

# Navigating Tough Conversations

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# Who we are and how we live this topic

Jeremy

Madison Metropolitan School District and School based AD

“Transgender policy items”

- Community circumstance
- Support systems
- Multiple hats and needs
- Volume of opportunities
- Middle manager role

Cameron

Valor Collegiate Academies Nashville, TN-  
Managing Director of Athletics for school system

“Letting go of a positive/influential coach that was also a school based teacher”

- Tone & Approach
- How do we CYA?
- How do we protect ourselves and school district?
- How do we do what’s best for our students, families?



# Cuts

**Who?** Students/families and 2+ coaches

**What?** Consistent across all sports teams

**When?** If roster sizes require the need to cut

**Where?** In Person, Direct, group/1-on-1

**Why?** In our schools we believe in “In-Person Cuts” because it makes it more personal and allows the student to hear it directly.

**Keys:** Consistent structure, script, a takeaway for student being cut to work on. Open and honest.

**Duties:** To Match/Equate Athletes, Evaluate athletes for injury or incapacity, Provide proper instruction., etc



# Coaches evaluations

**Who?** 1-on-1 vs additional representation

**What?** Scheduled, consistent expectations, summative

**When?** Time of day

**Where?** Office or neutral space

**Why?** Kids First

**Keys:** Structure, trust, CYA

**Duty:** To Select Train and Supervise  
Coaches

## MADISON WEST ATHLETIC DEPARTMENT HEAD COACH EVALUATION

NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

Rating Scale: The rating scale is a 1-5 continuum, e.g., "1" indicates that the coach is performing duties in a unsatisfactory manner, "3" indicates performance standards are being met and the coach is performing duties in a satisfactory manner, "5" indicates that the coach significantly exceeds performance standards. "N/A" indicates that the criteria is not applicable.

A. ADMINISTRATION						
1. Care of equipment (issue, inventory, cleaning, etc.)	1	2	3	4	5	N/A
2. Organization of staff (understands line of authority)	1	2	3	4	5	N/A
a) communication with athletic director						
b) communication with assistants						
c) cooperation with faculty and staff						
3. Keeps athletic director informed of any problems before, during or after all sporting events.	1	2	3	4	5	N/A
4. Adherence to school philosophy and policies (eligibility reports, inventories, budgets, rosters, pre-post reports)	1	2	3	4	5	N/A
5. Understands and follows rules and regulations of the WIAA	1	2	3	4	5	N/A
6. Public relations (report and inform media, etc.)	1	2	3	4	5	N/A
7. Supervision (locker and training rooms, before and after practice)	1	2	3	4	5	N/A
8. Appropriately delegates authority	1	2	3	4	5	N/A
9. Manages budget	1	2	3	4	5	N/A
10. Makes recommendations for athletic awards and participates in selection of recipients.	1	2	3	4	5	N/A
11. Is appropriately dressed at practices and games	1	2	3	4	5	N/A
12. Provides supervision and control on bus trips	1	2	3	4	5	N/A
13. Is cooperative in sharing facilities	1	2	3	4	5	N/A
14. Works with and shows interest in middle school programs	1	2	3	4	5	N/A
B. SKILLS						
1. Knowledge of fundamentals	1	2	3	4	5	N/A
2. Presentation of fundamentals	1	2	3	4	5	N/A
3. Conditioning	1	2	3	4	5	N/A
4. Game preparation	1	2	3	4	5	N/A
5. Prevention and care of injuries (follow-up with parents)	1	2	3	4	5	N/A
6. Participates in activities that foster professional growth and development (clinics, seminars...)	1	2	3	4	5	N/A
7. Innovative in using new coaching techniques and ideas in addition to sound, already proven methods of coaching.	1	2	3	4	5	N/A

# Fan conduct

**Who?** Fans, students, guests

**What?** Consistent reinforcement of expected behavior

**When?** Pre-Season Parent meetings, pre-game, during game, post-game

**Where?** In parent meetings, field of play

**Why?** Consistently explaining and modeling the behavior you want fans to display will help to make it an established norm.

**Keys:** Emotional connection, sense of belonging/pride, clear expectations

**Duty:** Properly plan the activity



# Disgruntled parents/students



**Who?** Parent and Chain of command involved

**What?** Initial and planned, cc v bcc

**When?** “24 hour” rule?

**Where?** In the moment, public v confidential

**Why?** Diffuse and plan

**Keys:** Identify, communicate up/down, resolve

**Duty:** All of them

# Officials

**Who?** Sport officials, fans, coaches

**What?** Building positive relationships w/ officials and improve understanding of officials and officiating.

**When?** Every season/school year

**Where?** On campus and on the road

**Why?** Can help to create a positive environment for coaches, officials, and fans. Helps keep officials officiating and provides positive experiences for students.

**Keys:** Seminars, Panels, Common rules training for fans/parents. Establish “Officials are human”

**Duty:** Provide a safe physical environment



# DEIB equity conversations

**Who?** AD, School Admins, family, students.

**What?** Establish ground rules, cultivate empathy, and help people understand why these conversations are important

**When?** As needed, scheduled, or impromptu

**Where?** Private, confidential meeting

**Why?** Promoting diversity and inclusion has economic, legal, and moral benefits, ensuring non-discrimination in sports and fostering respect for athletes and colleagues.

**Keys:** Establish discussion guidelines or script, expect non-closure. Listen more than you speak.

**Duty:** Provide a safe physical environment

# Mental health



**Who?** 1-on-1, Support team, family, medical, 911

**What?** Impromptu, scheduled, check ins

**When?** As needed, scheduled, routine

**Where?** Safe and welcoming place, set up

**Why?** Impacts all and how we connect, communicate, process

**Keys:** Trust, Liability, meet needs

**Duties:** Provide a safe physical environment, Provide  
Emergency Care

**What did we miss?**

## Quick scenario - Pair and share

What conversation comes to mind when you think of the last time you felt uncomfortable interacting in your role as AD?

Who was it with?

Where did it take place?

What was the resolution?

Was there closure?

***What strategies were used? Other ideas?***

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## Contact-Presentation Info

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[Resource list](#)

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