# Navigating Tough Conversations

December 18, 2023 9:30am NADC Orlando, FL



### 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?

## Tone and Approach

Situational - timing, emotion, prior relationships, place and time

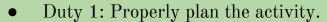
CYA

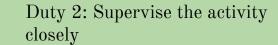
### Written vs Verbal communications

Breathing and stress release

Student vs Family vs Adversarial vs \$upporter

- Who else to involve in certain situations
- Proactive approaches
- Foundational principles or expected norms
- 14 legal duties





- Duty 3: Provide a safe physical environment.
- Duty 4: Evaluate athletes for injury or incapacity
- Duty 5: Provide adequate and proper equipment.
- Duty 6: Provide proper instruction.
- Duty 7: Duty to condition properly
- Duty 8: Warn of inherent risks.
- Duty 9: Provide Emergency Care
- Duty 10: Design an Emergency Response Plan
- Duty 11: To Select Train and Supervise Coaches
- Duty 12: To Match/Equate Athletes
- Duty 13: To Provide Safe transportation
- Duty 14: To Provide Insurance Disclosure



### 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

ASSIGNMENT:						
Rating Scale: The rating scale is a 1-5 continuum, e.g., "1" indicates the unsatisfactory manner, "3" indicates performance standards are being re satisfactory manner, "5" indicates that the coach significantly exceeds p criteria is not applicable.	net and t	he coacl	is perfe	orming d	uties in	
A ADMINISTRATION						
	1	2	3	4	5	N/A
A. ADMINISTRATION  1. Care of equipment (issue, inventory, cleaning, etc.)  2. Organization of staff (understands line of authority)  a) communication with athletic director	1	2 2	3	4	5 5	N/A N/A
Care of equipment (issue, inventory, cleaning, etc.)     Organization of staff (understands line of authority)	1 1 1	2 2 2	3 3	4 4	5 5	

Adherence to school philosophy and policies

11. Is appropriately dressed at practices and games 12. Provides supervision and control on bus trips 13. Is cooperative in sharing facilities 14. Works with and shows interest in middle school 8. SKILLS 1. Knowledge of fundamentals

Prevention and care of injuries (follow-up with parents) 1
Participates in activities that foster professional growth and 1
development (clinics, seminars...) 1
Innovative in using new coaching techniques and ideas in addition to 1

ound, already proven methods of coaching.

in selection of recipients.

Presentation of fundamentals

(eligibility reports, inventories, budgets, rosters, pre-post reports) Understands and follows rules and regulations of the WIAA





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 their closure?

What strategies were used? Other ideas?

# Navigating Tough Conversations Contact-Presentation Info

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Resource list





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