

Taking the X's and O's out of Coaching: Intra-, and inter- personal Development Guide for female basketball coaches

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<p>In the past years, the sport industry and marketing have begun to introduce women's professional sports closer to the level of the men's professional sports. As the level of the competition rises, it also provides more paid positions amongst their coaching staffs. With gender equity has been slowly implemented amongst the athletes, what about the coaches?</p> <p>The guide for female basketball coaches targets the new and up-coming basketball coaches who have deep interest to the sport and desire to pursue on coaching higher levels. The guide allows the coaches to view themselves and their own development rather than the player development or tactical-technical side of the sport. That said the X's and O's of basketball are left out of the guide and have been replaced with the intrapersonal and interpersonal skills that are been required from coaches.</p> <p>As its more "unique" form, the guide is first of its kind to be made for female basketball coaches in Europe that is to be contributed to public sharing allowing it to reach more of its target group and to raise awareness on the topic to both female and male coaches.</p> <p>Guide itself covers eight developmental chapters that can be viewed as essential key points in the development of a young coach. As discussed on the guide, knowledge is everywhere in the internet these days but often restricted under membership fees or paid possessions of educational sites. The key idea is to provide up-dated data and knowledge to help the retrieval of these factors within simplistic English rather than "scientific" wording.</p> <p>With the theoretical part of the thesis, an introductory to the history of women's basketball and an inside to three short biographies of female coaches from different centuries are offered to give an idea of the development of the sport as well as what drives coaches towards the profession.</p>	
Keywords Basketball, Women, Coaching, Equity, intrapersonal skill development, interpersonal skill development	

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1 Introduction

Sport coaching is as challenging and as demanding as any other aspect of sport. Good coaching and mediocre coaching often have impacts on the individual athlete and the team and can become magnified out of capacity to the coaching direction itself. The complete and well-trained sports coach possesses seemingly a multidimensional personality, a wide range of technical, communication, and interpersonal skill set (Gale, 2007).

Wide range of advantages and opportunities exist to having women in coaching and leadership positions in sport industries. Women who are in leadership positions reportedly have strong communication, team cohesion, and multitasking skills, as well as high emotional intelligence. Women in coaching can also contribute positively to the sport culture through their leadership styles, which are typically different from typical male leadership styles (Kerr & Marshall, 2007).

Yet in many countries, the gap between women and men coaches can still be seen growing disturbingly in value (salary and appreciation), quantity (40 percent of women's University teams are coached by women) and access to resources (networking, seminar and training funds)

As it is long overdue to focus on sport-specifically the world of basketball coaches and its culture with female leaders. In many ways, basketball is forerunner when it comes to gender equity in team sport coaching. Yet there is still a huge bridge between male and female coaches even in women's basketball globally. In the theoretical part of the thesis, there can be seen a brief look at the history of evolvement of women's basketball as well as examples of different paths and decisions of elite-women coaches on their way to the top.

The guide is a tool for new, up-coming female basketball coaches in a male-dominant field. The guide itself will not give the keys to the top of the world of basketball, but it delivers tips on how to build a program, develop as a leader and as a representative in the field of sports.

The reason for choosing this topic comes from the inspiration of many top-level female coaches and their backgrounds. As female coaches do have a rich and long history in the field of sports, there are still a lot of obstacles to overcome on the way to the top. Within this thesis and the guide produced as a part of it, the aim is to increase the awareness of

female coaches on the aspects of intra- and interpersonal skills that are needed in the process of creating a coach and a leader. The confirmation of the guide came in to place from a mentoring project with the SB-Girls Lahti that gave the confidence and curiosity to look more closely to the development and growth of coaches and what should allow these young individuals to gain a better base of their self-awareness as educators.

The aim of this guide is to provide aid for female basketball coaches who are starting to coach basketball or aiming to make a career out of coaching. The guide touches subjects, which emphasize the growth of the coach more than the so-called “X’s and O’s” of basketball. As it still emphasizes many interpersonal skills sets of a coach, the main purpose is to help the coach to strengthen the intrapersonal skills as well as self-awareness and self-image. While the guide targets the female basketball coaches, it does not limit to the development only to this specific group. It is open for anyone with the desire to develop their selves as coaches and within hope, it will not only bring clarity to women but also men in the world of sports and basketball.

Inside the guide the focus is on eight development chapters in the process of growing as a coach, that can be divided in to four intrapersonal- self-awareness and self-growth chapters on: Coaching philosophy, Stress and Time management, Ethics of a coach and Professionalism in sport coaching. With these chapters’ discussion is about building your program and it believes. What are some common stresses in coaching and cues on dealing with it. The ethical issues that are faced in sport coaching and what responsibilities conclude within. And the different types of professionalism that is required in sport coaching.

After the clearance in self-awareness and intrapersonal factors, the last four chapters are dedicated to interpersonal skill or more known as the social and “human” side of coaching. Here the focus is on: Leadership and women, Communication in coaching, networking environments and the behavioristics and lastly the relationship between athletes and their coaches.

2 Women in sports coaching

To start off the theoretical part of the guide can be found a closer look at the women and their status on sport coaching. What has happened throughout the centuries in the development as well as the increasing of women in the culture of sports? There is to be touched briefly the changes of the equity law (Title IX) has brought to women's sports and what has been seen through the process from there until the modern day.

In the early stages of 1960s and 1970s most of women's college-teams were coached by a female physical education teacher who would volunteer to stay after classes to coach (Stark, 2017). This was the time when women's basketball was still limited to six player half-court play. When the women student-athletes were riding in overly full cars for away games and, occasionally to save money, the teams would sleep on the floor of the gym where they would play the next day (Jenkins & Summitt, 2013).

Women's participation in athletics has increased rapidly since 1970 due to the gender equity law (Title IX) that stated:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal financial assistance." (Title IX of the Educational Amendments of 1972 to the 1964 Civil Rights Act)

Yet the number of female coaches has been decreasing significantly since the "Title IX". The new womens athletics wave that came with the equity law, resulted in paid coaching positions for womens teams and by that provided male coaches new avenue to pursue coaching. Even though male coaches started to find their footprints in womens sport industries, the equity did not open a clear path for female coaches to mens athletics (Stark, 2017).

Researchers R. Vivian Acosta and Linda Carpenter tracked in their 37-year study (Figure 1.), the decrease in the percentage of women head coaches in 24 different women's varsity sports. Before 1981, when the NCAA started sponsoring women's sports, the figure numbers were collected from the Association for Intercollegiate Athletics for Women (Stark, 2017). The collected data can be found on the table underneath.

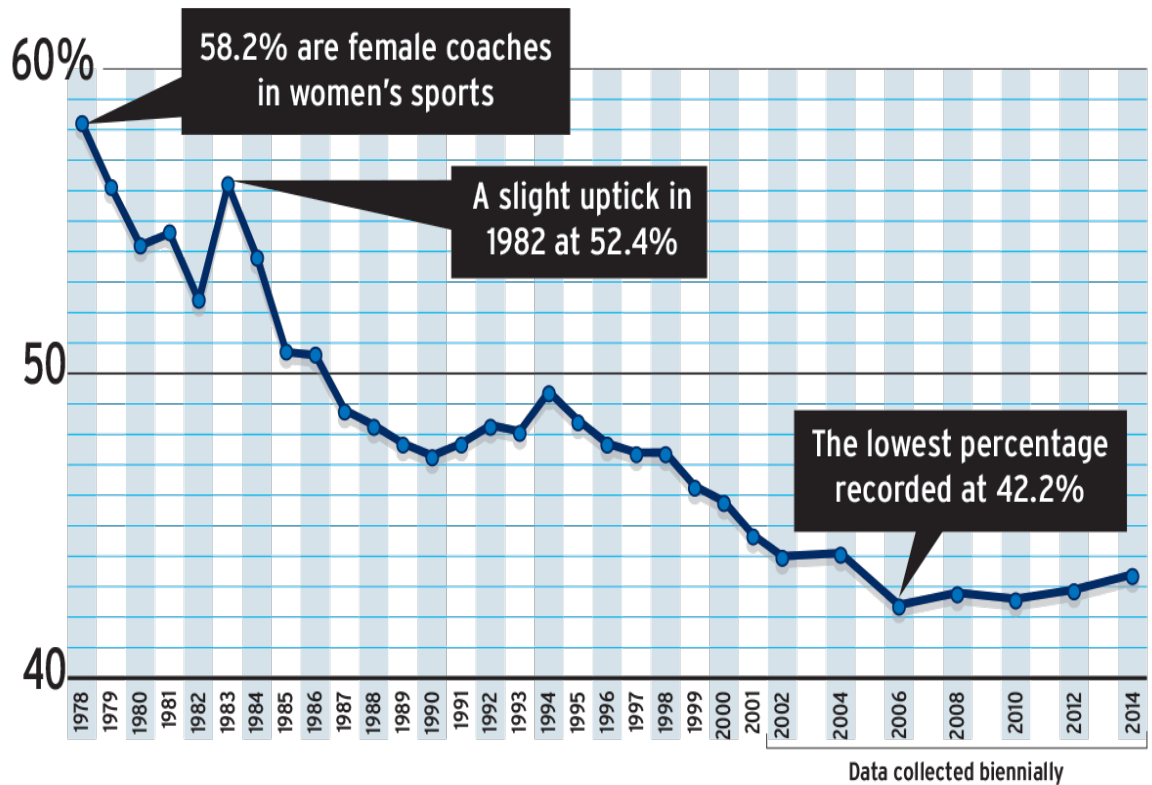


Figure 1. The Downward Slide (Acosta & Carpenter, 2015)

Representation of women among coaches is at its highest at the entry-leveled positions such as graduate assistants, volunteer assistants, and junior coaches. The numbers drop as soon as the position gets higher. Close to half of the paid assistant coaches for women’s teams are female represented, and roughly only 10 percent higher than the number of female head coaches (Stark, 2017).

When looking for explanation to the lack of women in coaching, the results variate with multiple overlapping reasons. Associate Professor of Minnesota State University, Cindra S. Kamphoff, surveyed female coaches who had dropped out of the U.S. collegiate coaching, and established that the presented challenges concluded from gendered and patriarchal nature that coaching represents. The lack of access to resources, reduced income, additional workload, and older facilities with the lack of support from the administration contributed to the decisions to terminate coaching as a career (Gill & Kamphoff, 2013, 53-54; Kerr & Marshall, 2007).

The concern of diminished number of women within the coaching ranks lingers critically. As therefore, it is justified to pursue studying and research this population and to try to explain the cause behind the under-representation in order to reverse this unwanted setting (Kerr & Marshall, 2007, 1).

As the National Basketball Associations (NBA) San Antonio Spurs' player Paul Gasol tributes on his Open letter about female coaches, in the 72-year history of the highest men's league there has never been a female head coach. What brings this topic relevance in today's sports is Becky Hammon. Coach Hammon made it to NBA four years ago as the first female assistant coach in 2014. She was a candidate to the Milwaukee Bucks head coaching position in 2018. This news has been praised and questioned a lot lately. Does she have what it takes? Will there be issues in the locker room situations? Female coaches are fine coaching women's College basketball or Women's National Basketball Association (WNBA), but NBA? NBA is different. These are some common statements and questions that the situation has risen (Gasol, 2018).

As often discussed in sport is the difference in market value of women and men's sport. The faster and stronger paced men's sports often bring more viewers and at the same time create a bigger market value which explains the higher salary. Even though women's athletics have slowly started to show some modest popularity in the recent years, the owners and fans never quite treat them as equal to the male counter parts. Pay grading between the NBA and the WNBA is and has always been uneven. The NBA players often seek to promote equality through television ads, but they do not demand that the WNBA would receive "equal pay for equal work." Equal pay would require a substantial payment cuts for the NBA players (Yenor, 2016; Toft, 2011).

The sponsor and fans bring in most if not all the financials in sports. Therefore, favoring those payments to the men's sports where the major cuts come from is understandable and still to be discussed further amongst the issues of the promotion of women's sports. But to focus more on the coaching. Can it be proven and clarified that male coaches bring in results better than females? When we take away the athletic abilities that lie in the world of sport in favor of men, what is the key difference between male and female coaches? Coach Hammon has during her four years of assisting Gregg Popovich with the San Antonio Spurs, shown her capabilities in coaching and earned the trust of her players. As an old All-stars player, Hammon contains amazing abilities and advanced view of the game. She is an exceptional coach and she has a lot to offer to the sport and to the NBA (Gasol, 2018).

3 Short history of women's basketball

Within this section of the thesis, the history of women's basketball is presented in order to give perspective to the development of the sport and view on possible reasons to the lack of the female coaches.

3.1 Early days

The game of basketball was invented by a Canadian Dr. James Naismith in Springfield Massachusetts in 1891. Just shortly a year after that a female physical education teacher started to teach basketball to young women. Only in womens basketball during that time there were specially altered rules for girls: you could only hold on to the ball for three seconds and only dribble three times before passing the ball forward. First intercollegiate womens basketball contest between the University of California, Berkeley and Stanford was held on April 4, 1896. that resulted in to Stanford winning, 2–1 (FIBA, 2018).

In 1893 the historic game of basketball reached Europe. The first mens game is credited to have taken place at a YMCA gym in the Rue de Trévis in Paris, France. In 1909, the Soviet Unions basketball club Mayak St Petersburg took on a YMCA team from the United States of America in what is believed to be the first ever international game (Grundy & Shackelford, 2005).

The Federation International de Basketball Amateur (FIBA) was formed in 1932 to create a unified set of rules and to organise international games. Major break through for FIBA came in 1936 when basketball was included as a official Olympic sport debuting in the Berlin Olympic games.

The first European Championship for Women was organized in 1938 hosted in Italy. 12 years went by before the next European Championship for the women have, due to World War II and for FIBA being unable to find a potential host for the competition in 1948 (Grundy & Shackelford, 2005; FIBA, 2018).

In America at this time the rules varied by the location in womens basketball, most states in the U.S held on to having women play less "stressing" game. Where in players were not allowed to cross the half-court line at any occasion, in the risk of the women getting overly fattigued that would cause fainting on court or medical issues within their reproductive

system. The old fashioned six-player game looked like two completely separate three-on-three games that were played on the same court. Three guards from one team were defending against three forwards from the another at each of the ends. Players are limited to two dribbles. The officials would have to run the ball up the court after every made basket. (Grundy & Shackelford, 2005; Jenkins & Summitt, 2013, 39;).

3.2 First international competitions

The rules for the women's basketball took a little longer to come together since it was still discovered in the meeting of the World Congress in 1952 that there were significant differences in the rules that were applied to the women's game in North America, South America and Europe (Grundy & Shackelford, 2005).

It was essential that the rules needed to unified for the upcoming Women's World Championship. The Women's Commission proposed that only one amendment to the men's rules be made for Women: playing time would be four 10-minute quarters.

By 1960 it was seen that the women's game had advanced up to the point where it was no longer necessary to have separate rules between genders. From then onwards, the rule book was given the title "Official Basketball Rules for Men and Women" (Grundy & Shackelford, 2005; Jenkins & Summitt, 2013, 46).

The only change that was made to the women's basketball rules since 1960 came in 2004 when it was decided that women would play with a slightly smaller ball, size 6 instead of 7 (FIBA, 2018).

Women's basketball was accepted as an official Olympic sport in 1976 (The International Olympic Committee, 2014). There six participating countries in womens basketball and the winner of the games was the Soviet Union, who were dominating the womens European Championships as well as the olympic games. The huge success of the Soviet Union was mainly due to a single player: Uljana Semjonova who was the ultimate leading women's basketball player in the world in the 1970s and 1980s, standing 217 cm tall and is still known as one of the all-time greatest female basketball legends (Jenkins & Summitt, 2013).

3.3 Professionalising the sport

For 20 years women's basketball was growing and represented mainly in college-athletics. The National Basketball Association (NBA) was the highest level of the game in North America for male players and it was created in first of November 1946, offering men a chance to stay and continue their career in basketball as professionals. The only way for women to go professional was to move abroad to play in Europe or Asia (Jenkins & Summitt, 2013).

Women's EuroLeague was and still is the biggest women's club basketball league in Europe. It was first established by FIBA in September 1958, the first European women's club competition was ran with 10 teams. At the initial tournament Bulgaria's Slavia Sofia came out as champions, beating the Soviet Union's Dynamo Moscow 64-40 first at home and then following 44-34 on the Moscow court (FIBA, 2018; Grundy & Shackelford, 2005).

Finally on 24th of April, 1996, women's basketball was proud to announce "We Got Next" as the NBA Board of Governors approved the Women's National Basketball Association (WNBA) to start playing in June 1997. Since then, the WNBA has been hosting the best of women's basketball talents in the world. 2017 marked the 20th WNBA season (WNBA History, 2017).

4 The transformation from playing to coaching

It is common in many sports for high-level coaches to have had their own playing career under. After ending a playing career, it is natural to consider continuing to work around the sport. Whether it had been an injury, lack of team, home-sickness from over-seas, most of the top female coaches have either set their eyes on coaching or drifted into it accidentally after years of playing, the result is the same; a decimal close to hundred percent of professional women coaches are former players of their sport (Stark, 2017).

To demonstrate the variety of backgrounds and decisions behind three of the big names amongst the women's basketball coaches; Nell Fortner – *Hall of fame U.S. National team head coach*, Patricia Head Summitt - *the godmother of women's basketball* and Shimmy Gray-Miller – with *eight NCAA Tournament appearances*. Three short biographies of these women and their transitional periods from playing to coaching are provided under as examples, to offer an understanding on how different generation adapted their way in to coaching and what difficulties where presented to them in the early-stages.

4.1.1 Nell Fortner

When Fortner describes her childhood, she often mentions being a tomboy who followed the example of her big brothers. In her childhood, there were no organized sports for girls in her home town Mississippi, so all Fortner could do was play basketball in their backyard (Reynaud, 2004).

Young Nell Fortner started her playing career in the New Braunfels High School after her family moved from Mississippi to Texas in 1974. Back then, she made her identity as a Parade All-American and an all-state basketball selection. She was known for once scoring 72 points in a game. Fortner averaged 40 per game as a senior in the Half-court six player game system that was girls' basketball in Texas at that time (Whisler, 2017).

After high school Fortner became two-sport athlete from the University of Texas, having competed in both volleyball and basketball. She played for the Longhorns basketball from 1977-1981 and was part of the team helping Texas to its first national ranking and 7th - place showing in the Association for Intercollegiate Athletics for Women (IAIW) Tournament. She is one of the four women who have played the highest number of games for the University of Texas with 142 games (Nell Fortner Bio, 2016).

In 1986 Fortner started her coaching career as an assistant coach at Stephen F. Austin (1986-1990) and Louisiana Tech (1990-95). It was not until 1996 when Fortner pursued her first head coach position at Purdue. During her first season as a head coach, Fortner led her team to a Big Ten regular-season conference title but ended the season on the second round at the NCAA Tournament (Fortner, 2017).

In 1997, after the long reign of Tara VanDerveer, Fortner preceded as the head coach U.S. National Team. The team won double gold medals at the 1998 FIBA World Championship and 2000 Olympic Games.

Due to the new positions WNBA created after 1997, also Fortner took a position as a head coach of the WNBA's Indiana Fever in 2001 and stayed there for two seasons, before returning to college athletics (Fortner, 2017).

4.1.2 Patricia Head Summitt

Pat Head Summitt grew up playing hayloft basketball with her three older brothers. By the time, the farmer's daughter was on the third grade, standing 175 cm tall, she began to play organized basketball. Summitt's basketball career almost took an unexpected stop in the eighth grade by the lack of team in her high school. The Head family moved to give their fourth child a chance to pursue her playing career, which, at that time was unheard of (Jenkins & Summitt, 2013, 36-68).

After finishing her high school in Henrietta, Summitt like any other woman in athletics at that time, had to fund herself through college. Athletic scholarships for female athletes did not exist in the 1970s. Summitt found herself a spot in the University of Tennessee in Martin. Summitt joined Chi Omega Sorority and won All-American honors, Summitt played for the school's first women's basketball coach Nadine Gearin. Who was unexperienced physical education teacher in Martin, giving her free evenings for the basketball team (Jenkins & Summitt, 2013, 82-94).

Later Summitt co-captained the United States women's national basketball team by participating at the first women's basketball tournament in the 1976 Summer Olympics. Team U.S.A. ended with the silver medal by losing to the Soviet Union that was carried by Semjonova (Jenkins & Summitt, 2013, 112-145).

After graduating, the 22-year-old Summitt started her first coaching position in 1974 as the head coach of University of Tennessee. Summitt ruled Tennessee's Lady Vols women's basketball team as a head coach for 38 years during which time, she coached the U.S women's team in the 1984 Olympics, finishing the tournament in gold, Summitt became the first U.S. Olympian to win a medal both as an athlete and as a coach.

Summitt was diagnosed with Alzheimer's disease in 2011 and ended her final season in 2012 having total of 1,098 career wins. Leaving behind 55 titles and a legacy of modern women's basketball (Cornelius, 2016, 285-289).

"When you say women's basketball, you think Pat Summitt," former coach and current Senior Director of Development for Athletics in the Minnesota State University Amy Ruley said. *"They just go together. She is the godmother of women's basketball."* (Schnepf, 2016)

4.1.3 Yeshimbra "Shimmy" Gray-Miller

Six-year-old Shimmy Gray began to develop a deep love for basketball on their family's driveway by training playing on a backboard with no rim. When she was around seven, she received a miniature hoop of her own from her mother. In the 1980s, Gray and her mother moved to an apartment in the white suburban area of Flint Township. There she found herself feeling out-casted, as the only black student in her school. In the suburb, the fact that Gray's mother was white made her the neighbors feel more comfortable, but Gray struggled to fit in. She soon made friends even though she was well aware her new friends were having many racist attitudes (Gray-Miller, 2018).

In the seventh grade, Gray joined the middle school basketball team. By the time of eighth grade, she was determined to play ball in college. Once Gray graduated from high school in the class 1990, she was been recruited by close to a hundred different colleges. After long consideration period, she accepted a full scholarship for basketball at the University of Michigan in Ann Arbor. In college, she continued to develop herself on-court. She was part of the Michigan's basketball team for three years and on her senior year became the team captain (Gray-Miller Y. , 2018).

After graduating from Michigan back in 1994, Gray started working as a police officer in Michigan. She worked there for a year and a half, before transferring to the University of

Michigan police force. Gray worked two years as a police officer and did not like the person she was becoming due to of her work.

In 1998, back on court, Gray toured with Athletes in Action (AIA) for a month and a half, traveling throughout the country playing against college teams. She returned to find a job offer from a women's professional basketball team in Portugal. Back then, Europe was more supportive towards women's professional teams than the United States (Gray-Miller, 2018).

After one season back in playing, she suffered a knee injury, and could not continue playing professionally; however, Gray found herself an opportunity to teach other young women her sport. When offered a position as assistant coach at a community college in Seattle she took a new challenge in her life, and so in 1999 Gray became the assistant women's basketball coach at Bellevue Community College.

After the first season, Gray did not feel ready for the head coach's responsibilities that were offered to her in Bellevue, she continued her career as an assistant coach in the University of Washington for two more seasons and following that in the University of Arizona from 2003 until 2005. Gray moved to the Saint Louis University women's basketball head coach position in 2005 and led the program for seven seasons (Gray-Miller, 2018).

5 Intrapersonal factors of a coach

Within the next part of the thesis, the focus is more closely to different effectors that either create or shape a coach. In most literature regarding coaches' education and knowledge, the definition of coach's knowledge is divided in to three sub-categories: Professional knowledge, interpersonal knowledge and intrapersonal knowledge (Côte & Gilbert, 2009).

Intrapersonal knowledge covers the understanding and awareness the coach has on her-self and her abilities. Although good self-awareness has been shown to have connection to effective coaching, unless accompanied by action, awareness of one's strength and weaknesses will not to the development of a coach (Côte & Gilbert, 2013, 153-154).

The following concepts are related to growing as a coach and the knowledge bases that were presented above. The guide consists on retrieving the fundamental opponents of the preparation period of new coaches.

Coaching philosophy sets the values and purpose of coaching. The *professionalism* of a coach can often be defined by the exact knowledge of her/his competence with all its strengths and limitations. Coaching is a full-time work; a coach needs to be able to *manage her stress*. The primary goal of *ethics* in coaching is the protection and welfare of the individual athletes and teams with whom coaches work around (Reynaud, 2004).

5.1 Coaching philosophy

Coaching philosophy can be determined as flexible set of principles and values of the purpose of your coaching. It consists on the beliefs and principles the individual coach has towards her/his work, actions and sport. The philosophy of a coach should appear more through her actions than her/his words (Gilbert, 2017; Reynaud, 2004). Coaches behavior in everyday practices, meetings and games reflect on their values and therefore should be closely observed (Sproule, 2015, 64-65).

The development of individuals coaching philosophy gets its first contributions through the background of the coach. Coach's own family, past coaches and the environment of growth shape the philosophy to its early stages. With time, experience and deep self-awareness helps the coach to form solid foundation of coaching philosophy. In its fundamentals, a meaningful coaching philosophy should contain the idea of "Why do I coach?" (Gilbert, 2017, 26-28; Reynaud, 2004, 4-6).

For any coach, having a coaching Philosophy is vital, as it directly reflects upon her coaching in practice. The set of guiding values, beliefs and principles will ensure consistency in the approach to the sport. It enables prioritizing the areas that create the coach's desired results. A ready defined coaching philosophy allows the coach to make well-judged decisions and actions (Hanson, 2012).

Coaching is challenging, often it is required from a coach to make ethical decisions. By having a clear coaching philosophy to guide into appropriate decisions and to coach more efficiently (Gilbert, 2017, 27).

5.2 Stress Management

Stress itself context is wide definition. When talking about the stress that is a state of emotional and/or mental strain that is the result of adverted or demanding circumstances such as trying to manage a group of players, can overwhelm a coach (Reynaud, 2004, 115).

The numerous roles that coaches must assume for individuals, added to the organizational, technical, physical, and psychological challenges that are involved, coaches should be regarded as individual performers. Coaches' performances and most commonly the chances of future employment are often determined by the success of their players. Coaching is a full-time work, never ending responsibilities and decision-making (chambers, 1997, 13)

It needs to be recon that though not all stress displays dramatically, a coach must learn to recognize the different symptoms in her life. The main cause of stress in coaching comes from the lack of control towards other people's actions. Players are individuals with individual needs and stresses in their lives (Reynaud, 2004, 115-118).

Only handful of other professions carry the same amount of stress that coaches experience. In cases where the coach is unable to cope with stress, she may experience burnout. Burnout might create a feeling of incompetence toward her work. When the coach is aware of her abilities to handle stress and her role in the team, it can be assistance in preventing burnouts (Malone & Rotella, 1981). The complex issue that is known as burnout is not only influenced by the individual characteristics of the coach, but as well interpersonal

factors such as team-management and issues in the organizational level (e.g. lack of support from the club/administration) (Kenttä & Raedeke, 2013, 432).

5.3 Ethics

Every individual's ethics are determined by their value-system, it shapes and forms its outlook over one's lifetime. How the person has been raised and influenced. Ethics drill deep into the core of sport coaching. As a role model for athletes, coach is crucial part of the development of athletes' ethical standards. (Reynaud, 2004, 14-15).

The primary goal of ethics in coaching is the protection and welfare of the individual athletes and teams with whom coaches work around. Biggest keystones of coaches' ethics conduct on respecting and protecting their staff and athlete's human and civil rights. In addition, to not knowingly participate or condone in unfair discrimination practices (USOC Coaching ethics code, 2018). Needed to be recon that there is not a set of universal rules that can be put simplistically to understand whether actions of a coach are ethical or not (Pringle, 2007).

A coach needs to be aware of her actions on and off the court. As previously mentioned, coaching sports is a 24-hours-a-day, seven-days-a-week work. When dealing with players off the court, the impact a coach has on her athletes can reach on to significant ranges. Contact such as "small talk" with the players, parents or even officials outside the gym doors can have an effect on the season result (Hardman & Jones, 2011).

The most common gray-area in coaching ethics comes in place more often than desired. Parents as coaches. Coaching one's own child presents an interesting issue. Can it be made sure of or seeing that equity is in place between the coach's child and rest of the team (Reynaud, 2004, 20).

5.4 Professionalism

A well-trained, dependable individual can be determined as professional. A coach is at her best, a role model to her peers, her athletes and society in general (Reynaud, 2004, 28-30).

The debate on sport coaching as a profession has been focused against traditional models of the professions, with a growing recognition that direct comparison may not be appropriate (Garratt & Taylor, 2012).

A coach should always uphold her professional standards that are required of them by the organization or federation, clarify her professional roles and obligations, Understand the responsibility for her own, and her players behavior, and be adaptable with her coaching methods to the individual needs of players (USOC Coaching ethics code, 2018).

The professionalism of a coach is defined by the fact that she has exact knowledge of her competence with all its strengths and limitations. A coach must be able to implement herself effectively (Guidelines and Recommendations on the Development of coaching as a profession, 2012)

Through the appearance and presentation of oneself, professionalism in coaching should also include acceptance towards others and their decisions. Honesty and respect of others should be crucial to the appearance of a professional in the field of sport (Reynaud, 2004,31-32).

6 Interpersonal factors of a coach

As earlier mentioned, coach's knowledge can be determined in to three categories that include the coach's professional knowledge, intrapersonal knowledge and interpersonal knowledge (Côte & Gilbert, 2009)

Interpersonal knowledge of a coach is all contributes of interaction. The success of a coach is depended on her interaction with her athletes, assistant coaches, players' parents as well as networking with other coaches. This part of coach's knowledge can be referred to as the 'human' aspect of coaching (Côte & Gilbert, 2009; Côte & Gilbert, 2013, 150).

Coaching is a *leadership* position and therefore responsible for her players and their success. Many elite-level coaches consider *Communication* as one of the most important factors in team coaching. *Networking* to its core is creating professionally meaningful relationships. The relationship that is been built between the *coach and her athlete(s)* is a necessary fundamental in the overall efficiency of the role of the coach (Reynaud, 2004).

6.1 Leadership

It is natural for humans to classify themselves by social categories. Coaching leadership is tortuous process in social categorizing. It can be demonstrated through research that the concept of social identity (SI) for leadership can be put in to sport coaching (Cummins, Cassidy & O'Boyle, 2018, 3-4).

Women coaches are less wanted for positions of leadership in sports, as these positions are seen to require stereotypical masculine behaviorism and attributes. Studies show that many female players would prefer male coaches for their teams. Even among women's sports, female coaches are seen less appealing leaders (Grundy & Shackelford, 2005; Stark, 2017; Women is sport Foundation, 2018).

As often reported, female coaches do not always fit into the predominant masculine sport culture. Difference in the leadership styles between men and women often show that women coaches tend to show competence that is more communicative, empathy, and cooperative skills. Business based studies done on leadership have provided data on

women own skill sets such accommodate firm communication, team-cohesive, high emotional brightness and multi-tasking. Receptivity for listening and learning, which are fundamentally crucial in the field of sports considering time constrains and the management of extensive numbers on both on and off court, tend to characterize female coaches (Kerr & Marshall, 2007, 2).

Where male coaches have a tendency to be more authoritative, aggressive and eager on demonstration of power, women tend to use communication instead of dominative methods for team- and relationship-building. In comparison, this type of communication is sometimes viewed by young female athletes as the only style of leadership that brings success, because the majority of female athletes are coached by men (Kerr & Marshall, 2007, 2)

When defining leadership, it can be viewed from variety of perspectives. As in discussion of sport and coaching, if viewed leadership as a skill, the approach should be the same as to any skill: certain set of components that can be developed, maximized and learned. It is a responsibility and required to be placed in effective sport coaching (Reynaud, 2004, 38-39).

Leadership, a wide –ranging of construct that implies entirety of different behaviors and essential forming of coaching styles (Cummins;Cassidy & O’Boyle, 2018, 13). As a social process, leadership in coaching can be defined to be complex. Coaches who have a clear understanding of their teams SI as well as how to seize it at its maximum, can be defined as effective leaders (Cummins, Cassidy & O’Boyle, 2018, 21).

When viewing leadership in team-environment, multiple leader positions emerge. The role of the team captain plays a significant role in a successful cohesive team, but as well can have a negative contribution to the team. A coach has an obligation to develop leadership in her players. The development process for leaders can be done in various ways. If trying to find an easier way, coach can anticipate in the recruitment phase, and scout for natural leaders (Reynaud, 2004, 46-47).

6.2 Communication

As defined earlier, coach is a leader. As a leader, you are required to be effective at communicating as well as teaching your team to communicate (Reynaud, 2004, 197).

Effective communication is about sending a message that can be understood by the receiver. Some points are important to take into consideration. Verbal communication is about developing the message. Coaches must interact with athletes, other coaches, parents, and depending of the level: club or association (Jenkins & Summitt, 1998, 68).

Communicating contains a lot more than simply talking. As a coach, you generate a lot towards your team through your body language, facial expression, and eye contact and by being effective listener. The essence of effective communication starts by defining the message, what are you trying to get across. How can the attention of the group be demanded? Each situation is unique and requires the coach to access the tone to it (Jenkins & Summitt, 1998, 65-66).

Communicating thoroughly the intent of their message is great challenge for most coaches. A coach needs to be clear of her message in the moment of the first expression as well as throughout the implementation. Such cases can occur in the face of creating standards or rules of the team. Fairness and consistency need to shine through the actions of a coach (Becker, 2013, 190-191).

Communication as a skill is something both the coach and players can and should develop. Most communicational issues in team environment occur when one party lacks the ability to listen or communicate openly (Chambers, 1997).

Even though it is required from the coach to be a good communicator, it is a two-way street. Players need to be able to communicate their needs to the coach as well as other staff and their teammates. Sports are often count as a social event and certain amount of interaction is required from all parties (Chambers, 1997, 128; Reynaud, 2004, 196-197).

6.3 Networking

In coaching, networking to its core is creating professionally meaningful relationships.

Due to the unique gender-sensitive challenges that coaching provides to women, it is beneficial to get support from other female coaches. Networking can often be more challenging for women in sports, due to the lack of peers; therefore, connecting with other female as well as male coaches is important.

Research has shown that female coaches tend to reportedly been disserved by not having the informal networking that the male components in the field possess. Having more established connections has appearance to benefit male coaches. The opportunity that relies on connections with other men in the sport organizations, information sharing, and tip providence about the profession as well as sport specific tactics and about ways to get ahead, such as, job marketing. These connection opportunities are lacking for women, as there can be only few women found in leadership positions and as men seem more cautious towards mentoring female coaches (Kerr & Marshall, 2007, 2).

Connecting with older/ higher level coaches, such as your former coaches or teammates for mentorship and guidance can be crucial for starting coaches as well as novice coaches who are moving up in the field (Stark, 2017).

Networking creates an opportunity to learn more on increase the knowledge of the sport and its factors. It offers a chance to bond with people who share the intrest towards to sport as well as new perspective (Reynaud, 2004, 246-247).

A lot of the responsibility for networking as well as maintenance of those connections falls on the young coach looking to advance. Bringing in new ideas. Talking about techniques. Asking questions (Reynaud, 2004; Stark, 2017).

As earlier determined, female coaching network is small. Yet many female coaches need to learn to trust and open up when guidance is needed. Coaches need to build up and maintain wide professional networks early on their career. One can never know where people end up in this business, most of coaches' job-markets run by recommendations and connections (Stark, 2017).

6.3.1 Mentoring

As earlier stated, coaching philosophy forms its early shape from the coach's own experiences and previous trainers. A coach often reflects the behavior of their own coaches (Garratt & Taylor, 2012). Trainings and games are often viewed as learning opportunities for the players, never the less, coach's development and professional learning take place in the same environment. Coaches often test their knowledge and new ideas on their own teams and athletes (Jones, 2006).

Dependless of the level of the coach and her/his development, a coach should display a commitment to the improvement of their coaching effectiveness. Mentoring as a developmental tool, offers the chance of new valuable information as well as, insight to the sport in case or generally the growth of the coach (Nash, 2003)

Multiple definitions exist on mentorship in the literature that all share the following basic steps, including that mentorship, is focused on the achievement or purchase of knowledge, it consists on the emotional assistance and support towards career and professional development, it is reciprocal, whereas both the mentor and student extract benefits, and has personal relationship by nature, involving direct interaction between the two parties (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005).

The Coaching Association of Canada (CAC) introduces seven types of mentorship in their "*Women in Coaching Mentorship Guide*". These seven types have been divided by the nature and form of the relationship. The categories are, the Traditional type where one-on-one pairing of a senior trainer (mentor) with a junior trainer (mentee) is made and the mentorship occurs as face-to-face and is led by the senior trainer. In the Modern type of mentorship, the junior trainer learns from multiple mentors and is self-directed by the junior trainer. Informal type mentoring occurs in more spontaneous nature where both parties are drawn together by a mutual interest. As for the formal mentoring type, the senior and junior trainers are matched on purpose and the structure of the mentorship is limited. In group environment often the model varies from multiple experts (mentors) and multiple learners (mentees) or can be also seen as a group of learners (mentees) looking to learn from each other. Mentoring with a Peer can simply be described as two equals learning from one another. And finally more modern style of mentorship is E-mentorship where as different sources of modern technology (Skype, email, etc.) can be used as a form of communication when the two parties are not physically able to meet face to face (Banwell, Jewett, Kerr, McPherson, & Stirling, 2017).

6.4 Coach-athlete relations

Almost everything we do in athletics is about building a relationship.

It is the coach's responsibility to nurture her relationship with each individual player. Coaches need to reach out to every player and understand: Who she is, where she from, what type of environment she grew up in is (Reynaud, 2004, 192).

The relationship that is been built between the coach and her athlete(s) is a necessary fundamental in the overall efficiency of the role of the coach. The all-around understanding of the athlete's needs as well as specific technical and physical requirements is the prime importance of developing secure relationship between the coach and her athletes (Lambert & Wallis, 2016, 122-135).

Building a relationship with the athlete is important. Trust is one of the most primal needs of that relationship. The players need to be able to trust their coach as well as the coach needs to trust the players. Coach is responsible to maintain the relationship and trust that has been built between her and each individual player (Reynaud, 2004, 193).

A good relationship between the coach and her player can offer the player with a safety net that allows her to open up about difficulties she faces in on and off the court such as emotional matters, (e.g. the player is having issues with her boyfriend/girlfriend or a demise of a family member). A coach can assist her players in transition from being a competitive athlete to everyday life. Alternatively, as in the cases discussed before: from court to the bench (Jowett & Clark-Carter 2006, 618; Reynaud, 2004, 193).

As players rely on their coach, the coach needs to provide unconditional support to her players. By providing encouragement, understanding, caring and empathy in genuine content. All players should regardless of the level or age, be allowed to receive unconditional support from their coach, for who they are as people and not on their achievements as players (Becker, 2013, 186).

7 The aim of the guide

As earlier discussed, the aim of this guide was to provide aid for female basketball coaches who are starting to coach basketball or are aiming to make a career out of coaching. The guide touches subjects, which emphasize the growth of the coach more than the so-called “X’s and O’s” of basketball also known as the professional knowledge. As it still emphasizes many interpersonal skill sets of a coach, the main purpose is to help the coach to strengthen her intrapersonal skills as well as self-awareness and her self-image.

As the guide targets the female basketball coaches, but it does not limit to the development only to this specific group. It is open for anyone with the desire to develop themselves as coaches and within hope, it will not only bring clarity to women but also men in the world of sports and basketball.

When closer viewed the target group, the focus would be on people who are new to coaching, transfer-cases (from playing to coaching), novice coaches moving up to higher more paid position, and coaches who work on more “hobby-based”, yet desire to develop their skills.

I chose to focus on eight development chapters, relevant in the process of growing as a coach. These chapters can be divided in to four intrapersonal- self-awareness and self-growth chapters on: Coaching philosophy, Stress and Time management, Ethics of a coach and Professionalism in sport coaching. Within these chapters’ discussion is about building your program and it believes. What are some common stresses in coaching and cues on dealing with it. The ethical issues we face in sport coaching and what responsibilities they carry within. And the different types of professionalism that is required in sport coaching.

After the clearance in self-awareness and intrapersonal factors, the last four chapters are dedicated to interpersonal skill or more known as the social and “human” side of coaching. Here the focus is on: Leadership and women, Communication in coaching, networking environments and the behavioristics and lastly the coach-athlete relation.

8 Project planning

Early ideas and views of the project take back to personal curiosity of the topic. As a team sport, basketball is forerunner when it comes to gender equity in team sport coaching. Yet there is still a huge bridge between male and female coaches even in women's basketball globally. As earlier presented, some of the biggest issues that were examined on the matter were found on lack of access to research and mentorship, the idea of a guide and lectures on the topic was implemented.

While researching the current position female coaches uphold in sport coaching, I kept on running to the same issue. Simple lack of coaches. Through statistics of National collegiate athletic association (NCAA) that were conducted in 2015, 58.6% of the Women's Division 1 basketball coaches are women. The statistics gives a more advanced number of female coaches in basketball, than even the next sport on the list that is Volleyball with the percentage of 43.5%. The research done for this, however, has included all the coaching positions in the 1st Division, including the graduate assistants, physical trainers and assistant coaching positions among the head coaches. Most of the female coaches can be found in the lower starting positions instead of the higher head coaching positions. (NCAA, 2015)

Figure 2. Women's D-I team sports* with the most female coaches (2015) National College Athletics Association

TEAM SPORT	PERCENTAGE FEMALE COACHES
Basketball	58.6%
Volleyball	43.5
Tennis	37.0
Soccer	26.5

*With minimum 300 programs in U.S. SOURCE: NCAA

While planning the areas of focus, I went through materials of earlier studies and came across the article used on the Haaga Helias Degree Programme in Sport Coaching and Management entrance examination pre-reading material in the spring of 2016.

The article was based on Coach's knowledge, and more specifically that it can be divided into three sub-categories: Professional knowledge, interpersonal knowledge and intrapersonal knowledge (Côte & Gilbert, 2009; Côte & Gilbert, 2013). And as a tribute to the theory of researchers Wade Gilbert and Jean Côte, the guide focuses on two of the sub-categories in its form of developing coaches' knowledge.

As to create more innovative format on the development and growth of a coach, instead of focusing on the technical and tactical side of sport coaching (the professional knowledge), the aim and focus is on the development of coaches' intrapersonal and interpersonal knowledge.

On the early phases of planning, emphasize of the research was on defining the crucial areas of knowledge to be focused on. The more specified literature and knowledge for female coaches and their development is insufficient and in urgent need of restoration and renovation. The purpose of implementations and dissemination of the guide is to offer easy access to the knowledge for coaches who have minimal resource opportunities.

The research and resources of the guide's literature were mainly obtained from the Haaga-Helia University of Applied Sciences databases. Statistics and latest data on the field was obtained from web-sources, such as the National collegiate athletic association (NCAA) and the Alliance of Women Coaches research bases.

As earlier stated, though the communication and research abilities were contacted mainly through reading open sources, contacting the Alliance of Women coaches as well as several interviews with the high-level female coaches such as Yeshimbra Gray-Miller and Chantal Vallée were done via email and phone to access more personalized data that could not be obtained through reading materials.

After finishing the plan for content and the progress, it f was overlooked and approved among the Haaga-Helia UAS, English Degree Programme Vierumäki campus teachers, the theoretical data of the thesis guide was on under construction. The purpose of the theoretical part was to open the theoretic base of female coaches, the history of women´s basketball, examples of the transformation period of famous coaches, and the theoretical base of the chosen intrapersonal and interpersonal categories that were used on the guide.

Once the theoretical part was complete, the guide itself started to take its early form. The process of forming the guide was to develop it chapter by chapter, bringing together already researched knowledge of the topics, and to offer cues and tips on how to implement the knowledge of the factors that can be proven to be effective, to every day coaching.

Most of the research that was found on these topics was very all-around and focused on the performance factors of effective coaching, but very little was found on the practical ways of learning and/or implementing these factors. This is where the guide was brought to the more innovative and unique form, to offer more practical than scientific view of coaching.

The content of the guide is represented in a practical and advising form that allows new coaches to understand the content, even with lesser of an earlier knowledge base. The wording is simplified and allows the reader to implement her own thoughts and ideas on the guide.

As setting the time frame for the project, I was fortunate to be able to start the process at the end of my coaching season in early spring of 2018. The free time allowed me to conclude the first draft of theoretical part and the guide itself in three-week time period. Giving me time to fix the grammatic errors as well as work on the model without any urgency. With the fixed time frame, the lectures were able to start in the September 2018 with ready material. As for future development, more specified schedule should be set early on, as for such flexibility may not be an option.

9 Project implementation

The implementation phase of the guide took a lot of remodeling through out the process. Transforming from simple one source publicity to the Women´s Basketball Coaches Association, to sharing the data and resources to wider range of organizations and individual clubs in the form of lectures and coaching clinics.

As mentioned in the guide itself, we are privileged to be able to work around the sports we are passionate about. We are handed assistance through our fellow classmates that enlighten us with their own view from a different sport, or from teachers who have specialized in the coaching education. To open the resource was to tribute a wider range of young coaches and allow access to data without further connections or fee´s.

In smaller countries such as Finland, most common issues arise with the lack of educated coaches and paid coaching positions. Lack of funding and resources force most junior teams to be coached by volunteers and parents who may have little to no experience of the sport itself. As it can be proven, children develop their motoric skills and nerve-system in during the early years of their lives. Yet these years are not being paid attention to.

While contacting the organizations and clubs on the guide, the answers were mainly positive. More on the note of linking the thesis work to my work placement, I managed to speak with the coaches' educator from Deutscher Basketball Bund and arrange a coaching clinic on female coaches' development in 27.09.2018 in Munich, 07.12.2018 in Dortmund and again in 14.12.2018 in Hamburg. During the same time, open lecture on the Coaching philosophy and coach-athlete relations for Helsinki basketball clubs was hosted in Pasila 15.09.2018. Issues that came up during these lectures where mainly time man-nered.

The constant travelling and preparing of these sessions took some time out of my coaching and were an issue to be discussed with my employer in Cologne. The clinics reached another international border amongst three booked workshops in Amsterdam Netherlands on the 7th of February 2019. Clubs in the area co-operated to organize open workshops to junior coaches, giving workshop multiple lecturers and different subjects.

10 Results of the guide

As the product was originally formed with a Microsoft Word –program and the results are presented as a guide for female basketball coaches. The guide aims to discuss and explain relevant topics to young coaches and to give practical solutions for their implementation and development.

The topics of the guide are divided into eight chapters which are represented within simplistic english instead of more scientific definitions. Amongst some of the chapters are included statistics, wake-up questions and implicational figures to ease the understanding of the topics. First four chapters discuss four different intrapersonal, self-awareness topics that assist the young coaches to start viewing the meanings of their own development and actions. Most of the content is targeted to the beginner level and can be easily formatted to more personal view. The idea of the material is to model the process of Athlete centered coaching to the teaching of young coaches, allowing them to implement their view and way by waking them on the topic instead of giving straight answers to all the problems.

In the last four chapters, the topics are related to the interpersonal, social themes that discuss the effects the coach has on her surroundings. The topics evolve around the team and sport society relations but can be implemented in everyday life and communications.

After finishing the final product, the material and data of the guide was transformed into Microsoft PowerPoint- Lecture material and were cut down to two or three chapters of the original eight assessing the target groups wishes and needs on the topics.

The later formed lecture material that were inspired and held upon the guide itself has been disseminated to different individual clubs and organizations in Europe. Offering the chance for less educated coaches to improve their awareness on the perspective of growing as a coach. The hopes of future implementation will be dividing the guide to further along and publishing it as free data source for all interested viewers.

As for outside feedback on the practical lectures, was mainly positive and within each session we managed to create good open discussion on the subjects that also enriched my own knowledge and offered more practical examples to conger different every day challenges we face as coaches. In the first few lectures I quickly realized that I had to be more

prepared for questions and to get even more familiar with each topic at hand. I furthermore challenged myself by presenting some of the lecture material in German, therefore having to get familiar with the vocabulary to the presentation and still be able to conduct the conversations in English.

As for staying objective through out the presentations, I found it hard yet necessary to stay calm when have been “attacked” on the topic of gender equity, that was presented specifically in the ethics of coaching, often multiple male viewers would bring up their point of view on the fairness and proof of the content. I can say my reasoning and communication skills have developed throughout the process of the thesis and it has challenged me to view these matters more openly on both sides of the issue. You cannot generalize either opinion or experience.

When viewing the project, that hopefully will be continued, the guide will be spread out to three different national organization as well as to total of nine different clubs in Germany and Austria. As it is spreading mainly towards the German speaking areas of Europe, the guide may be translated to German in the upcoming spring of 2019. Other languages such as Finnish, are being considered, yet to be determined if the product should or should not be translated by the writer or by the willing associations. Lecture material for September was however translated in Finnish. This could also be offered as a project for future Degree Programme students for extra credit, if such changes were to be made.

11 Discussion and Conclusion

There is a lot to reflect and to study about the state of female coaches in sports and the desired leadership-styles that are favored in athletics up to day. The biggest struggles were faced while writing the theoretical part and the guide itself occurred on staying objective on the topic. As an early on decision, all the facts stated in the thesis are backed up with at least four to five sources that are provided by different international sources.

Early stages of the theoretical part changed and shaped the formation and the content of the guide, by the lack of and the amount of old research bases of crucial topics for growth of coaches were missed and the implementation of those topics came up for a higher requirement and discussion of the guide.

The idea of the guide came in to place from a Management course mentoring project with the SB-Girls Lahti that gave the confidence and curiosity to look more closely to the development and growth of coaches and what should allow these young individuals to gain a better base of their self-awareness as educators.

The amount of new knowledge and development as a writer, and as a coach were unique. Obtaining more confidence in personal academic research abilities and gained competence of coaching skills. The process allowed to view coaching from the outside and to reconsider program running abilities and how to develop athletes and assistant coaches. Also, a great opportunity to develop as a lecturer, more specifically the issues of expression and confidence in public speaking situation, by running nine different lectures and clinics allowed a lot of practical experience in this.

The implementation of the guide went from simply publishing to one source Women's Basketball Coaches Association (WBCA), to sharing the result with different organizations and creating open data instead of paid. Main reason to change the commissioning out of WBCA came from miscommunication with the association and the fact that would not personally be able to access the guide without the membership. Which brings us back to the lack of openness in the knowledge bases and as a personal view was to be able to share the data and the guide openly to all the coaches.

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13 Attachments

Taking The X's and O's Out of Coaching

Intra-, and Interpersonal Development Guide for female basketball coaches

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TAKING THE X'S AND O'S OUT OF COACHING

Intra-, and Interpersonal Development
Guide for Female Basketball Coaches

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FOREWORDS

When talking about basketball – we picture the image of a fast break game between the giants on the floor, the ball rhythmically hitting the wooden surface, men grunting against each other and flying across the court for the phenomenal dunks and lay-ups.

We see these amazing superstars shining on the spotlight while 21,000,000 fans scream their names. The picture of Michael Jordan or Kobe Bryant in the new sneaker box. That is what millions of children across the world dream off. They dream to be like their idols. They dream to dance with the giants under the spotlight.

What we often do not picture are the hundreds of thousands players who give their everything for the game but never just quite made it. The tears of injuries that ended the careers of thousands, the rejections letters, the poverty of those who cannot pay for their season...

Most of all – We do not see the women.

First lesson I learned in sports and that has carried out throughout my coaching is that we are privileged. We are allowed to play and enjoy a sport that is deep within us and that we love. I got to go and play this amazing game throughout my youth and I am privileged to be given a chance to make a career out of coaching it.

We often forget how lucky we are to go and work around something we love. This guide is a tool that is directed to the women who want to work or challenge themselves in coaching, whether it is just for fun or to make a career in coaching.

In this guide we don't focus on the X's and O's of basketball, nor the skill development of athletes, we focus on the coaches. What is required from the coach? And how to build yourself as a coach.

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INTRODUCTION

It is long overdue to focus sport-specifically the world of basketball coaches and its cultural-relations towards female leaders. In many ways, basketball is forerunner when it comes to gender equity in team sport coaching. Yet there is still a huge bridge between male and female coaches in women's basketball globally.

With this guide we aim to aid the new and up-coming female coaches who desire to work around basketball. We focus our attention, not towards the X's and O's of basketball nor the player development but more on the growth of the coach and what are some characteristic that are required from us in the personal and social side of coaching.

"A common mistake among those who work in sport is spending a disproportional amount of time on 'x's and o's' as compared to time spent learning about people."
-Mike Krzyzewski

This guide targets but does not limit to the development of female basketball coaches. It is open for anyone with the desire to develop their selves as coaches and we hope it will not only bring clarity to women but also men in the world of sports and basketball.



We chose to focus on eight development chapters that can be divided in to four intrapersonal- self-awareness and self-growth chapters on: *Coaching philosophy, Stress and Time management, Ethics of a coach and Professionalism in sport coaching.* With these chapters we discuss about building your program and its believes. What are some common stresses in coaching and cues on dealing with it. The ethical issues we face in sport coaching and what responsibilities they carry within. And what is professionalism in sport coaching.

The last remaining for chapters are dedicated to the interpersonal also known as the social side of coaching: *Leadership, Communication, Networking, and Coach-athlete relations.* In these chapters we look at the responsibilities of leaders, how to express ourselves openly, why connecting with fellow coaches is important and how and why we create relationships with our players.



CHAPTER 1 COACHING PHILOSOPHY

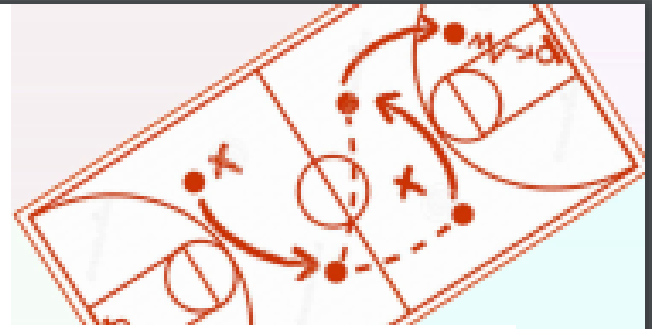
Why do you coach?

There are as many reasons to coach, as there are coaches. Either we drift into it by accident or we more or less knowingly push ourselves towards it. Whatever the reason behind it is, as a coach you are reliable to provide yourself and your athletes the core values and beliefs of your way of coaching. Women in sport coaching often get challenged to prove their approach by their own athletes as well as by other coaches. In this 1st chapter, we go through what is a coaching philosophy and how to build one.

"Know what your core values are and always stick with them!" – Lin Dunn

Coaching Philosophy; what is it?

Developing and understanding the personal coaching philosophy is the foundation of why and how you coach as an individual. It consist on following the beliefs and/or principles you carry towards the actions of your coaching (Anders, 2005, 4; Hanson, 2013. 3).



Your behaviour as a coach in everyday practices, meetings and games reflect on their values and therefore should be closely observed (Sproule, 2015, 64-65).

When you start coaching for the first time, your coaching philosophy might end up being little bit shallow. Over the first few years you adapt your own style and reason behind it. Try listing down for yourself the following reasons:

Why Do You Coach?

What is the principle behind it?

Creating a coaching philosophy

Once you have given thought on why you coach and what are the guiding principles behind it, think through on what you value and how would that be beneficial for your team? – Building of your *core values* supports the on-going process creating a coaching philosophy. As earlier we discussed on about the principles of your coaching, core values support and guide your decision on and off the court and help you to build your program to match you as a coach and your personality (Gilbert, 2017, 9-16).

Core values and principles

One of the first implementors of your philosophy in both life and coaching get their forms from your own background. How you were raised, what were the values and styles of your old coaches and teammates, what kind of environment you had growing up (Anders, 2005). Your past shapes you as a coach but what we can effect ourselves is how do we raise our own athletes, what values do we want to share with them, and most of all how do we take pride in it?

The pride in the culture of basketball

In basketball as well as in many other teamsports we have our own culture and certain core behaviourism that we follow. *Image*. We have long traditions, some better than others, but we have a lot to be proud of and a lot to cherish and represent. Inside that culture we have hundreds of thousands of individual teams and clubs that have their own traditions and as a coach you are in responsible to uphold that image to public as well as creating an team that proud to represent that image in *all* of its actions.



"Somewhere behind the athlete you've become and the hours of practice and the coaches who have pushed you is a little girl who fell in love with the game and never looked back." — Mia Hamm

The implementation of our own experiences

While we establish the core values and recognize our own past as athletes and in sports, what have we learned from there?

In sports our own experiences are the keystone that upholds our knowledge and vision towards basketball. We learn a lot from our own coaches and how they treaded us whether it was with respect or with lack of respect. Coach is a role model to her players and so on builds a trusted bond to them. When approaching towards the development of your own philosophy and what it includes, think about the following questions:

What have you learned from your own coaches? Pro's and Con's

What were your best qualities as a player?

What can you offer from your past for your players?

How do we see ourselves as coaches?

The way we coach reflects on who we are as people, and we cannot fool our athletes otherwise. If you are a happy and relaxed personality, you should not appear to your players as a hard and uptight coach. On this note, you still need to be able to adapt your coaching methods to fit your player's needs, if they need an authority figure, you should adapt your approach to your own capabilities and limits without changing your personality. This may seem very conflicting but it is a concrete example of the fact that the more you know about yourself and you are able to analyze you as a person, the better you can adapt certain trademarks to more suitable to your players' needs (De Carvalho, 2016).

Bringing the philosophy together

After viewing your values, your own past and how you personally coach, it is time to put the pieces together towards the completion of your coaching philosophy.

By reviewing your earlier answers of your principles, personality and past, gather the key points of those trades that best define you as a coach and which best capture the things you aim to achieve with your team.

To concrete those key points, write them down, either as a list of bullet points or descriptive text. There is no one right way to create or display your own coaching philosophy. Main thing to keep in mind after the process is done: *Keep it visual*.

By making your philosophy visual, either as a poster or reminder on your phone/computer, what way works for you, you re-ensure and keep close in mind those aims and values on your everyday life.

Summary

To wrap up the first chapter, we will go through the step of creating a coaching philosophy. Coaching philosophy is the flexible set of principles and values on the purpose of your own coaching. It consist on the beliefs and principles you have towards your coaching, actions and basketball itself (Gilbert, 2017, 9).

When creating your own coaching philosophy, few simple steps can help you evaluate yourself and your past towards building an effective and personalized coaching philosophy. Start by looking at what you value and prioritize in coaching and in everyday life. Next look back to your past, what can you learn from your own experiences? Third, what are your personal trades? How do you coach? And finally: gather these points together and visualize your personal coaching philosophy.



Chantal Vallée: "Basketball is an excuse to teach life skills"

Chantal Vallée is a Canadian basketball coach with a long track record on the development of the Windsor Lancers women's basketball as well as her work with the junior national teams in Canada.

By making ten straight trips to the OUA final four while earning nine consecutive OUA medals following the 2016-17 season, and capturing five straight CIS national titles in 2011, 2012, 2013, 2014, and 2015, Vallée has turned the Windsor basketball program from being a laughing stock into one of the best basketball programs in Canada.

We got a chance to talk to her on the phone little bit about her background and coaching philosophy.

1. Why did you start to coach?

Vallée: I was no longer playing and I wanted to stay in the competition, so I decided to start looking into coaching.

2. What are the main reasons why you coach?

Vallée: I think that the competition itself, I really like competing and I am a competitive person and I had some success, I enjoyed it, I enjoyed leading

people, I enjoyed being in charge of a group, and I just liked it.

3. What are some trades/values you can offer to your coaching from your past? (Playing career, background, family, etc.)

Vallée: I think the first thing is to work hard. It's not about talent, it really is not, even I was not the most talented coach, or I did not know how to coach and I disciplined myself to learn, and to work. To learn my trade, to learn how to coach and also learn a lot about myself, so definitely to working hard ass and the discipline, there is also the integrity, I did it because I enjoyed it and I wanted to be good but I think that staying in coaching for different reasons. I really had to work hard and look for information, I really had to look for advice from mentors, for counseling to try to become a better human being. This value, this growth mindset that I have, and that is very important to me to teach my players, to teach them.

4. *How do you see yourself as a coach?*

Vallée: My leadership style is both very demanding, so at times I would be definitely more demanding, like it's my way or the high way, and I would make my decision and they would need to follow what I wanted to do, but at the same time, I have another part of me that is sometimes very much um, very easy going and I will go as what the players prefer that we'd go with. So I try to be very broad and very wide with my spectrum of leadership characteristics, I can be very carrying but then I would different time I would be very hard, but I am both. And I think that the players really appreciate that.



5. *Finally, what are some key points behind your own coaching philosophy?*

Vallée: So it's little bit along the line of what I talked about before, it's all about growth, so if some players are not willing to grow personally, would have a hard time coaching them. They need to be able to learn different life skills so how to respect authority, how to be on time, how to except their role, how to deal with pressure, how to be a good teammate, how to you know learn to follow a leader, any kind of life skills that you can think would be around character building. This is what I teach. I teach basketball, basketball is just the excuse to teach all these things and I think we won because the players that, well the young women that invested in that are willing to go deeper and because of that they are willing to grow as basketball players, and that would be my philosophy.

CHAPTER 2 STRESS MANAGEMENT

Stress Management

Demanding circumstances such as trying to manage a group of players, can overwhelm a coach. Coaching is not a traditional nine-to-five job where you clock out after a day in the office, coaching is a 24 hour job and it can demand long weeks without days off.

Stress can manifest in many forms in coaches everyday life and it is crucial that we recognize the different symptoms of our stress. When we are able to notice and are aware of our own capabilities to handle the different types of stress in our lives, we are better equipped to prevent burnouts (Sterkel, 2005, 114-116).



"The greatest strength any human being can have is to recognize his or her own weaknesses. When you identify your weaknesses, you can begin to remedy them - or at least figure out how to work around them." -
Pat Summitt

Biggest source of stress in coaching is the realizing, you cannot control other people. Whether it is your players or staff, all you can control are your own actions. The flipside of coaching is, all of your work and success is evaluated through the actions of your players (Sterkel, 2005, 116).

Coaching is as earlier mentioned very time consuming profession, even in the junior and the club-level, coaches are often in charge of booking training space, messaging rosters, creating training plans, recruiting assistants, meetings, managing equipment, and often on top of that balancing multiple teams. This does not get easier in higher levels.

In this chapter, we are going to focus on how to recognize and deal with common stress factors in coaching.

What causes stress in coaching?

As we earlier discussed, coaching is around the clock job, with multiple moving factors that may cause stress.

As a coach you work tightly with a group of people who are reliable to yours and your team's success. We cannot or should not be able to control people's lives but each individual player has their own problems, needs, and goals and those should be addressed with the whole team or in one-on-one conversations between you and your player (Sterkel, 2005, 116).



"A coach needs to be an anchor in the storm, a steady, dependable presence regardless of what is going on. That strength not

only calms the athletes, it teaches them how to handle their stress."
-JW Sterkel, 2005

Another factor of stress on top of all the work you do around your team and basketball is in most cases due to a poor finance of women's basketball, most coaches have to work another job on the side. Often even among male coaches the salary-levels of coaching women's basketball in Europe and in smaller colleges and High-Schools in the U.S. is not enough to cover living costs.

In these cases it can be beneficial to you and the organization (club or school) to provide an additional role in the management or teaching side inside the organization.

Balancing coaching and personal life can be a challenge, grasping a touch to your personal network outside the team environment once in a while is necessary to reduce some of the stresses that the job brings along. Even though we may not always see it ourselves, people who are

close to us can spot the symptoms of stress from our behavior.

Time management

"Work Smarter...Not Harder"
- Allan F. Mogensen

Coaching is to say the least, very time consuming and requires good set of skills in time management. Coaching basketball does not limit only to the actions on court, but also demands certain amount of time around paperwork, roster and other administrative work. There are only a handful of other professions that require the same amount of responsibility in such wide scale.

Prioritizing

How can we reduce the needed amount of work to be more efficient and less time consuming? Easiest path to start on your own time management is *Prioritizing*. Taking the needed time off for yourself and for those who are closest to you. Schedule some moments in a day, it can be 10 minutes here, or and half-an hour of time where you put your work a side and

go for a lunch with your family or friends, or a walk by yourself.

Organize

Secondly *organize* your time. At this time of modern day technology, organizing your schedule can be made easily by an app or simple calendar on your phone. If you feel more comfortable with a paper version you can use a simple handbook or poster where you time your actions and appointments. Some may feel more secure by using both of these techniques at the same time, but it can create more stress and requires the updates of both calendars.

Delegating

One of the things that may come natural to others, where as some feel a lot of difficulties is *delegating*. You do not need to be able to handle everything yourself. Use your assistant coaches, team captains and general managers to help you with the workload. Always remember to make it very clear of what you expect them to do and what is required of them.

Time management is also crucial inside the team and its goals. You need to be able to have a clear goals and plans for your actions

on every practice as well as in over-all picture.

Set a clear annual plan as well as weekly training plans to keep your team on track.

Practical example of Scheduling

Using color codes for your events and actions can be beneficial to help you read through your schedule. Under this you can see an example model of a Coach's week schedule.

It is not necessary to mark down your every single movement of the day, such as lunch or dinner, but it can help you remember to take small breaks during a long day of work.



Time management in a nutshell:

1. *Prioritize*
Remember to keep things in order, take some time off for yourself and your loved ones
2. *Organize*
Keep your everyday schedule easily available and use the time you need on each task
3. *Delegate*
You are not alone, remember to ask for help and delegate your workload with your peers

Work schedule

2018



Your athletes stress

It is needed to remember to first always look after your own health and try to find a balance in your life. As a coach you are also responsible of your players' well-being and their needs. Most of us might still remember what it is to be an athlete, but we often do not recall the stress-factors that are tied to it.

Women players often at the lower levels face similar issue that us coaches do, playing basketball does not pay the bills. Most players still have to work on top of training loads and playing. Days can be long and exhausting and the stress that hides within it is similar to what we have already discussed.

Some players may play and train better under stress. Rest of them might crush under pressure and deliver bad results. As a coach you need to be aware of every individual player's situation in life to be able to help them as athletes as well as human beings.

Key factor to helping your players handle stress is to create a supportive and safe environment for them. Help them feel comfortable to come and talk to you about their situations and offer support and understanding. It can be hard especially with younger players is to balance their lives and schedules. Working on school or a job between practices can create a lack of time towards her outside relationships. If you have players from over-seas, change of environment can create stress and home sickness and as a coach, you need to be able to reach out for those players and offer support.

Most of all: Avoid being the reason behind your athletes stress. When giving feedback or over-all talking to your players, choose your timing and tone to fit the situation so that it doesn't increase the stress amongst your players.

Summary

Coaching is a full-time work, never ending responsibilities and decision-making (chambers, 1997, 13). Therefore managing stress is an important part of coaching. As a coach, you should be able to recognize the stress factors and symptoms in your life.

Your biggest enemy as a coach is the time itself. Learning to manage and to use effectively your time can help reduce major parts of your stress.

"Lack of direction, not lack of time, is the problem. We all have twenty-four hour days." - Zig Ziglar

By prioritizing your work and personal life, organizing your full schedule and delegating your workload, you can minimize some of the stress holders in your life.

Some players may play and train better under stress. Rest of them might crush under pressure and deliver bad results. As a coach you need to be aware of every individual player's situation in life to be able to help them as athletes as well as human beings.



CHAPTER 3 ETHICS

Ethics of a Coach

Coaching at its core is work around people. We shape players. As a coach you need to be aware of your actions on and off the court. As we previously mentioned, coaching basketball is a 24-hours-a-day, seven-days-a-week work.

Ethics drill deep into the core of coaching. We individualize our own values and what we see as right or wrong, those values come from our own background and how we were raised. In coaching we take up on a group of girls, who's values and believes are shaped by us, intentionally or not.

When you are dealing with players off the court, the impact that you have as a coach on your players can reach on to significant ranges. Any contact such as "small talk" with the players, parents or even officials outside the gym doors can have an effect on the result of the season and also on the growth of your players as a human being and as a basketball player (Hardman & Jones, 2011).

In this chapter we discuss the ethical issues we face in coaching and break them down.

Exclusion and discrimination

Basketball is a forerunner when it comes to gender equity in team sport coaching. There are many female head coaches to be found all around the world in women's basketball. Still the culture of men's basketball is preserved for male coaches.

Women's D-I team sports with the most female coaches
(2015) National College Athletics Association*

TEAM SPORT	PERCENTAGE FEMALE COACHES
Basketball	58.6%
Volleyball	43.5
Tennis	37.8
Soccer	26.5

*With minimum 300 programs in U.S. SOURCE: NCAA

We can see from the table above that the most female coaches in NCAAW first division are located in basketball. We can be proud to up-hold these numbers and as we earlier mentioned, basketball is culturally advanced with its female leaders.

Most occupation among the women coaches is in the entry-level positions such

as the graduate assistants and assistant coaches. Head coaching positions are still shared within a lower percentage. The x's and o's do not change by the gender of the coach, so what does?

"I want to think sexism is too simple of an answer, but what is it if it's not that? Anytime someone hires a male coach and says, 'Coaching is coaching,' well, why aren't more women in men's basketball?"
-Tara VanDerveer

How can we change some of these statistics? What we lack most among the female coaching is applicants. Less women apply to these positions in the fear of rejection or the lack of believe in your own skills. Basketball is basketball. Coaching is coaching. The x's and o's are the same. Some of us are willing to work hard and to earn their position on the top. Challenge yourself.

Relations between coach and her athlete

There are many different kinds of relationships and we form one with every single one of our players. Whether it is a relationship between you and the captain of your team, any of the players for that matter, we need to cherish these relations and be the trusted adult and a role model in their lives.

Common gray-area in coaching ethics comes in place more often than desired. Parents as coaches. Coaching your own child presents an interesting issue. Can you make sure you are treating your own child as fair as the rest of the team? I club and younger junior levels we face this issue more and more often.

Similar issues can come out in situations where we form romantic or physical relationships with our players. Can we define the ethically right decisions in these cases? It is up to you as a higher authority figure (the coach) to clear out and line the limits of the relationship and make sure to equal the playing field.

Coach as a role model

As coaches we are role models to our athletes, whether we are coaching small juniors or pro-players. We set the example of our own beliefs and values we want to grow in our own athletes.

Our authority and the consequences of our actions do not limit to the doors of the gym. We set the image and example of our programs in our societies and as a coach you need to follow through with your words and demands.

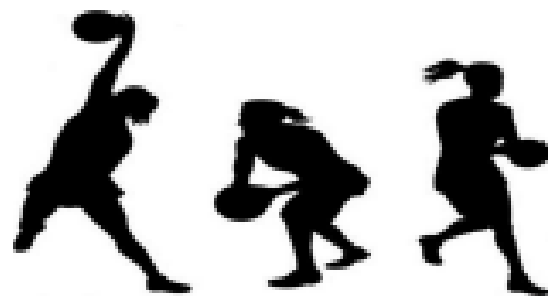
As an example you set a no drinking the night before a game - rule with your team. You need to follow to it as well. Your players look up to you as their leader and they need a certain amount of unitedness and respect from you.

You need to teach your team to respect and represent the club or school you are playing for, as well as the rules you set among the team. Make the rules clear to everyone on your coaching staff as well as to the players and agree upon the punishments that occur for breaking those rules.

Summary

Ethics drill deep into the core of coaching. We face some of these issues on our day to day lives. Women coaches can experience discrimination in job-hunting, networking opportunities as well as in the respect of the players.

We need to outline our rules among our teams loud and clear and lead the example of their implementation. As we set rules we need to execute them equally towards every individual player. Whether they are our top players, our partners, or our family, the rules must be exactly same to everyone.



"We're not asking the male to get up and leave his seat. We're just saying scoot over a little bit. Make a little room at the table for the ladies."
- Becky Hammon

CHAPTER 4 PROFESSIONALISM

Coaching and Professionalism

We can define professionalism and coaching by knowing the exact knowledge of our own competences with all its strengths and limitations. In the chapter 4 we discuss professionalism in different aspects and try to sum up some of the key points that we need in order to view ourselves as professionals.



Respecting ourselves and others

As we earlier discussed, coaching is people oriented work. We need to be able to be respectful towards other coaches and their opinions and values,

As well as we need to respect our players. Respect drills deep into the culture of sports. We talked about the traditions and culture of basketball in the creation of coaching philosophy. Some of those traditions can be found old fashioned and they may not agree with your philosophy, but it is important to remember to respect them and to teach your players to respect them. When the whole team respects and is proud to represent the image and colors of your team/club, it will show a professional front outside.

When it comes to working other coaches inside the team, every one of the individuals have their own opinion on tactics and structure of the team, it is beneficial to create an open environment where all of the opinions are heard and taken into count in decision making. By showing respect towards your assistant coaches and other staff, it will be a behavioristic example to your players and teaches them also to rely, trust and respect the whole coaching staff and not just the head coach.

Teaching respect to our players is crucial and should be carried out since the day one. We discussed about leading by example and respect is not an exception. You need to be able to respect every single person on the team before you can expect it to echo back. Respect and trust, however, can be a fragile thing and they need to be nurtured on daily bases.

Players should show respect towards each other regardless of their "status" on the team. In basketball we often have small teasing towards rookie and junior players that can be harmless, if the players is confident enough. In some cases these situations can get out of hand and create harm to the player.

As a coach you need to be aware of any possible teasing or harassments that are happening in your team. We cannot see or hear everything that happens on and off the court. To assist here your team captains should be selected amongst the players, towards who you have a good and reliable bond with to help you be on top of the events.



Self-awareness and competence in your own skills

A well-trained, dependable individual can be determined as professional. In coaching this definition includes the needed amount of knowledge of basketball and the tactics and techniques it requires. This also includes good social skills to be able to implement these skills amongst your players and good self-awareness of the limitations and strengths as a coach and as a leader.

We cannot know everything there is to basketball and we do not need to. What is required of us, is to learn to recognize what we know and how well we know it, and also what we still lack in knowledge and what we need to still learn. There is no

perfection in coaching. You do not need to be the most talented coach, but if you are willing to take the time and motivate yourself to learn more and more about coaching, it will push you forward and give you the needed edge in the "competition".

*It's not about talent, it really isn't, even I was not the most talented coach, or I did not know how to coach and I disciplined myself to learn, and to work.
- Chantal Vallée*

Appearance to the public eye

As coaches we are reflections of our programs to the public eye and we need to attract appropriate attention under it. The higher we move up on our careers and in coaching the more representation is required in games, tournaments, media, conferences, coaching clinics and other occasions.

Branding and promoting your program also form under our tasks as coaches. With the way we present our programs to new recruits and to our sponsors, we need to give a positive outlook towards our team

and make it desirable. For amateur teams such as college and junior teams, the positive image needs to show to the parents. Introduce yourself, your whole coaching team and your vision and goal to the parents to give them security and excitement towards your program (wright, 2005, 30-31).



Summary

Professionalism is a wide definition that in coaching covers our self-awareness and pride towards what we do. We need to show an example to our players as well as to our coaching staff. We are reflections of our programs and we need to represent them to our best of capabilities and promote our programs to recruits and sponsors. Respect towards our work and others, and teaching that to our players gives us a foundation towards a successful team-cohesion.

CHAPTER 5 LEADERSHIP

What separates us as leaders?

Difference in the leadership styles stereotypically between men and women often show that women coaches tend to show competence that is more communicative, empathy, and cooperative skills. Business based studies done on leadership have provided data on women's own skill sets such accommodate firm communication, team-cohesive, high emotional brightness and multi-tasking. Receptivity for listening and learning, which are fundamentally crucial in the field of sports considering time constrains and the management of extensive numbers on both on and off court, tend to characterize female coaches (Kerr & Marshall, 2007, 2).

Where male coaches have a tendency to be more authoritative, aggressive and eager on demonstration of power, us women tend to use communication instead of dominative methods for team-and relationship-building. In comparison, this type of communication is sometimes

viewed by young female athletes as the only style of leadership that brings success, because the majority of female athletes are coached by men (Kerr & Marshall, 2007, 2)



Developing yourself as a leader

We train our skills to develop as coaches the same way our athletes train their skills to become better players. Leadership is just one more component for us to learn and develop about ourselves. As for some of us are "born leaders" and feel more natural in the position of leaderships such as coaching. There are some who still need to work on this specific skill.

Learning leadership should be done as learning of any skill:

View yourself as a leader, what are your strengths and your weaknesses?

Look back to your playing career or your school and the different types of leaders you have faced earlier:

How did your coach/teacher demonstrate their authority and leadership? Good and bad examples

As we earlier discuss in the buildings of coaching philosophy, the way we coach and lead reflects upon who we are as people, and we cannot or should we fool our athletes otherwise. If you are a happy and relaxed as a person, you should not appear to your players as a hard and uptight. Our own characteristics are relevant part of our leadership style and the way we should start building and developing ourselves as leaders should be focused on knowing yourself as a person.

What are your key characteristics and how do they contribute to you as a leader?

Most of the great coaches in sports are also viewed as great and exceptional leaders. Taking leadership in your coaching is a responsibility as well as a requirement to carry out a successful program. The never ending amount of X's and O's in techniques and tactics of

basketball needs to be successfully implemented and disciplined to your players before you can see results of your work. Once you accept a coaching position you accept the responsibility to lead a group of players. This responsibility cover both the result of your team and the quality of your program (Chambers, 1997, 7; McDermott, 2005, 38-39).

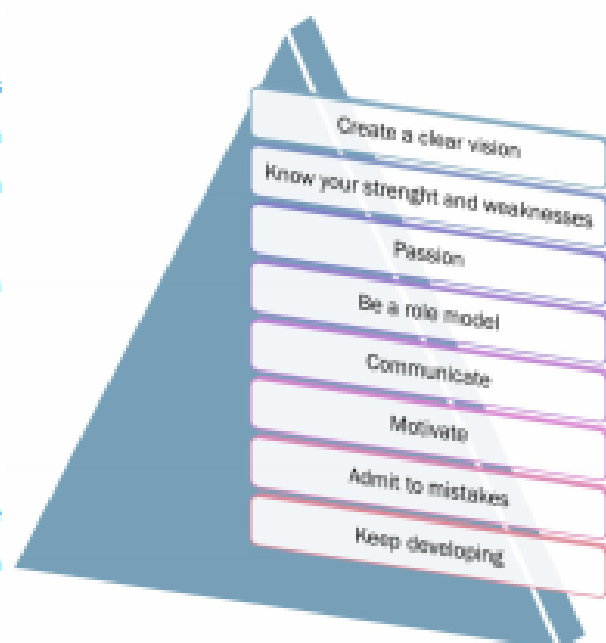
Leadership amongst players

When we view leadership in our team's environment, multiple leader positions can be detected. The role of your team captain plays a significant role in a successful cohesive team, but as well can have a negative contribution to the team.

As a coach, you have an obligation to develop leadership in your players. The development process for your leaders can be done similarly as we develop ourselves. Open communication between you and your captains needs to be established early on to create united, team cohesion.

If, however, you feel lack of trust in your own abilities in leadership or feel pressured on developing it on your players, easier approach to getting good leadership amongst your players, during recruitment phase, finding natural leaders to your team can help you asset leadership to your team environment (McDermott, 2005, 46-47).

Key step to providing leadership to your players



Key steps to leadership can be divided into 8 simple steps to strengthen yourself as a leader to your team:

Have a clear vision and goal for your program and season to hook your players into working with you towards it. *Be aware of your strengths and weaknesses* as a leader, what is good, and what you still need to develop in order to be more efficient in leading your team. *Be passionate* about your program, you need to have real passion towards your work. *Be a role model* to your players, we lead by an example, you cannot expect your players to do as you say, if you are not bind with it. *Communicate*, you need to be able to communicate to your players what are they expected to do. *Motivate*, we would love to think that motivation is always as clear to our players as it is to us- unfortunately this is not the case, give thought into how to motivate different players it can be small rewards or punishments in shooting competitions or easier practice after a won game. *Admit to your mistakes*, no one is perfect, show your players where you have failed and always improve on the next try. *Keep developing*, we are not perfect and we are never ready,

keep learning more and develop your knowledge as a coach.

Summary

Leadership is a skill. Some are naturals at leading and feel comfortable in leadership positions, as where some who lack the natural instinct can learn it as in any skill.

In basketball teams we have different leadership roles that need to be filled. As a coach you are responsible to lead your team. Also the team captains contribute to the leading of the team. You need to train leadership amongst your players or be ready in the recruitment phase and search for natural leaders.



CHAPTER 6 COMMUNICATION

Communication as a key to effective coaching

As we discussed earlier on, as a coach you are a leader. And as a leader, you are required to be effective at communicating as well as teaching your players to be open to communicate (Kincer, 2005, 197).

In the Chapter 6, we discuss the meaning of communication in coaching and how to become effective in communication.

With effective communication is we send a message that can be understood by the receiver. We have to be able to express ourselves clearly and by using language and context that can be understood by the players and staff. Most of the communicational issues we face in team environments occur when one party lacks the ability to listen or communicate openly with others (Chambers, 1997, 128).

Different forms of Communication

When we discuss about communication, we often picture it as simply talking. Communicating contains a lot more than simply talking. As a coach, you generate a lot towards your team through your body language, facial expression, eye-contact, and by being effective listener.



We can start looking for the essence of effective communication by defining our message: what are you trying to get across? How can we gain the attention of the group? Each situation is unique and requires the coach to access the tone to it (Jenkins & Summitt, 1998, 65-66).

Each of the players in your team have different personalities. And these different personalities require different ways of communication. Some players need more authority and raised voice to give their attention. As to some players this might cause more stress, and they may need more subtle way of communication.

Communication with your players and staff

When you state a message to your team as a coach, you need to be clear of the message in the moment of the first expression as well as throughout the implementation. Make sure to inform your staff and assistant coaches upon the meaning of your message to get them to help you re-enforce it. This can be applied in promises and in ruling of the team. Use caution when you talk to players about rostering, playing time or other promises. Some of the players may raise hope of more playing time if you don't choose your wording correctly. For example:

Player x is your third choice for a point guard, she comes to you and asks you what does she need to do to get more playing time? If you answer vaguely that you might give her more playing time, without justifying any reasons, she may get excited and expect to be playing. In this case she may lose all trust on you if you do not play her, and she might even quit. Try giving her more specific reason of why she is not playing more, and what you would require from her, so she would get more game time. This can be better understanding of the playbook, more hours of training, or a better physical conditioning.

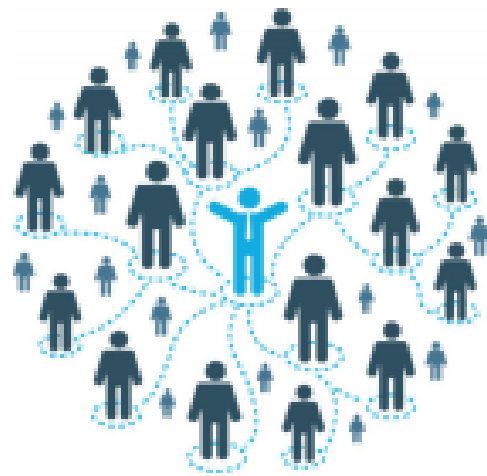
When talking to your players, especially girls, about sensitive topics such as their physical condition, use respectful terms that are not targeted to their body image, but more on what matters in the anatomic performance, for example, if they need to work on becoming faster, stronger, more on endurance, etc. Some players can take these topics openly and professionally but when working with young women, body image might be a harder topic to process.

CHAPTER 7 NETWORKING

Why networking?

In coaching, networking to its core is creating professionally meaningful relationships. Due to the unique gender-sensitive challenges that we face in coaching as women, it is beneficial to get support from other female coaches and peers. Networking can often be more challenging for women in sports, due to the lack of us in coaching environments. Therefore, connecting with other female as well as male coaches is important in order to get guidance and support.

Networking creates an opportunity for us coaches to increase our knowledge on basketball and its factors. It offers us a chance to bond with people who share the same interest towards the sport as well as share different perspective on it (Reynaud, 2004, 246-247). In this chapter, we discuss networking amongst coaches, and how to advance at it.



Women and networking in sports

We often face difficulties in fitting into the “big boys table”. This does not mean we should give up. A lot of the responsibility with networking falls on the young new comer, who is looking to advance, but the more experienced coaches and administrators can and should help out.

If you find a female coach that is passionate about coaching, you just have to make sure you keep a connection with her, you will never know where she will end up. We use networking as a learning opportunity as well as to help ourselves advance in the business.

More than we like to admit, coaching is all about connections and networking, and the connections you have can offer you better chances on getting a job. Share some of your ideas. Talk about techniques. Ask a lot of questions.

As females, we often feel that we need to be in a trusting relationship to share our information, whereas male coaches will often simply just get together and talk openly. They do not need to know each other's backgrounds or to be friends. We need to learn who to be more open to share information about what we do in our teams, how we got where we are and what are the things that makes our programs so successful (Stark, 2017).

How to start networking

Socializing is something we do in our daily operations as coaches. We talk with our staff, our players, and other faculty that is involved in our programs. But when talking to other coaches who might be our rivals or who are more advanced, we may feel intimidated to discuss our views and plans.

When starting to network in sports, easiest access to people is through coaching

clinics, seminars, tournaments and other bigger events that draw a lot of attention in the world of sports. Never think that someone is too "low" on your connection rate that they are not unimportant as connections. Bring something new to the table. Do not expect that only you can benefit from the connection, think how can you assist the person you are talking to.

Whenever you attend to a networking



situation, bring business cards with you. When talking with new interesting people, it is important to have a way to stay connected afterward's, take some business cards with you that contain your name, email and phone number, so that it is easy for the other person to be in touch with you. Make sure that the card contains the

needed information and that it is clearly typed and easy to read with a professional looking base, so that you give a good first impression.

Stay in touch. Re-enforce your new connections by sending an email to see how they are doing. Don't assume that someone will remember you "from a seminar 5 years ago". By staying in touch with your new connections, it will be easier in the future to benefit from them, or to help them out when needed.

All your connections do not need to be new ones. Connecting with older/higher level coaches, such as your former coaches or teammates for mentorship and guidance can be crucial for starting coaches as well as novices who are moving up in the field (Stark, 2017).

Why we need to support others

Don't be afraid to ask help. All of us have started from somewhere. It can be most likely that other coaches have struggled with the same or similar issues that you are. This is a two-way street, we need to

be open to helping each other's and offer support and knowledge whenever we can.

Young women experience a lot of harassment and discrimination as coaches. This has been and keeps on being an issue. We come second to male peers in appreciation, job-opportunities and in contacts. Resources and support of administration are often falling towards the "most likely to success" male component or team. This kind of subtle harassment or discrimination, can throw off a young coach, they don't really know what it is, and they think, 'I don't want to deal with this.' And they get out — they quit.

We earlier discussed the ethical issues of discrimination we face as female coaches. One of the issues was that women don't apply, women aren't confident in their own skills. That is unfortunate, because when we lack the women applicants for whatever the reason may be, we stay as a small network and miss out on amazing coaches who have a lot to offer.

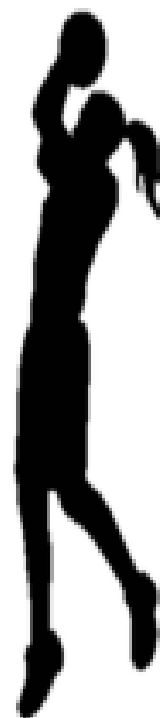
Summary

What networking in coaching is to its core, is creating professionally meaningful relationships. Networking creates an opportunity for us coaches to increase our knowledge on basketball and its factors. It offers us a chance to bond with people who share the same interest towards the sport as well as share different perspective on it (Reynaud, 2005, 246-247).

A lot of the responsibility with networking falls on the young new comer, who is looking to advance, but the more experienced coaches and administrators can and should help out.

Don't be afraid to ask help. All of us have started from somewhere. It can be most likely that other coaches have struggled with the same or similar issues that you are.

Young women experience a lot of harassment and discrimination as coaches. When possible, try to be open and offer support for your peers, in mentoring, guidance or simply as a connection.



CHAPTER 8

COACH-ATHLETE RELATIONS

Creating a relationship with your player

Almost everything we do in athletics is about building a relationship. It is our responsibility as coaches to nurture our relationship with each individual player. As Coaches we need to reach out to every single player and understand: Who she is, where she from, what type of environment she grew up in is (Reynaud, 2004, 192). The all-around understanding of the individual player's needs, goals, mental state, family background, motivation, as well as specific technical and physical requirements and capabilities are on our responsibility learn. In the final chapter, we discuss the importance of the relationship between us coaches and our players and how to re-enforce it.



Why do we build relationships

Building a relationship with your players is important. Trust is one of the most primal needs of that relationship. Your players need to be able to trust their coach as well as you need to trust the players. As coach, you are responsible to maintain the relationship and trust that has been built between you and each individual player (Reynaud, 2004, 193).

A good relationship between you and your player can offer the player with a safety net that allows her to open up about difficulties she faces on and off the court. You as a coach can assist your players in transition from being a competitive athlete to everyday life after her playing career ends. Alternatively: from court to the bench (Jowett & Clark-Carter 2006, 618; Reynaud, 2004, 193).

"Winning and championships are memorable but they come from the strength of the relationships." – Jim Calhoun

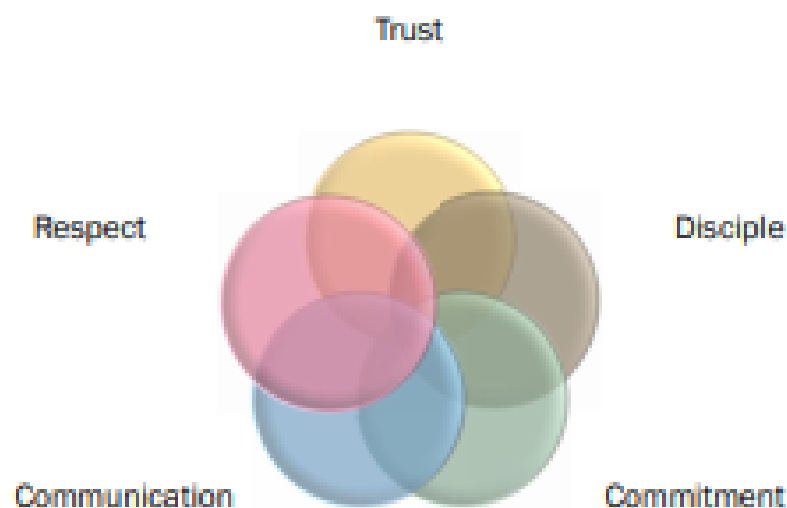
As players rely on you as their coach, you need to provide unconditional support to the players. By providing encouragement, understanding, caring and empathy in genuine content, your players should be able to trust you and your chosen style of coaching and allow good open communication on and off the court.

All players should regardless of the level or age, be allowed to receive unconditional support from their coach, for who they are as people and not on their achievements as players (Becker, 2013, 186).

Steps to building a strong relationship

We have established that building a relationship with our players is important, but how do we do that? We have divided the needed components into five areas that strengthen the bond between you and your players.

These five areas should be affected in everyday coaching, and as coaches, we need to take responsibility in teaching these areas to our players, as well as initiating the creation of these relationships.



Trust

Players have to be able to completely trust you as their coach. You must develop a level of trust with each player so that they never question the methods you use to guide them. If you ask them to play a different position that they may be used to or to shoot a three-pointer, they will trust that you know what you are doing.

Just as the players have to trust you, you need to be able to trust your players and their ability to listen for instructions and to work on court as told, during games.

You need to feel confident that the players will be honest about all team-related issues, such as bullying or harassment. Open communication no matter what.

Respect

Teaching respect to our players is crucial and should be carried out since the day one. We discussed about leading by example and respect is not an exception.

You need to be able to respect every single person on the team before you can expect it to echo back. Respect and trust, however, can be a fragile thing and they need to be nurtured on daily bases. Respect is not automatic, it needs to be earned, you need to show your athletes that you are worth their trust and respect and teach them how to gain your respect.

Discipline

The commitment our players make for the team, helps her to strive towards Excellency. There is a difference between being a good player and striving to be the best you can be in all of your doing. Make it clear to your players, that hard work is the foundation of achievement and winning.

Not every player on your team will have the same work ethic but when you surround and build your team with players who are willing to work hard to attain their goals, will help to motivate and compete against the less motivated. Discipline

should carry structure to you trainings and keep the goal visual and achievable.

Communication

As we earlier discussed, communication is vital in coaching. Your players need to be able to communicate their needs to you. Though figuring out how to talk to different players can be difficult and take time. It is worth the effort. Open communication will strengthen the relationship between you and your players.

Commitment

Commitment of your players is up to you, by visualizing the goals and the way to get there, you offer you players an opportunity to get excited about these goals and to join and commit to them. As a coach you are also responsible for defining each player's role in the team. Young players need to realize that they are not expected to be the number one on the team from the start.

Emphasize that although they might play a minor role on the team initially their role would come more significant as they improve. Make it clear to the team and individuals that YOU as a coach are also committed to them – by being at practice on time, using time wisely and committing to their individual and teams development.



"A common mistake among those who work in sport is spending a disproportional amount of time on 'x's and o's' as compared to time spent learning about people."
-Mike Krzyzewski

Summary

Almost everything we do in athletics is about building a relationship. It is our responsibility as coaches to nurture our relationship with each individual player. As Coaches we need to reach out to every single player and understand: Who she is, where she from, what type of environment she grew up in is (Reynaud, 2004, 192).

A good relationship between you and your player can offer the player with a safety net that allows her to open up about difficulties she faces on and off the court.

All players should regardless of the level or age, be allowed to receive unconditional support from their coach, for who they are as people and not on their achievements as players (Becker, 2013, 186).

Five areas that strengthen the bond between you and your players are trust, respect, discipline, communication, and commitment

These five areas should be affected in everyday coaching, and as coaches, we need to take responsibility in teaching these areas to our players, as well as

initiating the creation of these relationships.

As players rely on you as their coach, you need to provide unconditional support to the players. By providing encouragement, understanding, caring and empathy in genuine content, your players should be able to trust you and your chosen style of coaching and allow good open communication on and off the court.



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