 15 people chose Resiliency for the performance equation, but did not choose resiliency for the culture equation.) This graph illustrates that coaches strongly associate resiliency, effort, and passion with performance, but not with culture. Coaches tend to associate belonging, communication, and enjoyment with culture, but not with performance.

Factors more closely associated with culture: Player-to-player relationships (belonging), the ability of players/coaches to speak openly/honestly with each other and feel heard (communication), and the amount of joy that the team practices/plays with (enjoyment).

Factors more closely associated with performance: The ability to persevere and grow through challenges (resiliency), the willingness to go “the extra degree” (effort), and the degree of excitement and love for being a part of the team (passion).

Mindfulness

Almost every coach self-reported doing yoga with their teams. More than half of the coaches self-reported that they practice mindfulness with their teams. Yet, only 8 coaches self-reported that Buddhism has had an influence on their coaching. **This suggests that many coaches lack an understanding of the Buddhist origins of yogic and mindfulness practices.**

The majority of coaches that are practicing mindfulness with their teams have been doing so for the last 4-10 years. These coaches reported that they learned about mindfulness practices from other coaches in the department. This suggests that coaches who are practicing mindfulness with their teams are already talking to each other about using mindfulness practices.

When asked what types of mindfulness practices coaches do with their teams, many coaches stated they are unsure whether some of their practices can technically be classified as mindfulness or not. Many coaches reported relying on Prem Prakash to integrate yoga and mindfulness into their training programs. **Coaches deduced lack of time and lack of training as the biggest barriers to integrating these types of practices into their teams.** Of the coaches that are not currently practicing mindfulness with their teams, **all but one coach expressed interest in learning more about mindfulness and receiving additional training on how to integrate these practices into their teams.**

Resources

Coaching Tactics

Coaches were asked: “Briefly describe an effective tactic for putting your personal coaching philosophy into practice. Note: If possible, refrain from providing sport-specific tactics. Can you think about/share a tactic that could be used by other teams in the department? (1 to 3 sentences)” The table below summarizes and aggregates all of the coach's responses.

TITLE	DESCRIPTION	ACTIVITY
Begin With WHY	Ensure that everyone (coaches + players) has clear intentions/reasonings for being a part of the team.	Have players and coaches write themselves a letter at the beginning of the season explaining their ‘why’. Sign and seal the letter, revisit the letter at the conclusion of the season. Have players state ‘who’ they’re playing for prior to each game.
View Captains As Your First Followers	Have your captains be the ones to communicate your coaching philosophy to the rest of the team.	Host a leadership minicamp at the beginning of the year and provide captains with extensive training on your values, beliefs, and standards. Prepare captains to host and lead this training for the rest of the team.
Bring Coaching Philosophy To Life In The Locker Room	Use physical space to ensure your voice is present, even when you’re not in the room. Make posters that state values, mission statements, and goals. Hang posters in the locker room.	Make decorating the locker room a symbolic activity. Have seniors hang up the posters at the beginning of the season, and have first-years take down the posters at the end of the season (symbolizes the transition of leadership from year to year).
Treat Players As Coaches	Empower your players to be their own coaches.	Hold an intrasquad scrimmage and give each grade level a turn to ‘coach’ a team. Allow players to be involved in the process of creating practice plans.
Focus On Players That Don’t Play In Games	Amplify the voices of players on the team that play a vital role in practice, preparation, and leadership but do not	Create alternative, sub-leadership roles for players that don’t get as much playing time. Assistant captain (AC) role ideas: - DEI AC

	play a pivotal role in the game competition.	- Social/Team bonding AC - Alumni network AC - Family network AC
Define Good Behaviors	Explicitly state what actions do align with team culture. Explicitly state what actions/behaviors will not be tolerated.	Blow the whistle during practice to provide behavioral feedback in live time (in addition to technical, sports-specific feedback). Reward players for being good teammates in live time.
Climb Figurative Mountains	Give athletes the experience of achieving a seemingly ‘impossible’ task. Make practices harder than games.	Have a team-based fitness test at the beginning of the season that requires equal contributions from all team members in order to achieve it. (Ex. Chipman Hill Relay Race)
Bring Alumni In	Create networking opportunities for current players.	Create Alumni-Current Player Pairings/Pen Pals. Quiz players on the history of the alumni that used to wear their numbers. Quiz team about current seniors at the end of the season.
Have A Shared Object (Stuffed Animal, Toy, Necklace, etc.) That Symbolizes Program Values	Use the object as a way for players to practice instilling the team's core values. Treat the object as an equal member of the team.	Make caretaking of the object a reward/honor. Bring the object to all practices, games, team meals, etc. Create a social media account for the object.
Be Authentic	Lead by example. Demonstrate and explain the point of your philosophy.	Allow athletes to see other sides of you. Host off-campus team bonding events. Allow players to know your story.
Keep Core Values Constant From Year To Year	Have your values serve as the through line between teams from year to year.	Reflect and compare personal values with program values. Do these two things align? If not, why does this disconnect exist? How can this gap be bridged?
Evolve Mission Statement Yearly	Have goals for the year differ depending on the demographics of that current year's team.	As a team, define WHO you are, WHY you're there, WHAT you stand for, WHERE you aim to go, and HOW you're going to get there.

Program Traditions

Coaches were asked: “Briefly describe some of your program's traditions, rituals, and routines. Think: - Does your team have any annual traditions? (Ex. Holiday party at the Coach's house) - Does your team have any game-day-specific rituals? (Ex. Team visualization exercise the night before a game) - Does your team have any routines for day-to-day practices? (Ex. Circle breathing before practice) (1 to 5 sentences)”

Example responses:

- “We visualize before every game. We hike snake mountain together in the fall. We run chipman hill in the fall. We have an annual senior day dinner with parents. We try to have the team over to the head coaches house for dinner once a year. We read a book that the program supplies as a team over j-term. we do trivia sprints every year and quiz the team about the seniors to show how we value them and how we know them beyond their role on the field.”
- “during preseason/senior dinner event mid-season under a tent at the farm where FY families grill the main course/sophomore families bring the side dishes/juniors bring the desserts and drinks and seniors and their families bring framed jerseys for the seniors”
- “They have a secret psych- captains pick a teammate for each person on the team to get "gifts" (no real "budget" but nothing huge- may be something with the intentions to make the person laugh/destress or something like favorite food/candy, literally anything a person thinks their person would like) for each week of the season. Supposed to say secret the whole season and then they guess on their last bus ride of the season out loud who everyone had”

The table below illustrates trends in the traditions, rituals, and routines of programs across the department.

FREQUENCY	ACTIVITY
Every Game	• The day before every game, watch a highlight tape from the previous week to get the players hyped and feeling confident. • Lead a victory visualization in the locker room before warm-ups begin. • Rotate through seniors giving pregame speeches. • Give a ‘player of the game’ award based on effort (as opposed to performance). Symbolize award through a physical object that gets passed around from player to player (like an M necklace or a game ball). • Express unity through physical appearance. Have all players wear the same clothes on game day (dressing up, travel gear, panther face tattoos, etc.) • Have a 1/3 conversation after the game, where players state 1 thing they learned and 3 takeaways. • Do a cheer/chant before and after each game.
Every Practice	• Begin with academic fun facts, jokes, gratitude.
Weekly	• Have the team vote for a ‘Panther of the Week’ (POW) that embodies cultural values. Award POW with a small gift. • Hold small group dinners (by position, class, etc.)
Seasonally	• Organize a ‘Multi-Media’ Club. Have the team read a book, watch a documentary, etc. and host a team discussion about it. • Have team members write letters to each other over the summer. • Go on a ‘Vermont Adventure’ (hike snake mountain, go apple picking, jump in swimming holes, visit a maple syrup farm, etc.) • Have the team climb literal/figurative mountains. (Ex. Chipman Hill fitness test → “We can accomplish this!” mentality) • Organize a pre-season “fake out” practice where the team thinks they’re going to do a conditioning workout, but then have the captains take the team and do something fun.

	• Have frequent players + family meals. • Mentor a local youth program. • Invite the team to the coach's house. • Host a dinner for the first-years during their first week on campus. • Host holiday meals. • Watch professional sports together.
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Learning Resources

Coaches were asked: “Name a community-accessible resource that has had a significant influence on your coaching. Community accessible resource: A book, podcast, celebrity/public figure, movie, documentary, etc. Note: Please be as specific as possible.”

The list below aggregates all of the community-accessible resources that were submitted. Resources that were recommended numerous times are highlighted with an asterisk.

*Resource suggested by two coaches.

**Resource suggested by three coaches.

Podcast

- Flying Coach with Steve Kerr and Peter Carroll
- Nike Trained with Jaclyn Byrer
- Head Coach University with Bronco Mendenhall
- The Focus 3 Podcast By Brian Kight
- Finding Mastery with Dr. Michael Gervais
- Unlocking Us with Brene Brown
- We Can Do Hard Things with Glennon Doyle

Book

- Atomic Habits by James Clear**
- The Culture Code by Daniel Coyle**
- The Servant (Servant Leadership) by James Hunter**
- Grit by Angela Duckworth*
- Legacy by James Kerr*
- The Inner Game of Golf/Tennis by Tim Gallaway*
- Raise the Roof by Pat Summitt
- In Pursuit of Perfection by Geno Auriemma
- What Made Maddy Run by Kate Fagan.
- Flow by Mihalyi Csikszentmihalyi

- My Losing Season by Robert Conroy
- How Good Do You Want To Be? by Nick Saban
- The 7 Habits of Highly Effective People by Franklin Covey
- Coaching With Heart by Jerry Lynch
- Catch Them Being Good: Everything You Need to Know to Successfully Coach Girls by Tony Diccico
- What Drives Winning by Brett Ledbetter
- The Power of Positive Leadership by Jon Gordon
- A Champion's Mind by Pete Sampras
- Ego is the Enemy and Obstacle is the Way by Ryan Holiday
- Range by David Epstein
- Sports Gene by David Epstein
- The Winner Within by Pat Riley
- Untamed by Glennon Doyle
- The Social Animal by David Brooks

Documentary

- All or Nothing Manchester City
- One Revolution
- 30 for 30 documentaries

TED Talk

- Start With Why -- How Great Leaders Inspire Action by Simon Sinek

Movie

- Glory Road by James Gartner

YouTube

- What Drives Winning by Brett Ledbetter*

People

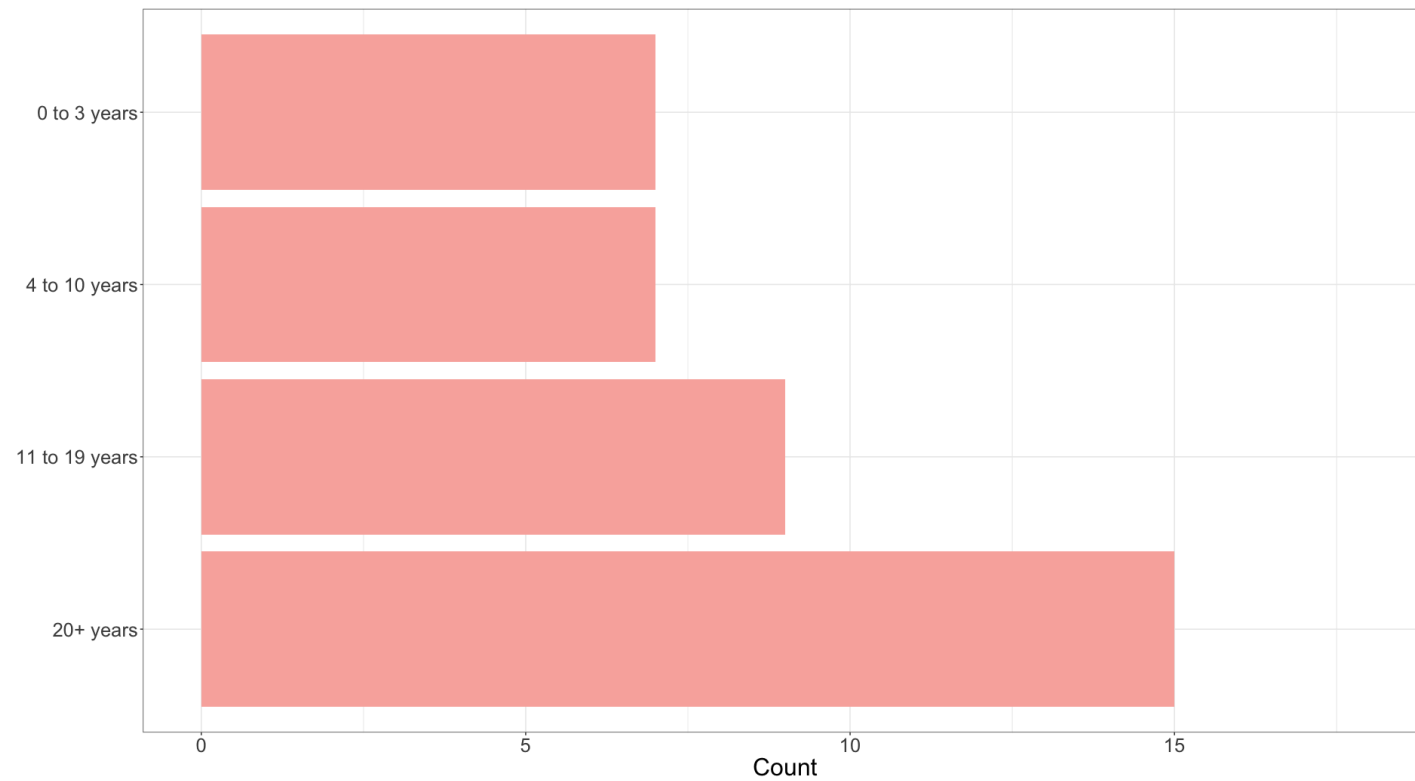
- John Wooden
- Brene Brown
- Jason Reynolds
- Brad Stevens
- Sean McVay
- Eric Thomas
- NESCAC Coaches of Color
- NESCAC ADID's
- Head coach of our program
- Head coaches of the programs of other schools we compete against
- Other assistant coaches

Other

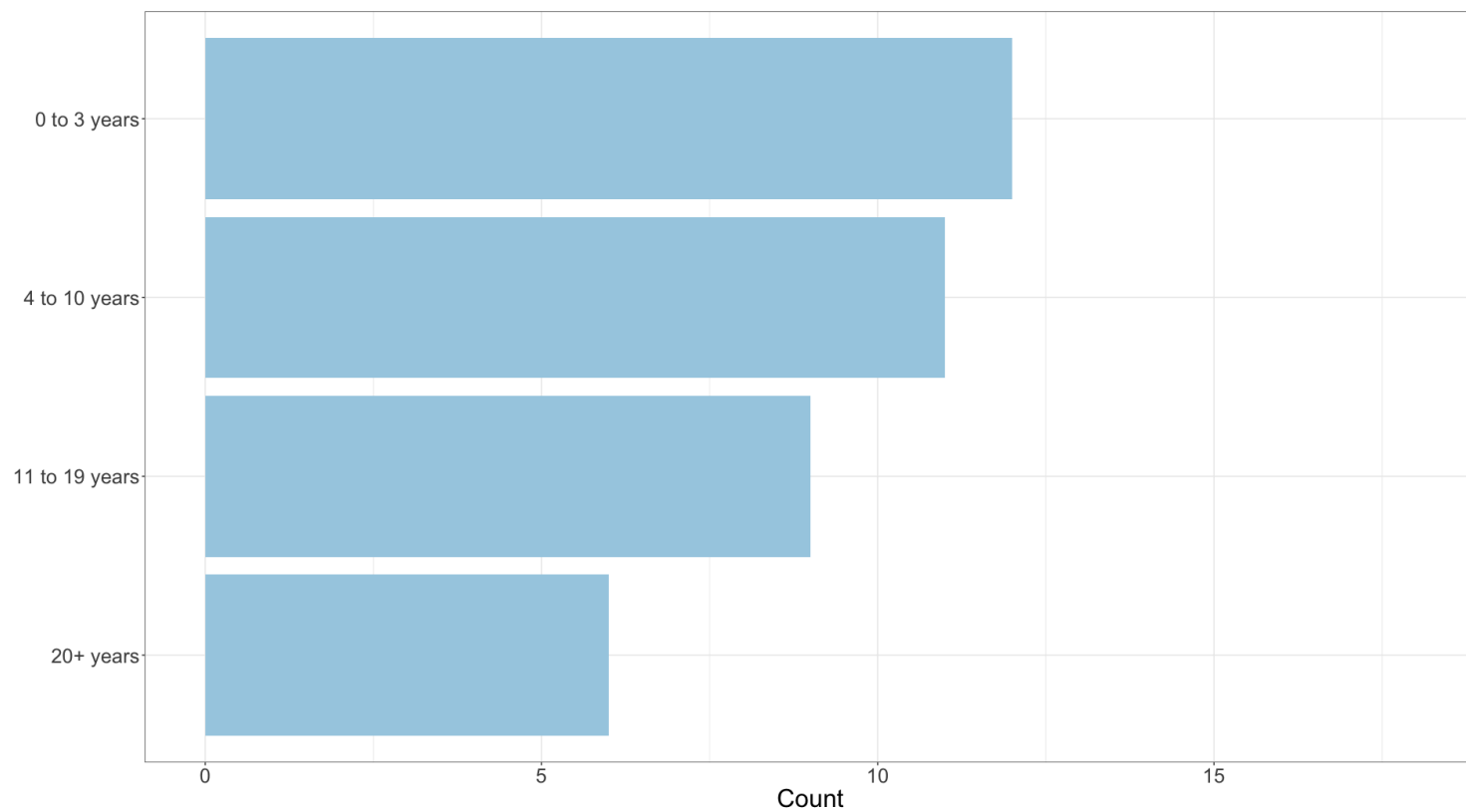
- DISC Assessment
- Counseling
- Twitter
- USTA teaching progressions for adaptive tennis led by Jason Allen
- Reese Wells Assistant Vice President of Education for Equity and Inclusion

Appendix

How many total years have you been a coach (at Middlebury or elsewhere)?



How many total years have you been a coach at Middlebury (either as an assistant coach, head coach, or both)?



Think about the ‘building blocks’ of the person that you are. What three words best describe what YOU value?

Words used most frequently across the department:

1. Honesty
2. Integrity
3. Hard Work
4. Caring
5. Commitment
6. Trust
7. Kindness
8. Passion
9. Loyalty
10. Respect

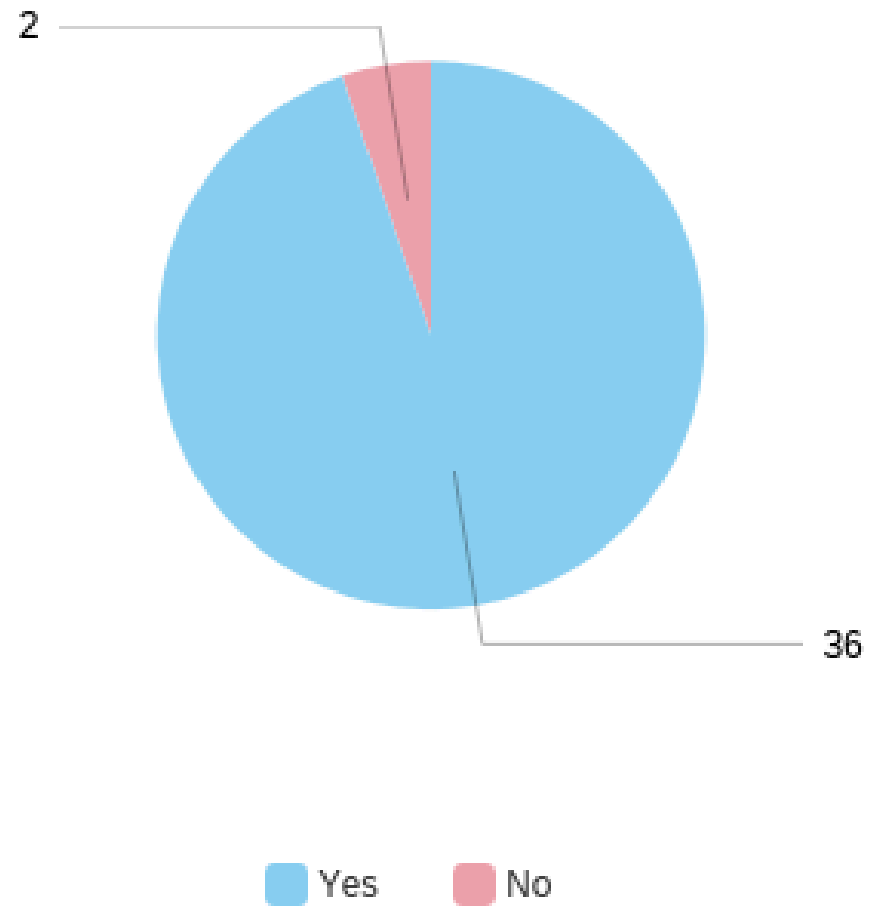
Think about the ‘building blocks’ of your team culture. What three words best describe what your program values?

Words used most frequently across the department:

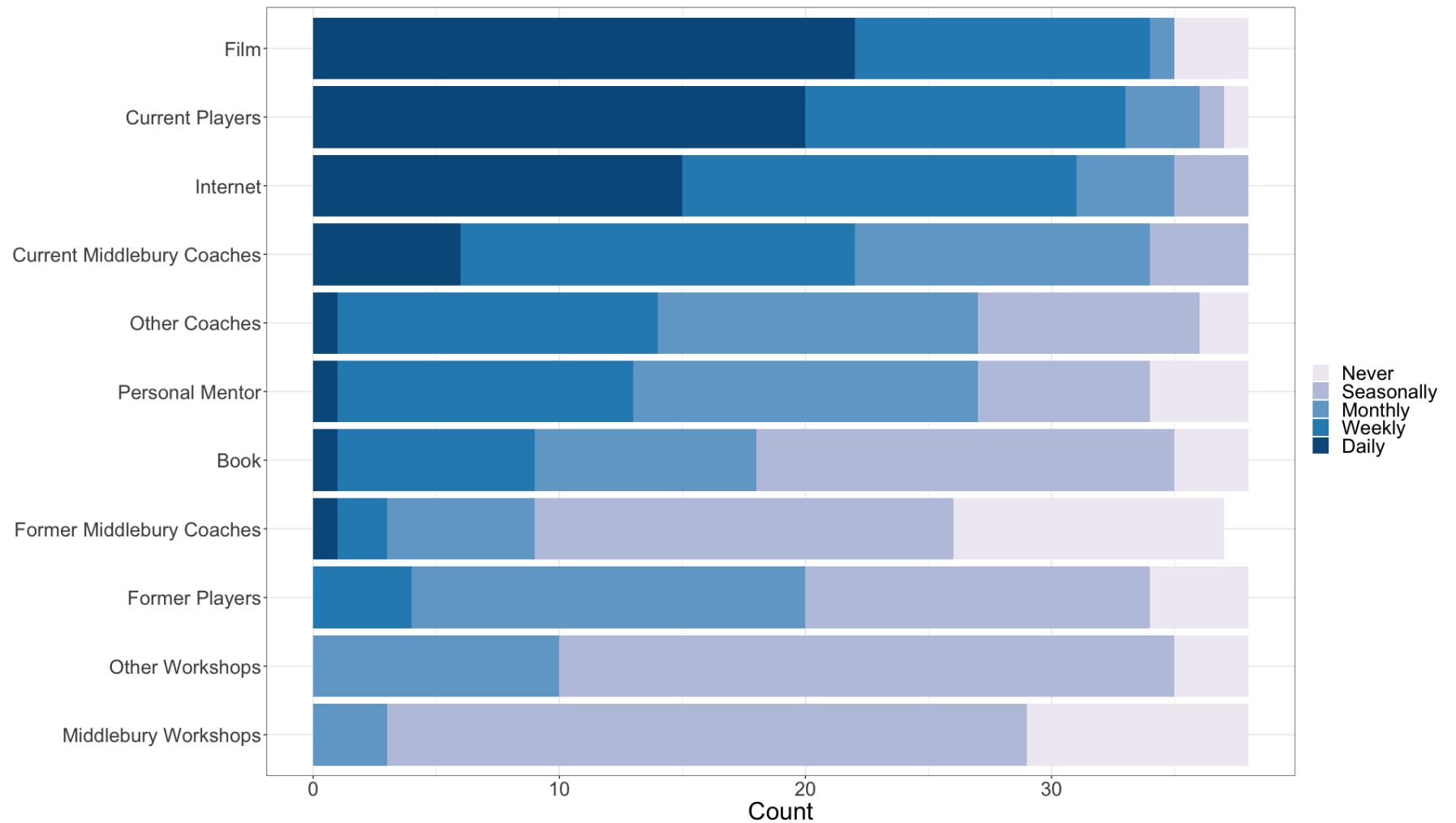
1. Commitment
2. Hard Work
3. Accountability
4. Respect
5. Teamwork
6. Selflessness
7. Caring
8. Inclusion
9. Integrity
10. Trust

Do you have a personal coaching philosophy?

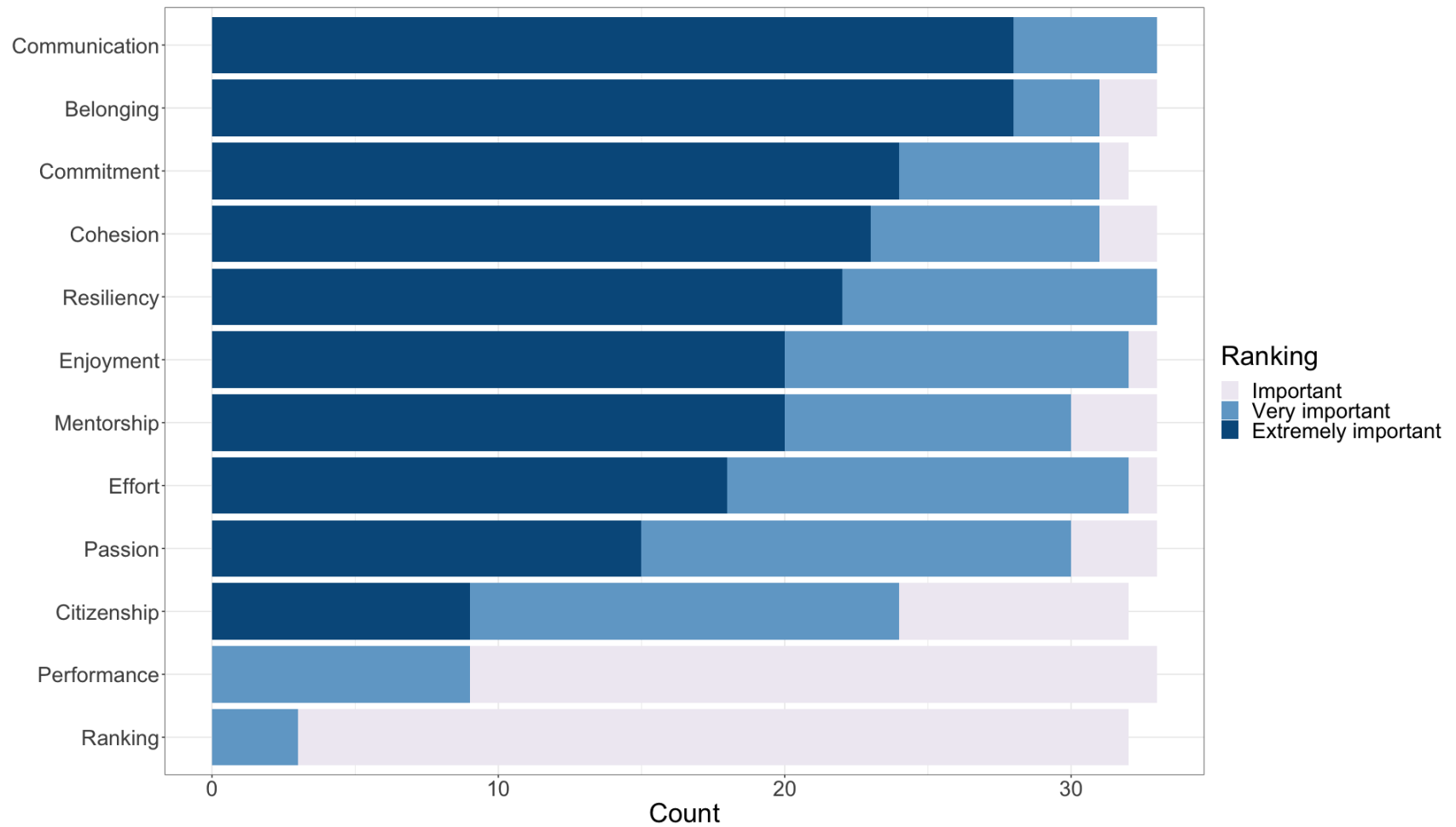
Personal coaching philosophy: A clearly outlined objective, purpose, and approach to coaching that is guided by a particular set of values/principles.



How frequently do you engage with the following resources to improve your coaching?



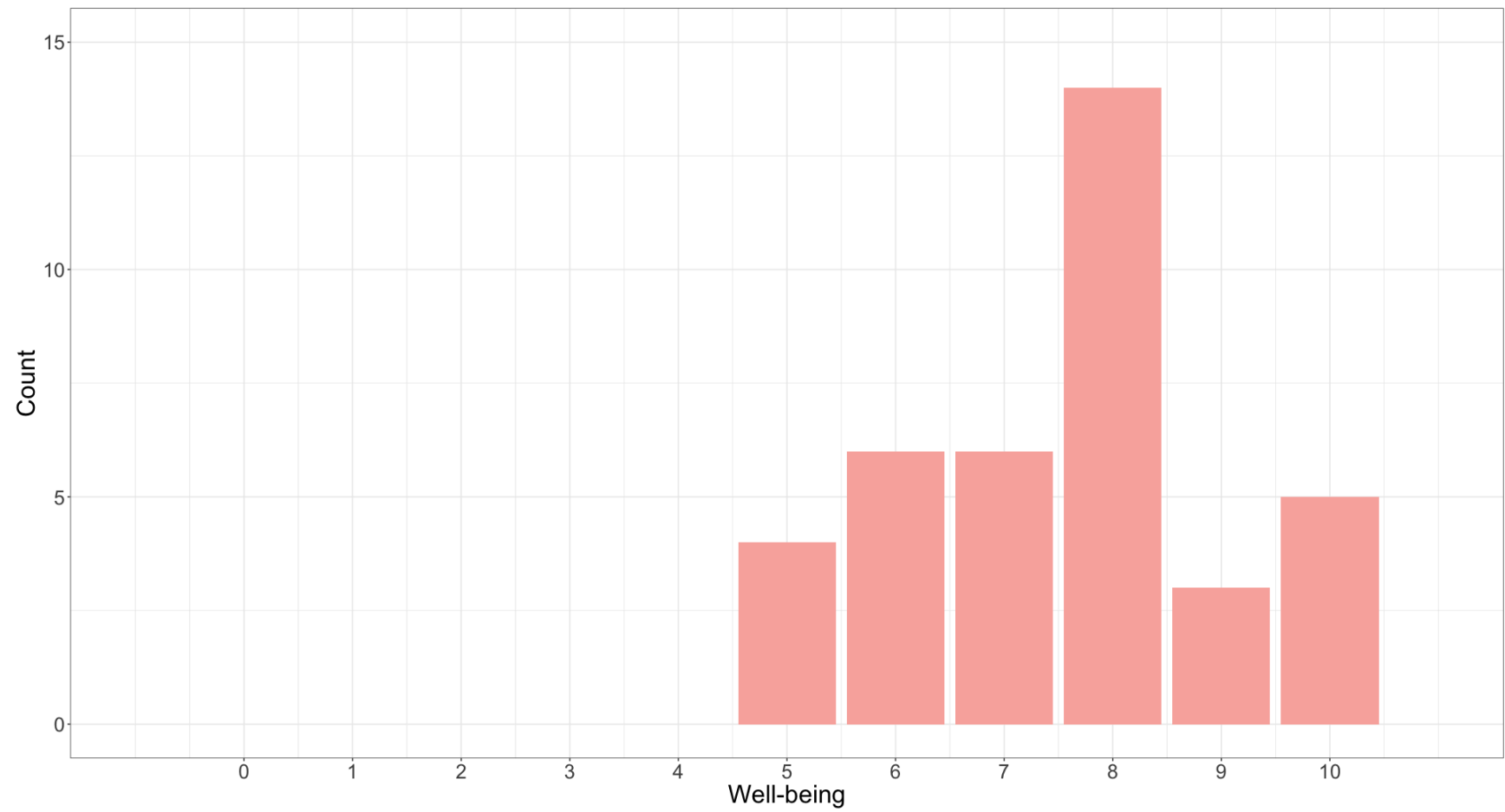
What are the most important factors to consider when evaluating the well-being of your current team?



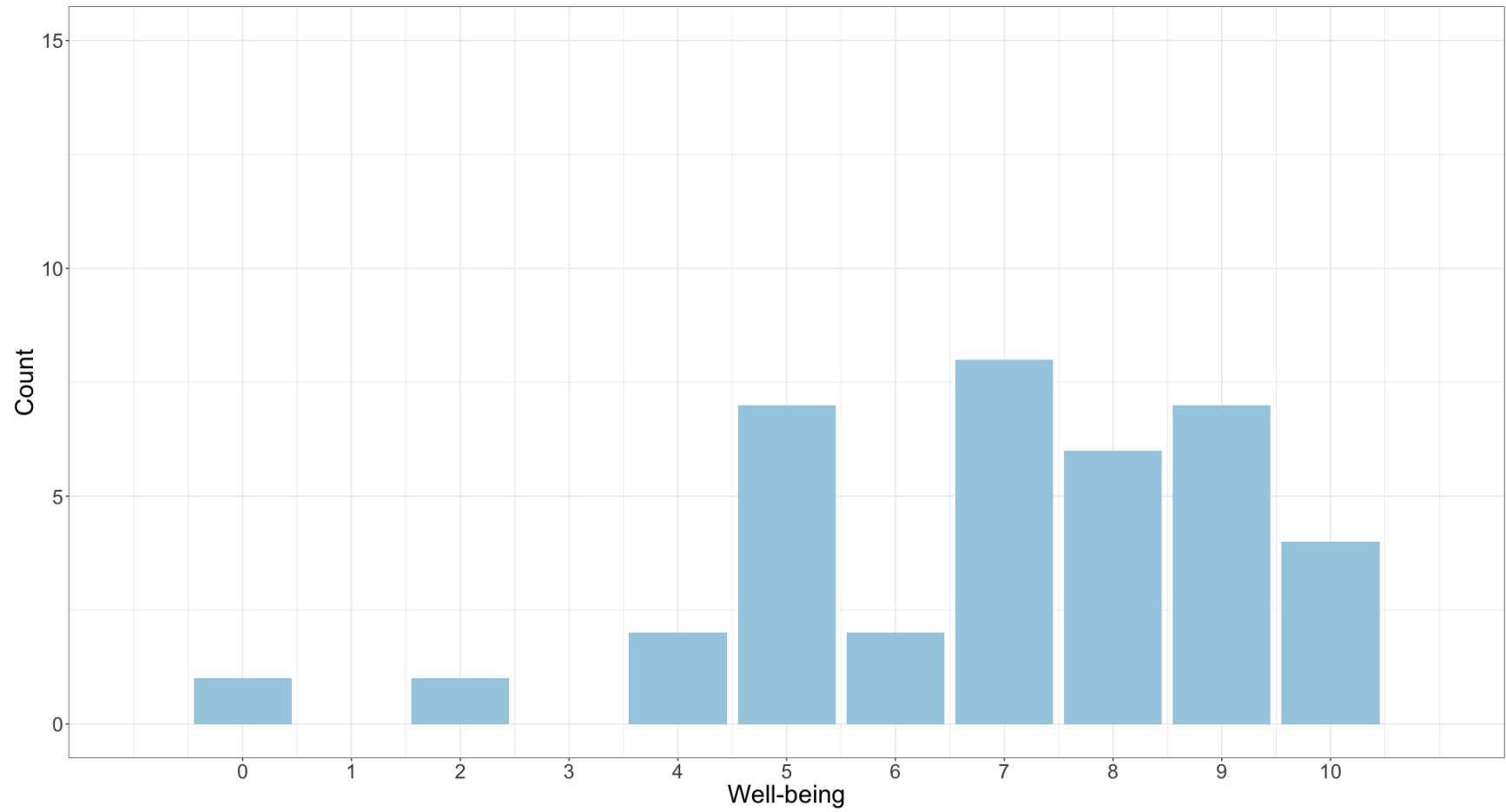
#	Field	Extremely important		Very important		Important		Total
1	Belonging (player-to-player relationships)	83.78%	31	8.11%	3	8.11%	3	37
2	Citizenship (how the individual/team impacts non-athletic communities on campus and/or in town)	32.35%	11	44.12%	15	23.53%	8	34
3	Cohesion (team vibe/morale)	71.43%	25	22.86%	8	5.71%	2	35
4	Commitment (amount of “buy-in” to team goals)	74.29%	26	22.86%	8	2.86%	1	35
5	Communication (ability of players/coaches to speak openly and honestly with each other and feel heard)	81.58%	31	18.42%	7	0.00%	0	38
6	Effort (willingness to go “the extra degree”)	57.14%	20	40.00%	14	2.86%	1	35
7	Enjoyment (amount of joy that the team practices and plays with)	62.86%	22	34.29%	12	2.86%	1	35
8	Mentorship (coach-to-player relationships)	63.89%	23	27.78%	10	8.33%	3	36
9	Passion (degree of excitement and love for being a part of the team)	48.57%	17	42.86%	15	8.57%	3	35
10	Performance (wins/losses, overall record, post-season performance)	5.71%	2	25.71%	9	68.57%	24	35
11	Ranking (comparison to other teams in the conference, region, nation)	0.00%	0	11.76%	4	88.24%	30	34
12	Resiliency (ability to persevere and grow through challenges)	64.86%	24	29.73%	11	5.41%	2	37

How would you assess the well-being of your current team?

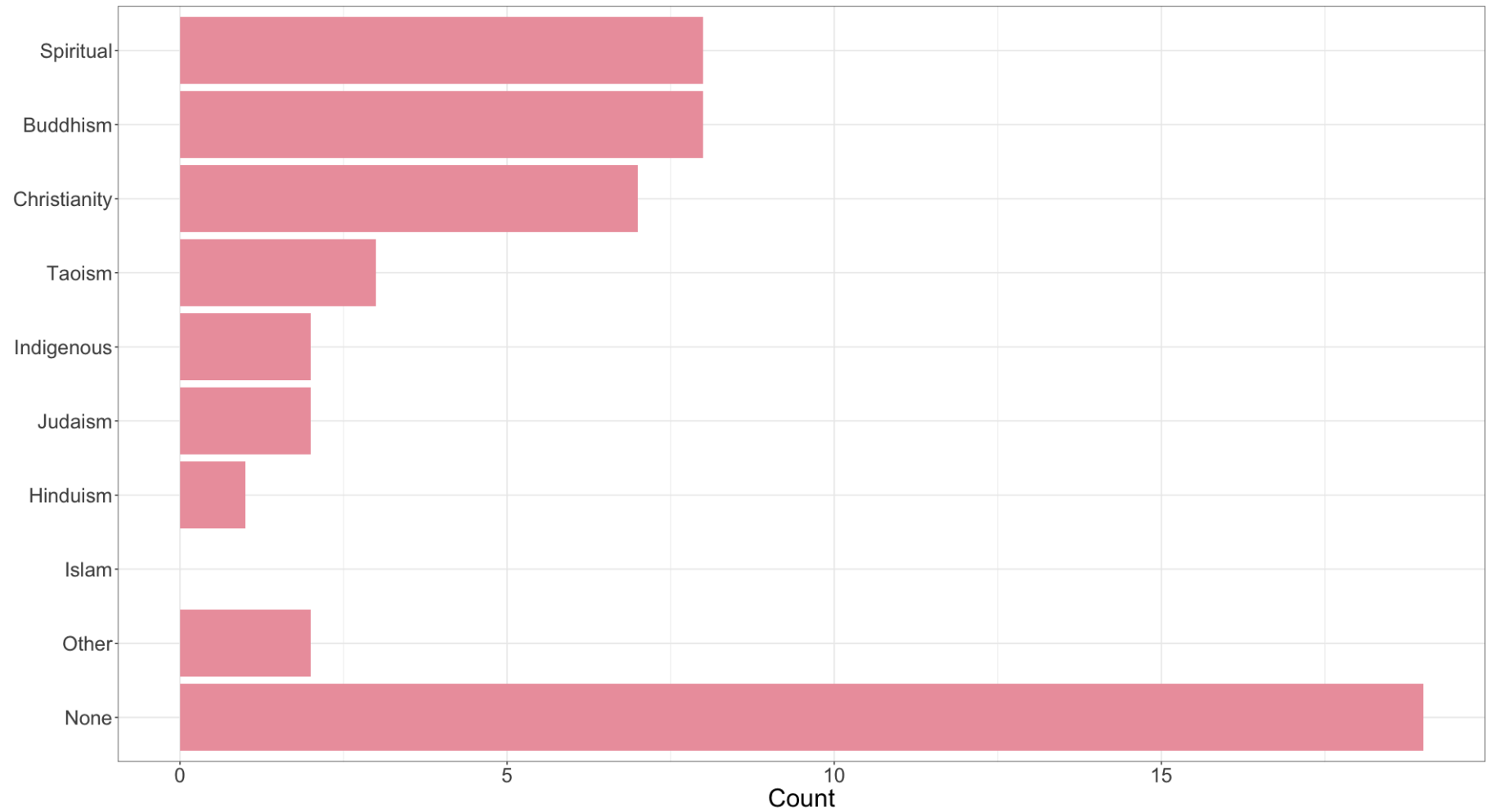
Student-Athlete



Coaching Staff



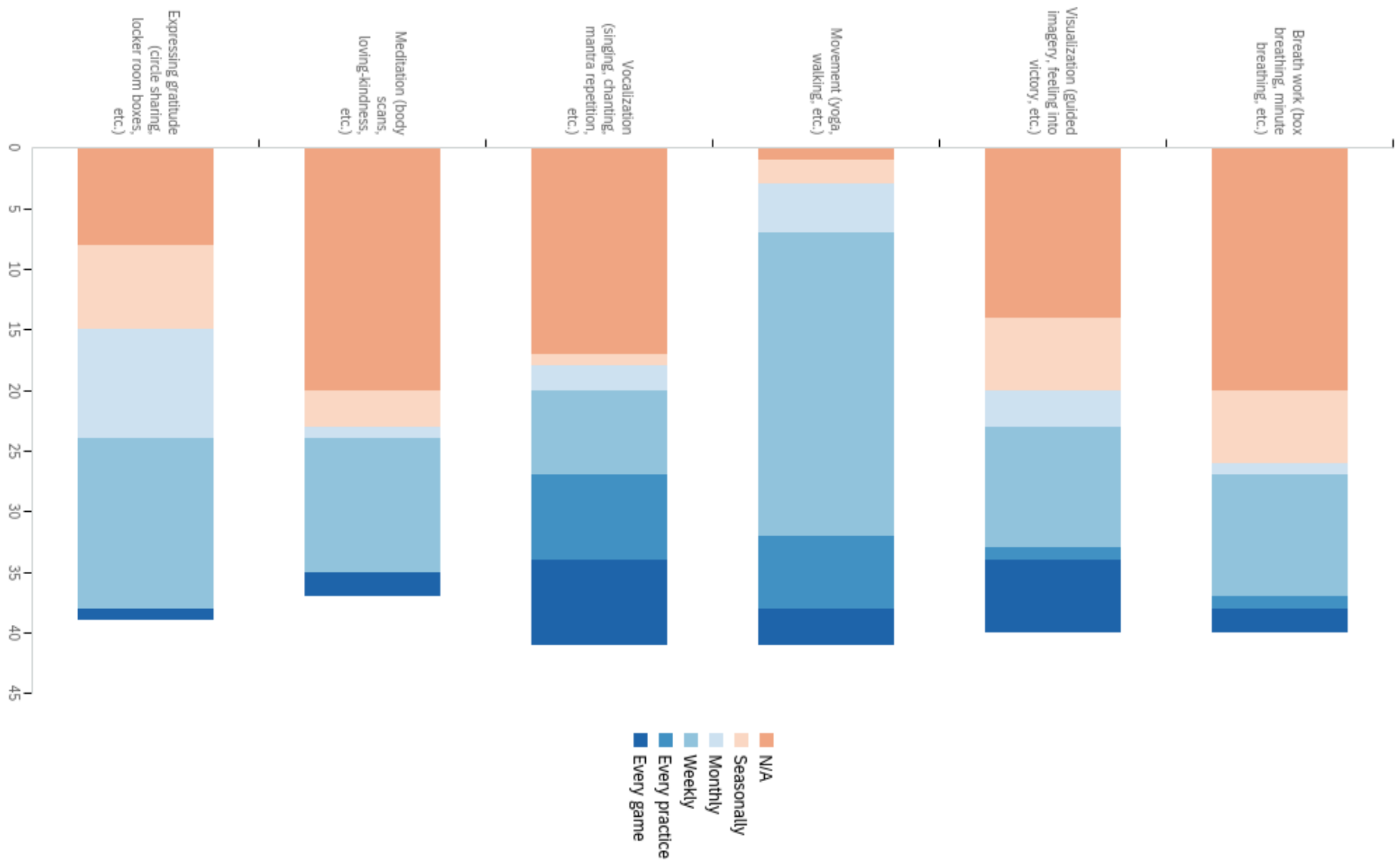
Have the following religions, philosophies, or practices had an influence on your coaching?



#	Field	Choice Count
1	Buddhism	15.38% 8
2	Christianity	13.46% 7
3	Hinduism	1.92% 1
4	Indigenous (ancestral religions of people who are native to a particular landscape)	3.85% 2
5	Islam	0.00% 0
6	Judaism	3.85% 2
7	Taoism	5.77% 3
8	Spiritual (but not religious)	15.38% 8
9	A different religion, philosophy, or practice has influenced my coaching	3.85% 2
10	No religions, philosophies, or practices have influenced my coaching	36.54% 19

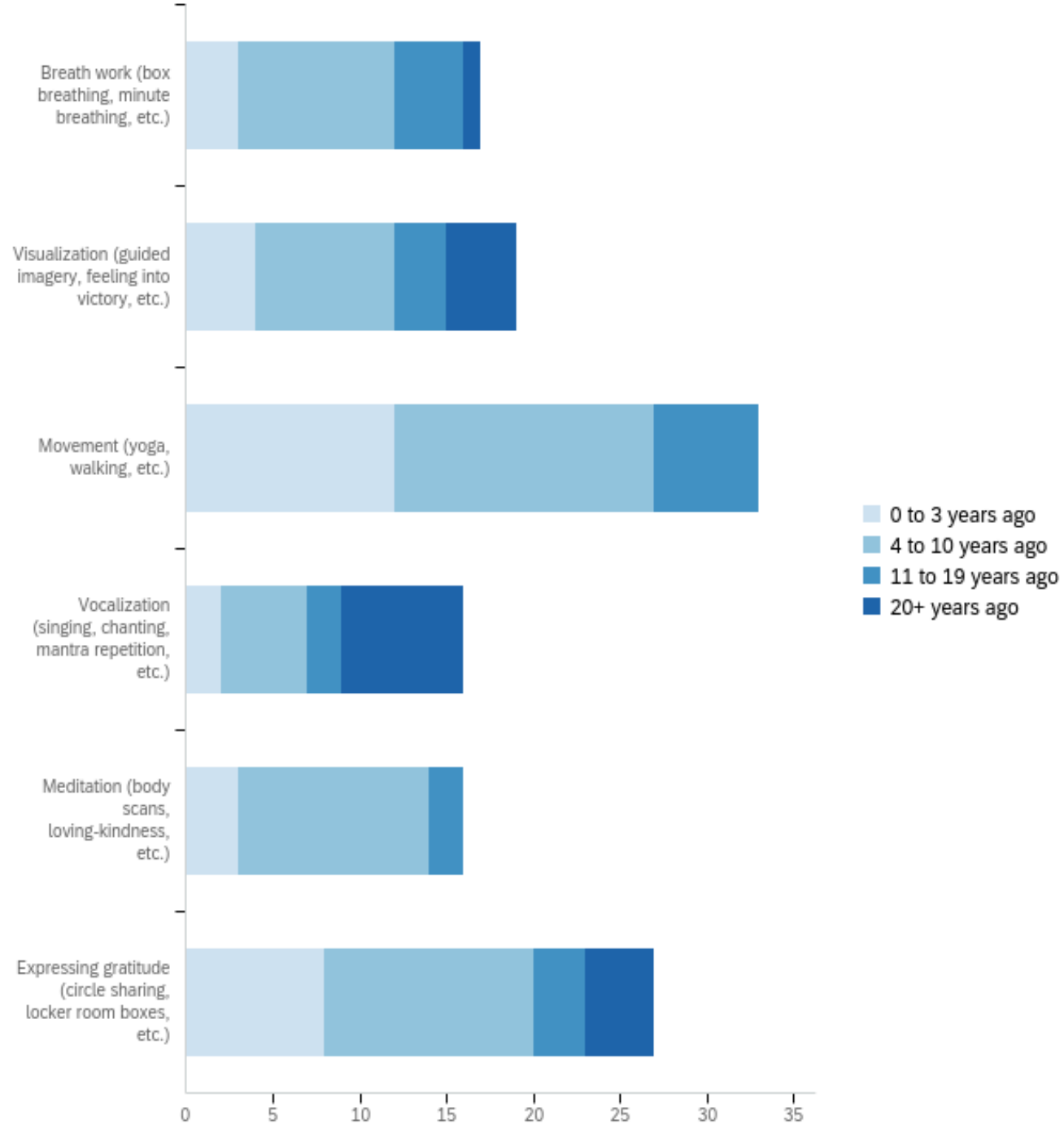
How frequently does your team integrate these types of practices (below) into its training program?

#	Field	N/A		Seasonally		Monthly		Weekly		Every practice		Every game		Total
1	Breath work (box breathing, minute breathing, etc.)	50.00%	20	15.00%	6	2.50%	1	25.00%	10	2.50%	1	5.00%	2	40
2	Visualization (guided imagery, feeling into victory, etc.)	35.00%	14	15.00%	6	7.50%	3	25.00%	10	2.50%	1	15.00%	6	40
3	Movement (yoga, walking, etc.)	2.44%	1	4.88%	2	9.76%	4	60.98%	25	14.63%	6	7.32%	3	41
4	Vocalization (singing, chanting, mantra repetition, etc.)	41.46%	17	2.44%	1	4.88%	2	17.07%	7	17.07%	7	17.07%	7	41
5	Meditation (body scans, loving-kindness, etc.)	54.05%	20	8.11%	3	2.70%	1	29.73%	11	0.00%	0	5.41%	2	37
6	Expressing gratitude (circle sharing, locker room boxes, etc.)	20.51%	8	17.95%	7	23.08%	9	35.90%	14	0.00%	0	2.56%	1	39

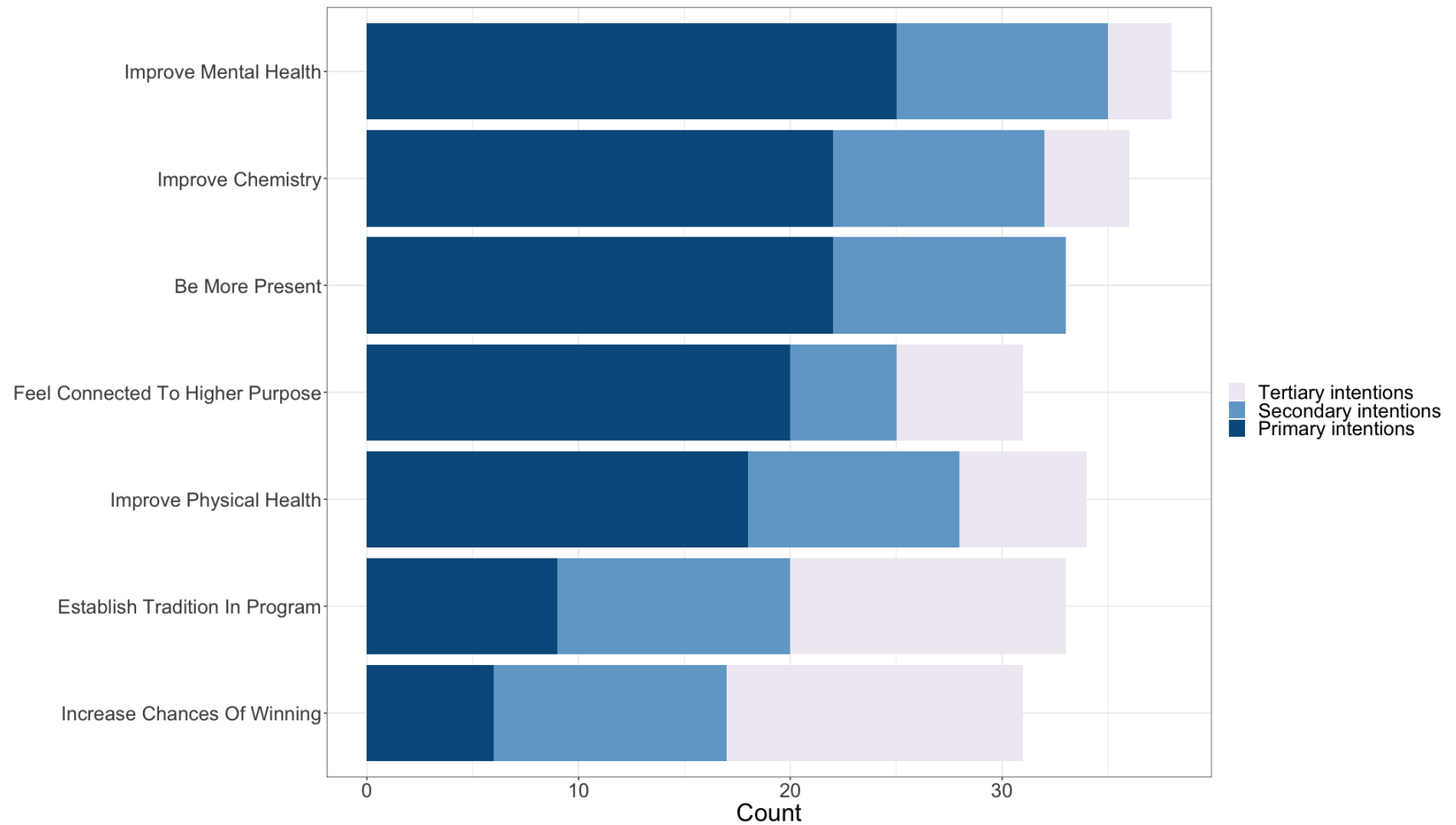


When did your team begin integrating these types of practices (below) into its training program?

#	Field	0 to 3 years ago		4 to 10 years ago		11 to 19 years ago		20+ years ago		Total
1	Breath work (box breathing, minute breathing, etc.)	17.65%	3	52.94%	9	23.53%	4	5.88%	1	17
2	Visualization (guided imagery, feeling into victory, etc.)	21.05%	4	42.11%	8	15.79%	3	21.05%	4	19
3	Movement (yoga, walking, etc.)	36.36%	12	45.45%	15	18.18%	6	0.00%	0	33
4	Vocalization (singing, chanting, mantra repetition, etc.)	12.50%	2	31.25%	5	12.50%	2	43.75%	7	16
5	Meditation (body scans, loving-kindness, etc.)	18.75%	3	68.75%	11	12.50%	2	0.00%	0	16
6	Expressing gratitude (circle sharing, locker room boxes, etc.)	29.63%	8	44.44%	12	11.11%	3	14.81%	4	27

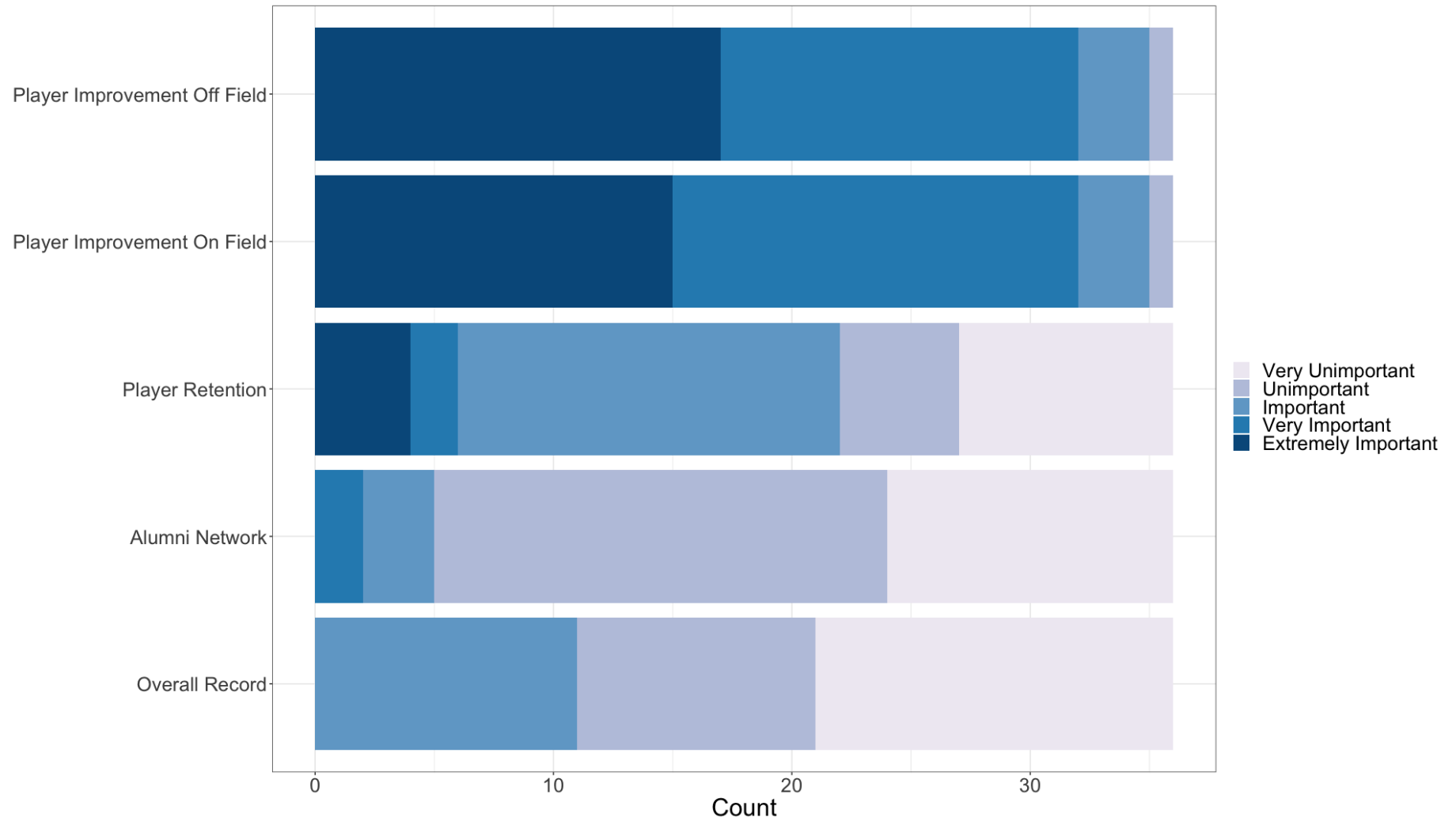


Why does your team integrate these types of practices (such as breath work, visualization, vocalization, etc.) into its training program?



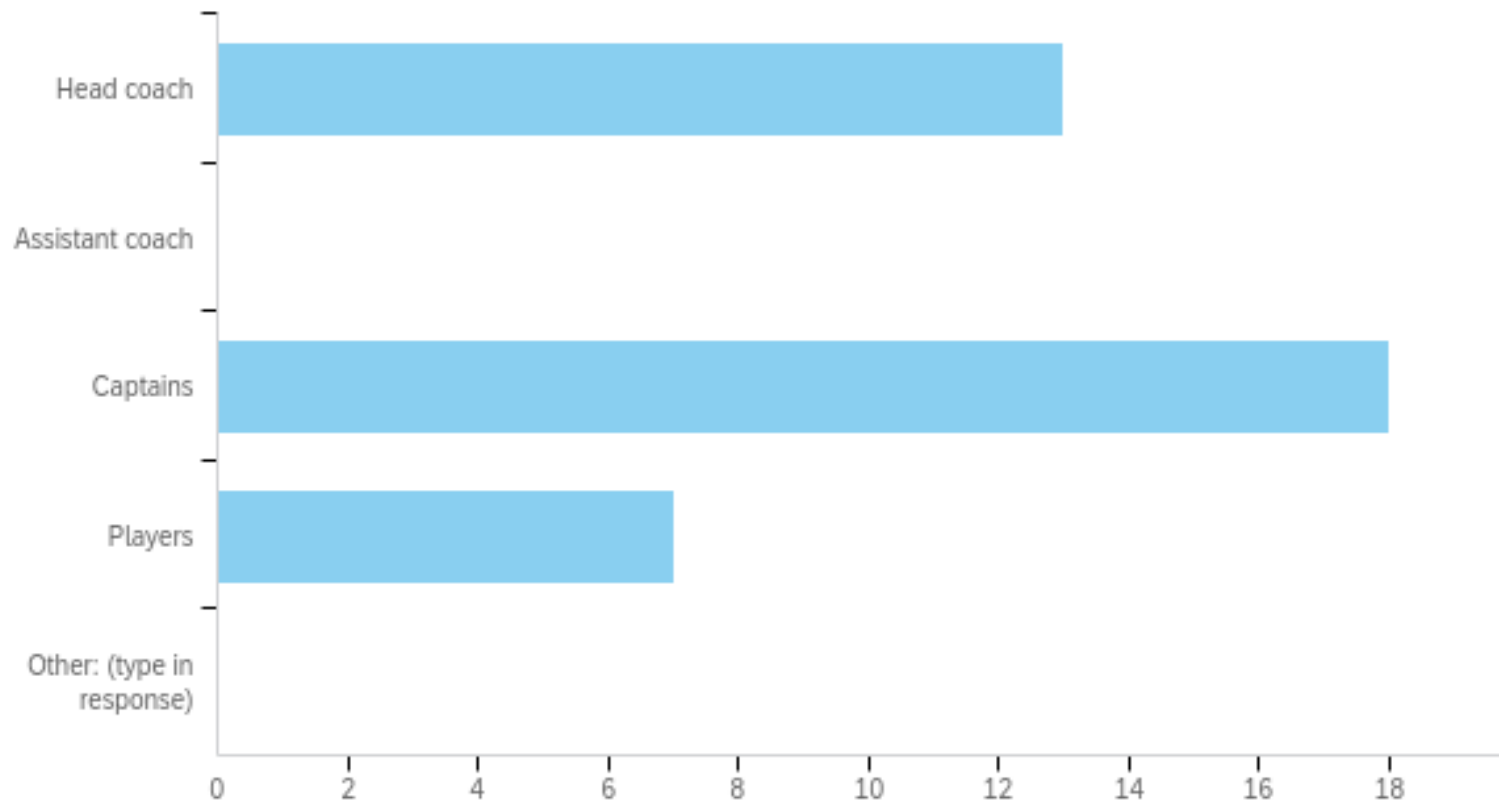
#	Field	Primary intentions		Secondary intentions		Tertiary intentions		Total
1	Help team be more present during practice/game	66.67%	22	33.33%	11	0.00%	0	33
2	Improve team physical health	52.94%	18	29.41%	10	17.65%	6	34
3	Increase team chances of winning a game/event against another school	19.35%	6	35.48%	11	45.16%	14	31
4	Help team feel more connected to a higher purpose	64.52%	20	16.13%	5	19.35%	6	31
5	Improve team mental health	65.79%	25	26.32%	10	7.89%	3	38
6	Bolster team chemistry	61.11%	22	27.78%	10	11.11%	4	36
7	Build tradition within the program	27.27%	9	33.33%	11	39.39%	13	33

What are the most important factors to consider when evaluating your program?

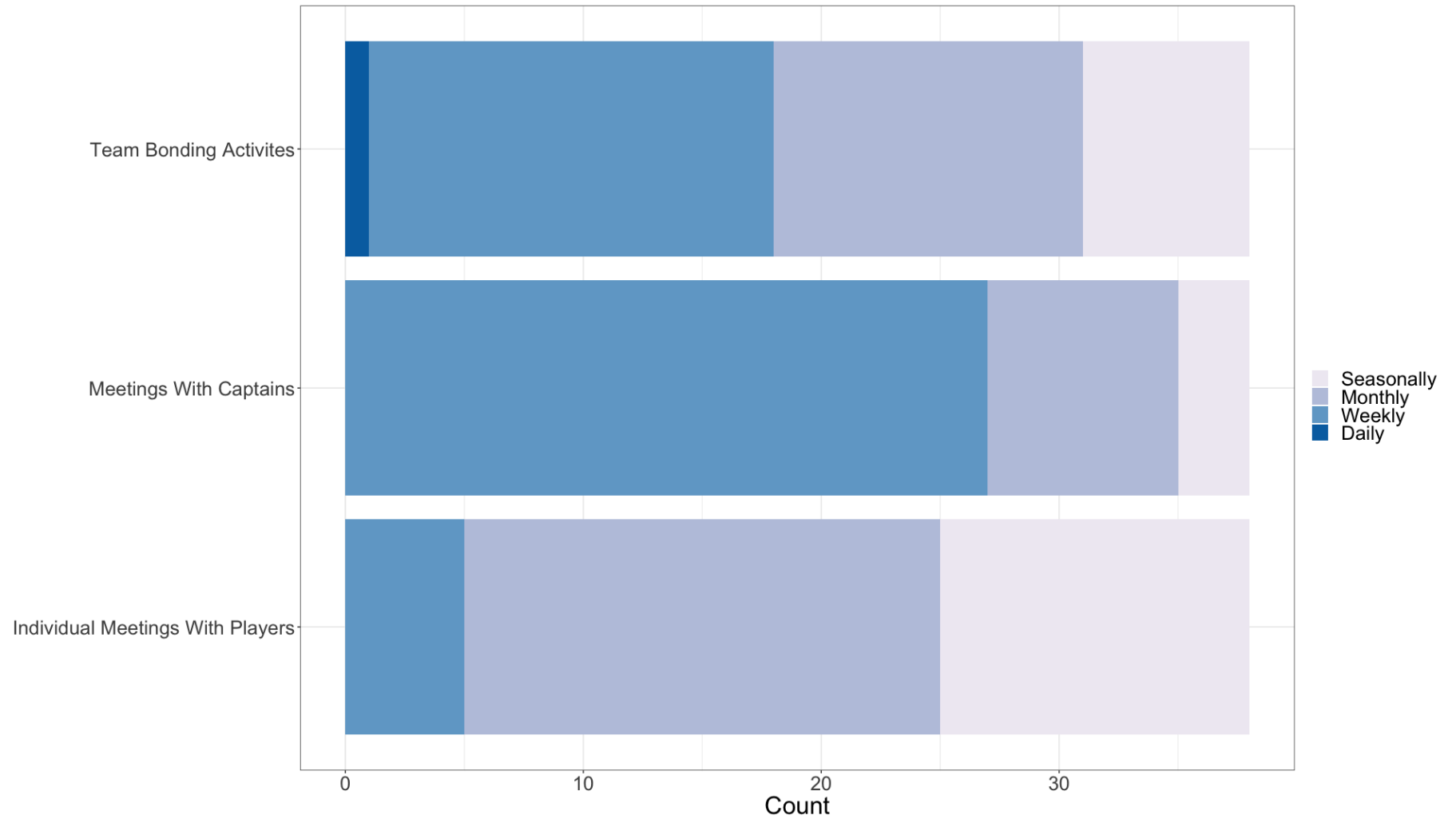


#	Field	1		2		3		4		5		Total
1	Alumni network (coach-to-alumni and player-to-alumni relationships)	0.00%	0	5.56%	2	8.33%	3	52.78%	19	33.33%	12	36
2	Overall record (wins/losses over time)	0.00%	0	0.00%	0	30.56%	11	27.78%	10	41.67%	15	36
3	Player retention over time (players returning season after season and remaining a part of the program throughout their tenure as a Middlebury College student)	11.11%	4	5.56%	2	44.44%	16	13.89%	5	25.00%	9	36
4	Player improvement on the field/court (players improving season after season as an athlete in their respective sport)	41.67%	15	47.22%	17	8.33%	3	2.78%	1	0.00%	0	36
5	Player development off the field/court (players developing season after season as a person outside of their respective sport)	47.22%	17	41.67%	15	8.33%	3	2.78%	1	0.00%	0	36

Who organizes the majority of team bonding activities for your team?

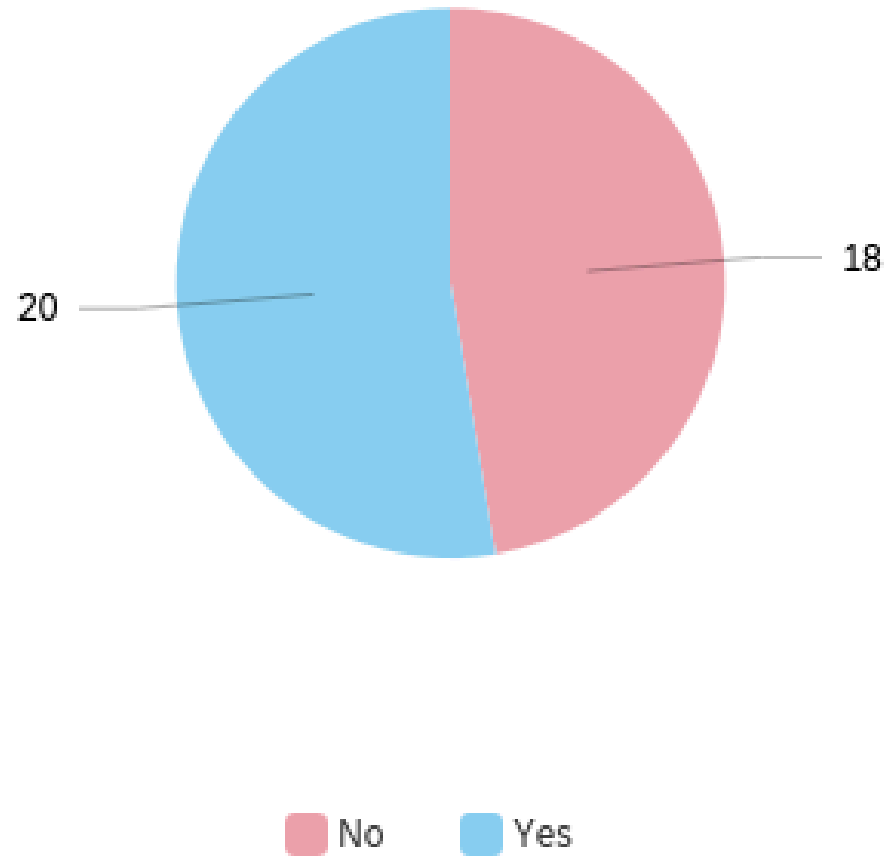


How frequently does your team intentionally schedule and hold team bonding activities, meetings with your captains, and individual (1 on 1) meetings with your entire roster?

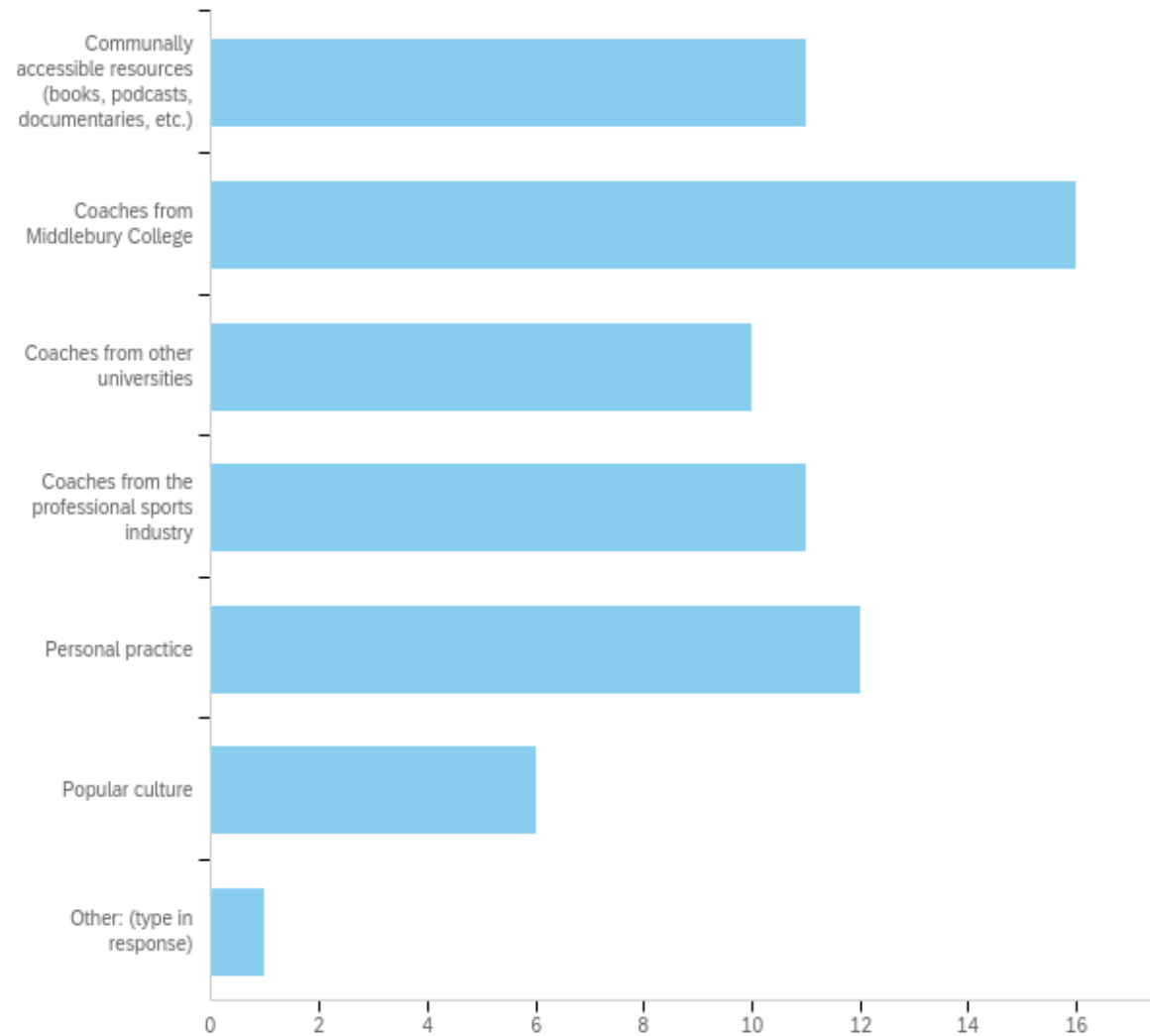


Does your team integrate mindfulness practices into its training program?

Mindfulness: Paying attention, on purpose, to the present moment, without judging or reacting to your current state.

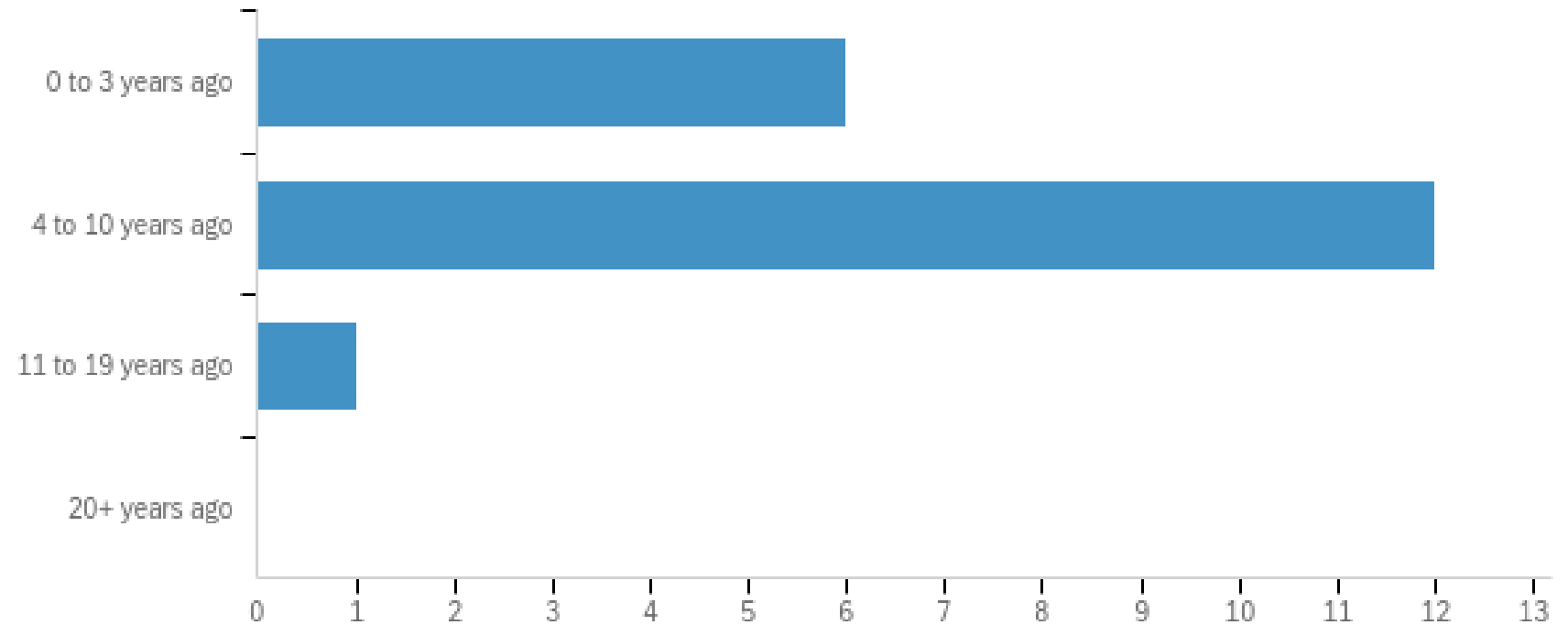


How/where did you learn about mindfulness practices?

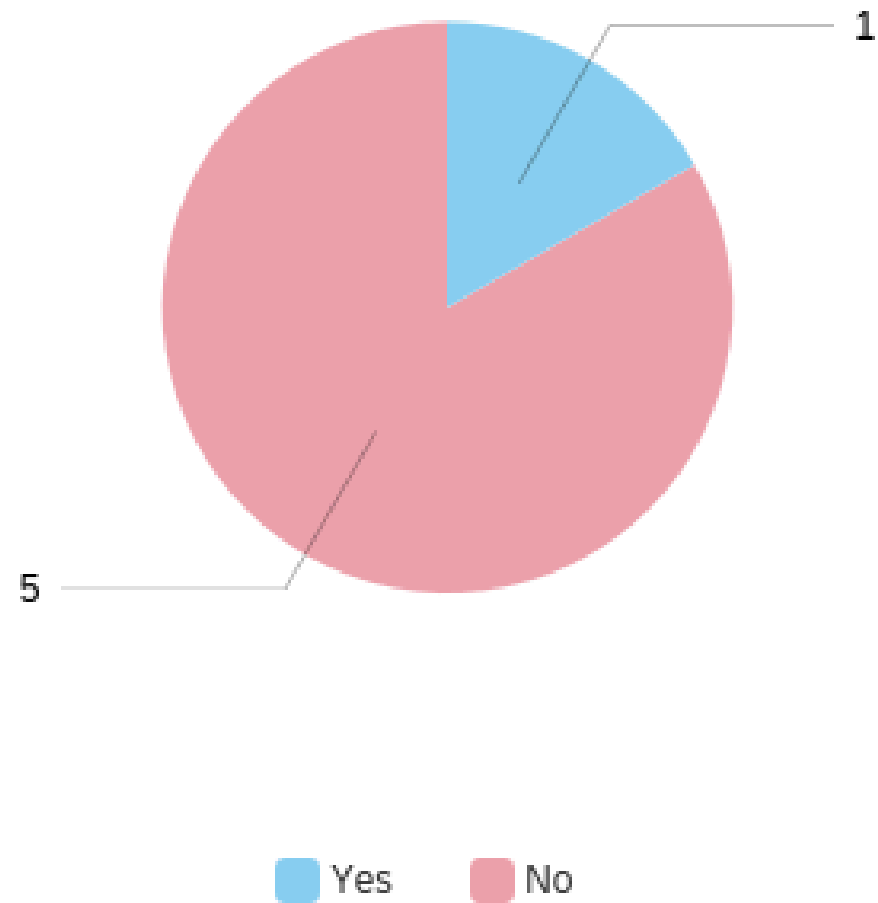


#	Field	Choice Count
1	Communally accessible resources (books, podcasts, documentaries, etc.)	16.42% 11
2	Coaches from Middlebury College	23.88% 16
3	Coaches from other institutions/universities	14.93% 10
4	Coaches from the professional sports industry	16.42% 11
5	Personal practice	17.91% 12
6	Popular culture	8.96% 6
7	Other: (type in response)	1.49% 1

When did your team begin implementing mindfulness practices into its training program?



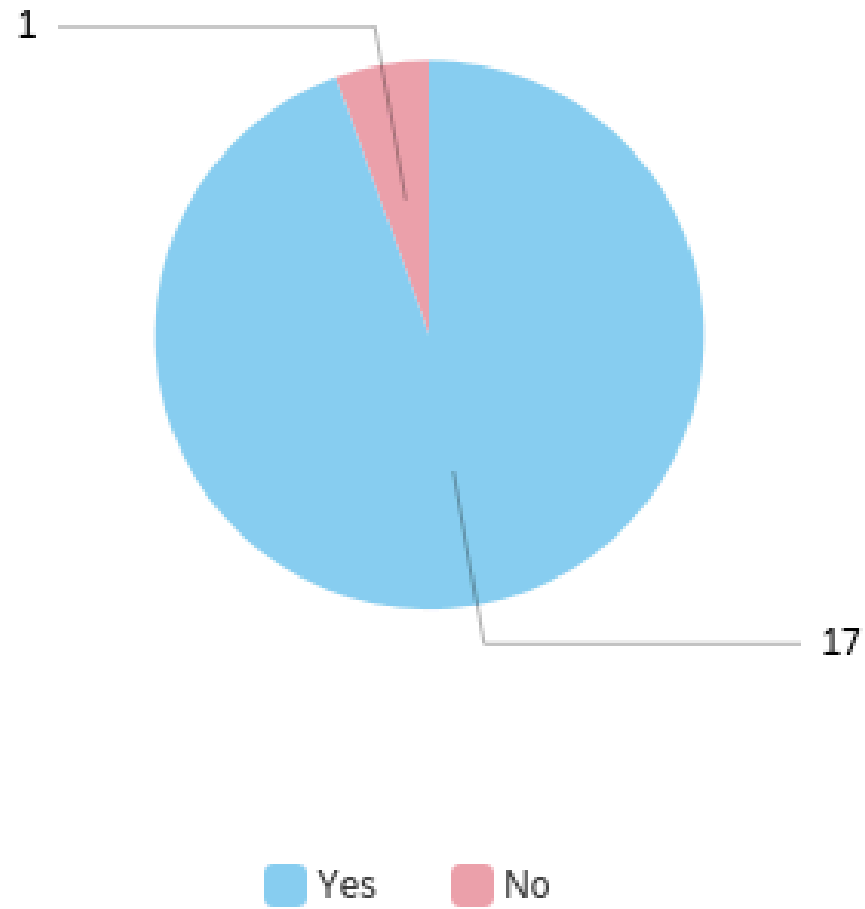
Did your team begin implementing mindfulness practices as a result of COVID-19?



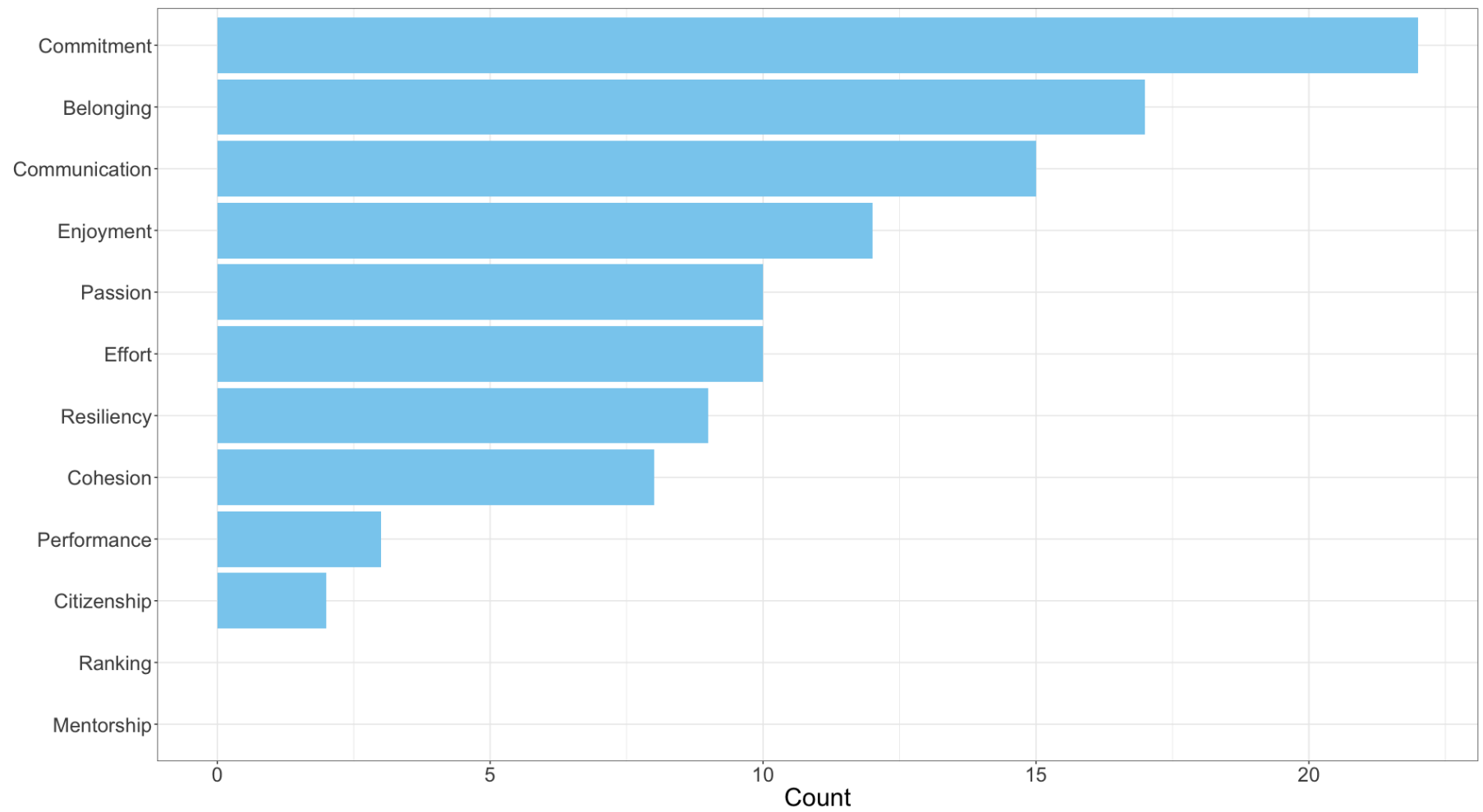
Why don't you use mindfulness practices with your team?

- Don't have enough time
- Lack training/knowledge about them
- Don't have the confidence to lead them
- Struggle sustaining team buy-in
- Feelings that mindfulness is more of an individual activity

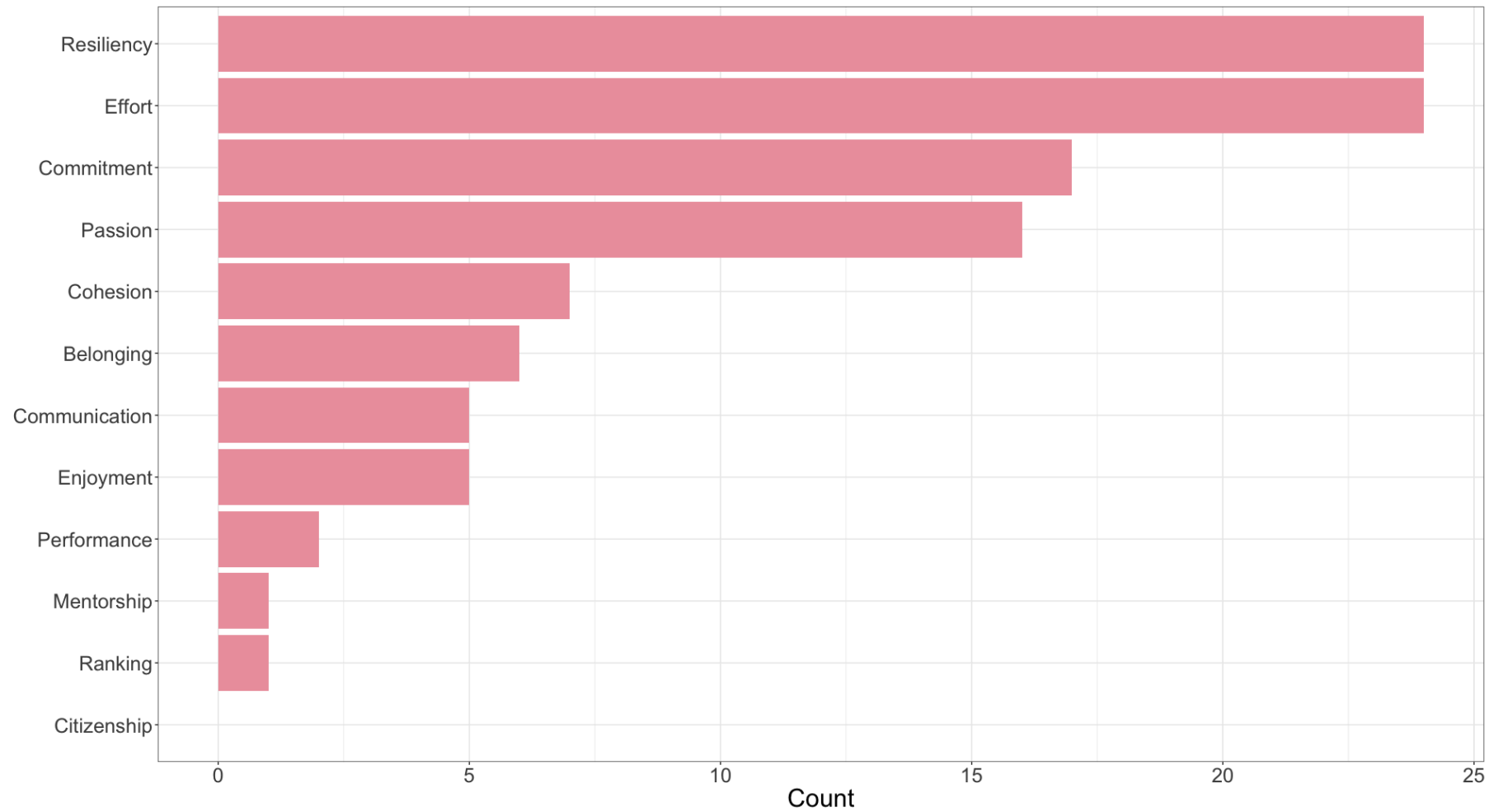
Would you be interested in learning more about mindfulness practices?



Complete the following equation: Word #1 + Word #2 + Word #3 = Culture



Complete the following equation: Word #1 + Word #2 + Word #3 = Performance



What do you routinely practice to take care of your personal well-being?

