



TWITTER CONTEST ▪ #MACWCS



- 1 point: Tweet with the #MACWCS hashtag
- 2 points: Tweet a photo of you with someone new you met today
- 1 point: RT someone else's #MACWCS tweet
- 1 point: Tweet something you learned or a memorable quote



THE INS & OUTS OF AN INTERVIEW

LARISSA GILLESPIE • WIDENER
JENN NOON • FAIRLEIGH DICKINSON

PREPARING FOR AN INTERVIEW

- Telephone Interview
- Face to Face Interview
- Interview Fails
- Appropriate Questions to Ask
- The Two-Minute Drill
- Sample Interview Questions

TELEPHONE INTERVIEW PREPARATIONS

- Typically no longer than 30 minutes
- Have your resumé in front of you
- Keep all of your employer research materials in front of you
- Have a notepad handy
- Make sure background noise is quiet
- Be sure to have good cell reception or use a landline

MORE TO HAVE HANDY

- Consider keeping some note cards or an outline in front of you in order to remember your key points
- Keep a glass of water handy in case you need to wet your mouth
- Get a list of the names and titles of those who will be on the call

KEEP IN MIND

- Your résumé contact information should be updated
- Your voicemail prompt should be appropriate
- SMILE for a positive image and a good tone of voice

REMEMBER...

- Speak slowly and enunciate
- Use your interviewer's title – Mr. or Mrs. Smith

DON'TS

- Don't interrupt the interviewer
- Don't panic if you get a question that you want to think about, instead, state that you want a moment to think

DO'S

- TAKE YOUR TIME
- Give short answers
- Treat the interview seriously
- SHOWER – groom and dress up
- Stand up or sit up straight at a desk
- Ask questions that show your interest in the school

THE CONCLUSION OF A PHONE INTERVIEW

- Remember, your goal is to set-up a face-to-face interview so ask if it would be possible to meet in person
- THANK the interviewer(s)
- Ask about the next steps in the recruitment process
- Follow-up with a thank you note or email

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PREPARING FOR THE FACE-TO-FACE INTERVIEW

- Review and know your résumé
- Assess your skills and prepare concrete examples
- Develop a list of points that highlight your skills and accomplishments
- Sell your BRAND
- RESEARCH the employer's website
- PRACTICE interviewing

WHAT IS INTERVIEW SEEKING?

- Good communication skills
- Ability to interact and work with others; teamwork
- Ability to handle stress and solve problems
- Ability to be independent with day-to-day tasks
- Ability to be prompted in the future

THE DAY OF THE INTERVIEW

- Look presentable!
- Bring ample copies of your résumé
- Arrive 10-15 minutes early
- Review your notes
- Bring a portfolio – if you need to take notes

INTERVIEW AGENDA

- 9:00 am Director of Athletics
- 10:00 am Assistant Athletic Director, Senior Woman Administrator
- 11:00 am Head Athletics Trainer (Campus & Athletic Facility tour)
- 12:00 pm Lunch with current players
- 1:00 pm Assistant Athletic Director
- 1:45 pm Director of Athletics

DON'TS

- Never criticize a former employer, teacher, friend, colleague or school
- Don't interrupt the interviewers
- Don't be defensive or apologize for shortcomings
- If the interviewer asks what salary you are looking for, ask what the range is first

DO'S

- Greet the employer with a firm handshake
- Always address with Mr., Ms., or Dr.
- Be yourself and display energy and a positive attitude
- Be aware of non-verbal communication
- Maintain eye contact

DO'S

- Answer questions clearly and stick to the subject
- Emphasize your strong points
- Be CONFIDENT
- Use action verbs and other "power" words
- Watch your grammar and use pauses rather than "uhs" and "ums"

AFTER THE INTERVIEW

- Jot down important facts about the interview
- Within 2 days, write a short thank you letter or email

THE CONCLUSION OF THE INTERVIEW

- Ask for a business card
- Ask what the next step of the process is and when you should expect to hear back
- Now is the time to ask about salary and benefits
- Re-express your interest in the position and organization
- Thank the interviewer and shake hands

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10 INTERVIEW FAILS

- Unprepared for the interview; no knowledge of employer
- Unable to express ideas clearly; poor communication skills
- Poorly defined career goals; little or no sense of direction
- No real interest in the employer
- Unwillingness to relocate
- Disgruntled attitude; disliked former jobs
- Makes excuses during interview
- Asks no questions about job or employer
- Only interested in the best dollar offer
- Lack of confidence or poise

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INTERVIEWEE CAN ASK...

- Would you describe an average day on the job?
- What is the history of this position? Why is it vacant?
- What aspects of the job would you like to see improved?
- What are the key challenges and/or problems facing the person in this position?
- Is there room for professional growth and upward mobility?
- How would you describe the ideal candidate?
- What is the department's environment/culture like?
- What is the next step in the hiring process? Will there be additional interviews?
- When will you make the hiring decision? May I call you? When is a good time?

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THE TWO-MINUTE DRILL

- A two-minute drill for answering the popular question:
 - “Tell me about yourself.”

“TELL ME ABOUT YOURSELF.”

- Start with your EDUCATION
 - Discuss your year in school, major/minors, how you became interested in that field, GPA, skills acquired, example of a project, and membership in campus community

“TELL ME ABOUT YOURSELF.”

- Second is your **WORK EXPERIENCE**
 - Mention your current position, past jobs, skills that would be valuable to employer, and professional accomplishments or recognitions received

“TELL ME ABOUT YOURSELF.”

- Next are your **KEY STRENGTHS**
 - Mention two key strengths that match their requirements

“TELL ME ABOUT YOURSELF.”

- Finally, YOUR FUTURE
 - End with why you are interested in working for the organization, state that you look forward to learning more about how you might be able to contribute your skills, talents, and experience in the future

EXAMPLE

I am currently a junior at Rutgers University, majoring in computer science. I became interested in computers at a young age and took a few college-level courses while in high school, which helped me decide on my major.

I have excelled in all my coursework at Rutgers, while working 20 hours a week at the University Computing Center in a technical support role. I enjoy assisting users and problem solving, because it is challenging and I learn something new every day.

In addition to this, I had an opportunity to intern over the summer with XYZ Company, where I contributed to software development projects, including database design. I am particularly interested in this area and this is where I would like to begin my career.

In reviewing the job description, I was drawn to the database design aspects where I feel I would be able to make an immediate contribution. I look forward to learning more about your MIS department and the challenges of the position.

SECOND INTERVIEW: SITE VISIT

- The main purpose of the site visit is to determine if there is a good match between you and the organization. Another purpose is to give you an opportunity to meet other staff.
 - An invitation for a second interview is NOT yet a job offer
- Usually takes a full day or half day

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SAMPLE INTERVIEW QUESTIONS

- Why (specific school)? Why now?
- Take a few minutes to tell us a little bit about yourself and your background coaching (specific sport)
- Can you please tell us what you know about our (specific sport) program, our conference, and our athletic programs at (specific school)?
- What do you feel your role is to the University?
- Explain what it is that you do?
- Detail you at your best?
- Where are you deficient as an office employee?
- Where are you deficient as a coach? How will you improve in this area?
- How do you measure your success?
- How do you measure your team success?
- How much do you do with your team that you are able to measure?

SAMPLE INTERVIEW QUESTIONS

- How would you mediate an issue between players on your team – give an example from your past experiences.
- Give an example of when you have not been able to persuade your superior to do something that would show results within your team – how would you go back to this challenge to accomplish your goal?
- How do you recruit?
- Why do you recruit – what kind of player do you want on your team?
- How familiar are you with the area?
- What would you use fundraising for? How would you fundraise?
- What responsibilities do your assistants have on a daily basis, what expectations do you have of them in those roles?
- Do you employ academic monitoring? Explain your process.
- Explain your retention. How many players have you lost due to academic difficulties?
- What do you know about the University and their educational goals?
- What is your coaching philosophy and how do you plan to implement that philosophy here at (specific school)?

SAMPLE INTERVIEW QUESTIONS

- If the current team's culture did not coincide with your coaching philosophy, how would you change the culture of the team?
- How do you plan to incorporate the expectation of academic excellence into your team?
- What do you feel the ideal number of student-athletes is to have a competitive Division III program on a yearly basis?
- What are your thoughts on equality of practice times and facilities? How do you plan to work with the rest of your colleagues in maintaining a positive relationship?
- (Specific sport) players are a captive audience from (season dates), what plan do you have in place to monitor the social habits of the student-athletes both in and out of season?
- What was the toughest decision you had to make about accountability/discipline with a player or group of players and what was the outcome?
- A team's success is contingent on the entire coaching staff, what type of resources do you have in terms of bringing in a staff? Do you have anyone in mind for these positions? What would their roles be?
- What would an example be of some of your goals for the non-traditional period with limited time and exposure to your student-athletes?
- With a full-time strength and conditioning coach on staff, how do you plan to utilize this resource both during the season and in the off-season?

SAMPLE INTERVIEW QUESTIONS

- What are your areas of professional strength as a coach?
- What are your areas of professional growth as a coach?
- Who has had the biggest influence on your coaching career up to this point and why?
- Where do you see yourself in five years and ten years?
- Why do you feel you are the most qualified candidate for this position?



**IF YOU WERE THE COACH,
WHAT WOULD YOU SAY?**

KRISTALEE MELLOTT • HOOD COLLEGE

INTRODUCTIONS

- Hello, my name is KristaLee Mellott and I am the Head Women's Soccer Coach at Hood College

INTRODUCTIONS

- Hello My name is _____
- I plan to coach _____
- I am currently a student at _____

WHO DO COACHES CONVERSE WITH?

- | | |
|--------------------------------|-----------------------------------|
| ▪ Players | ▪ Sports Medicine staff |
| ▪ Recruits | ▪ Refs |
| ▪ Parents of Players | ▪ Sports information |
| ▪ Parents of Recruits | ▪ Strength and Conditioning Staff |
| ▪ Athletic Director | ▪ Campus Safety |
| ▪ Other coaches in your school | ▪ Professors |
| ▪ Coaches you compete with | ▪ Donors |
| ▪ Conference Officials | ▪ Reporters |

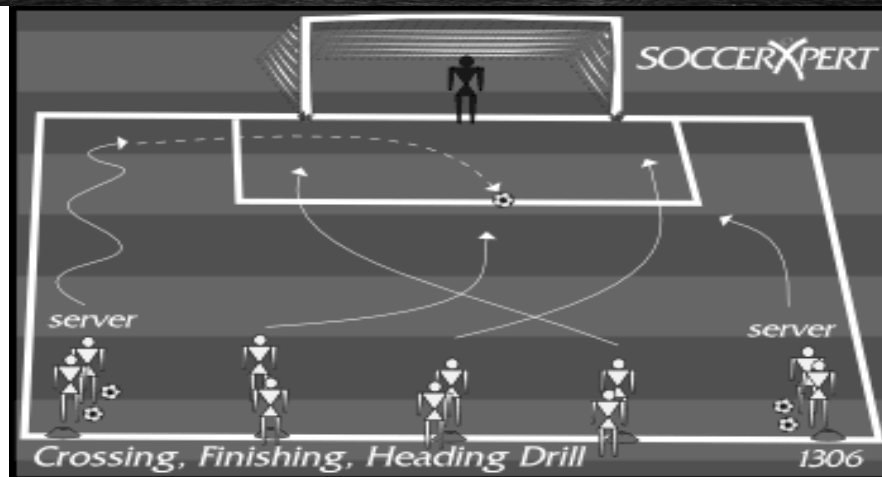
KNOW YOUR AUDIENCE

- The Booster Situation
 - What does a booster do for a college?
 - What did the booster walk away thinking about the program?

BOOSTER SITUATION

- How is your program looking?
 - “Our program is doing really well. We have a great class of new recruits which will add to our current talent. And actually we have been fundraising lately for some new equipment that is really going to help us reach that next level.”

KNOW YOUR MATERIAL



BRING THE CONFIDENCE

- Introductions
- Explaining Drills
- Talking to players
- Talking to parents
- Calling to order pizza

Bring your Beyonce



PRACTICE

- Speaker
 - Read the question aloud to the group
 - Immediately respond to it

- Group
 - LISTEN
 - Give quick constructive criticism
 - What did they do well?
 - What can they work on?

SO, HOW DID WE DO?

- What were some common missteps?
- Were you nervous?
- What helped you

NETWORKING

- No matter how smart you are, you can't do it alone
- 6 degrees of separation is true
- Need to Dig the Well before you get thirsty
- It's not, "I need a mentor to excel, Excel and you will get a mentor"

NETWORKING

- Offstage:
 - Know who will be there
 - Do your homework
 - Be prepared to Bring the Confidence!
- Onstage:
 - Good introduction, great handshake and good facial expressions
 - Connect with them, hear about them
 - Give them something to remember you by
 - Let them go
- Offstage:
 - Note your conversation to be prepared for a follow up

BREAK RESUME WORKSHOP



CREATING A CULTURE OF SPORTSMANSHIP

HEATHER KEMP • DESALES
MARIE STROMAN • MAC

WHAT IS SPORTSMANSHIP?



RESPECT.

It's the name of the game.

2008 NCAA SPORTSMANSHIP STUDY

- Surveyed coaches, administrators, commissioners, student-athletes, and fans
- Coaches, administrators, commissioners and student-athletes indicated the **primary responsibility for establishing good sportsmanship lies with the coach**. These respondents also agreed that coaches bear a bulk of the responsibility for enforcing good sportsmanship.
- Coaches ranked integrity and respect as the top two words of importance to sportsmanship in college athletics.

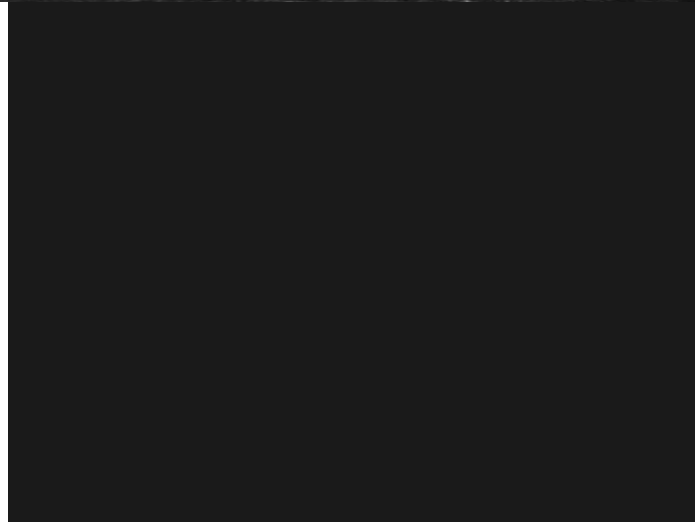
BEST PRACTICES: HEAD COACHES

- Communicate expectations with your team before a problem occurs
- Establish an acknowledgment system for your student-athletes that will reward positive sportsmanship behavior (e.g., awards, recognition at team meeting or practice, recognition in media, etc.)
- Develop a set of expectations for the coaching staff in regards to its interaction with officials, student-athletes, fans and media (e.g., no tolerance for abusing officials, foul language, taunting, etc.)
- Define consequences and penalties within the coaching staff if sportsmanship expectations are violated
- Teach your team the importance of being gracious in both victory and defeat

BEST PRACTICES: HEAD COACHES

- Encourage coaches to incorporate good sportsmanship themes in competition.
- Set a prime example for the players and fans (shaking hands of officials and coaches in front of crowd)
- Instruct participants and spectators to make sportsmanship the No. 1 priority
- Review coaches association's expectations and involvement
- Provide positive game demeanor
- Nominate student-athletes and teams that exhibit outstanding sporting behavior for the annual NCAA Sportsmanship Award

VIDEO: CENTRAL WASHINGTON SOFTBALL HOMERUN CARRY



CONNECTING SPORTSMANSHIP TO CHARACTER

- Example: West Oregon Softball Video
- Sportsmanship requires having the character to do the right thing at the right time

COACH'S ROLE IN DEVELOPING CHARACTER

- "Sports do not build character. They reveal it." – John Wooden
- Importance of leadership
 - You are the lid!
- Incorporate character into your team's value system
 - Simple, memorized phrases
- Celebrate the behavior you want to see
 - Rewards, recognition program

SPORTSMANSHIP SCENARIOS

LETTER OF THE RULE VS. SPIRIT OF THE RULE

- Discussion Questions:
 - Is this tactic fair?
 - Does it reflect good sportsmanship?
 - What is more important: the letter of the rule or the spirit of the rule?

SPORTSMANSHIP SCENARIOS

COACH'S INTERACTION WITH REFEREES

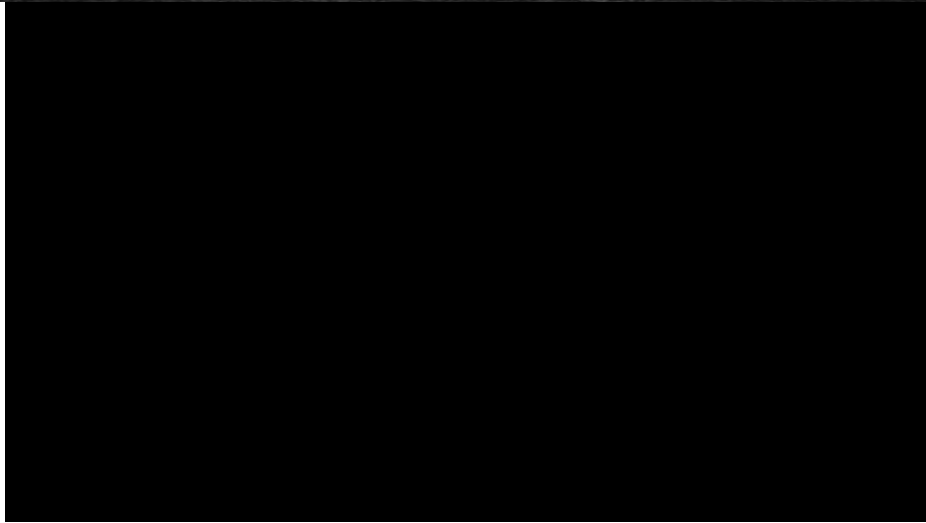
- Discussion Questions:
 - The coach's actions may have influenced the referee, which led to a game-deciding penalty kick for the other team. Was the coach acting in an unsportsmanlike manner or was she justified in her action?
 - How would *you* react in the same situation?
 - What kind of communication, if any, is appropriate with officials during a competition?

SPORTSMANSHIP SCENARIOS

SELF-REPORTING A FOUL

- Discussion Questions:
 - Did the DeSales' libero do the right thing?
 - As a coach, what would you say to your player who self reported the foul?
 - Have you ever had the opportunity to report your own foul or error to an official/referee? If so, how did it turn out?

VIDEO: NORTHWESTERN VOLLEYBALL "HONOR CALLS"



KEYNOTE LUNCHEON



SHARON TAYLOR



Director of Athletics
Lock Haven University
1988-2012

TAKING OVER A PROGRAM

1912 **MAC** **WOMEN'S COACHING**
Commonwealth - Freedom - Middle Atlantic Conferences SYMPOSIUM



TAKING OVER A PROGRAM

ERIN LIVINGSTON • ARCADIA
SARAH BRANT • ALBRIGHT
CAROL DIGIROLAMO • DELAWARE VALLEY

BREAK RESUME WORKSHOP

1915 **MAC** **WOMEN'S COACHING**
Commonwealth • Freedom • Middle Atlantic Conferences SYMPOSIUM

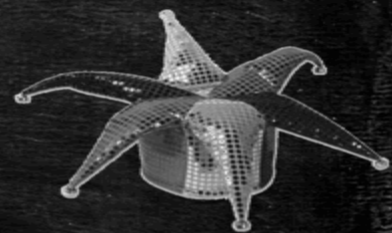


THE MANY "HATS" OF COACHING

WHAT DOES COACH REALLY DO ALL DAY?
HOW DID SHE DECIDE/KNOW SHE WANTED THIS PROFESSION?

JOHN FEDOR STAHOVIC - MISERICORDIA
LAURA PATTON - KINGS

WHAT "HATS" WILL YOU WEAR AS A COACH?



THE COACH/MENTOR

- Plan effective, efficient practices
- Game day management plan
- Teach skills, athletic ability and "life lessons"
- Knowing the X's and O's of your sport
- Knowing your athletes individually
- Competitive



THE COACH/MENTOR

- Plan A and Plan B
- Love of your sports
- Guide your players and assistant coaches
- Delegate to assistants, captains, student assistants
- Set a good example
- Value the process, not just the outcome
- Help them to be better people



THE COUNSELOR



- LISTEN
- Treat players individually
- Available and welcoming
- Be trustworthy
- Be "Mom"
- LISTEN

THE TRAVEL AGENT



- Organize team travel for games and trips
- Driving vans
- Share itinerary with appropriate people
- Meals, hotels, timing of events, room assignments, packing lists, check requests, etc.

THE SOCIAL DIRECTOR



- Team Unity
- Family
- Food is a MUST!
- DOES NOT ALWAYS HAVE TO BE HOCKEY RELATED
 - Tailgates, Banquet, pumpkin carving, etc.

THE ACADEMIC ADVISOR



- Check in with student-athletes and monitor academics
- Provide resources to do well
- Give student-athletes opportunities to succeed: study halls, revising papers, discuss desired majors or change in major, tutor
- Academics is a Priority

PUBLIC RELATIONS

- Sell your program
- Communicate with administrators, prospective student-athletes, parents, departments on campus
- Be involved in the campus and surrounding community
- RDOP – Recruit Daily or Perish



THE MOTIVATOR

- Challenge your student-athletes
- Encourage them to play their best and be their best
- Help prevent them from getting down on themselves
- Make the sport fun and exciting
- Inspire them



THE LAWYER

- Know the rules and follow them
- Know your Conference Sport Codes
- Attend rules briefing, ask questions, stay current on trends
- Network with your colleagues



FIELD HOCKEY

THE EQUIPMENT MANAGER

- Organize clothing orders
- Issue practice gear/uniforms, laundry during trips
- Make sure all equipment is at every practice



THE JESTER

- The Ability to Laugh
- Fluid and Dynamic – be able to “juggle many balls” and be able to trouble shoot
- Be entertaining
- Know how to have FUN



Sometimes, Laughing is all you can do!

THE FUNDRAISER

- Manage program budget
- Fundraising for international travel, spring break trips, clothing, charities, to enhance the student-athlete overall experience, etc.
- Organize fundraising activities
- Network with Alumni



THE REFEREE

- Enforce Discipline (firm but always be fair)
- Be Consistent
- Have the respect of your team
- Have a solid management style
- Establish a program philosophy
- Assess the entire situation
 - Look at all of the factors
- Try to see the positive side



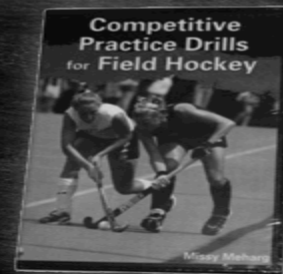
THE ATHLETIC TRAINER/NURSE

- Attend to injuries
- Taking the correct steps when injury occurs
- CPR/AED certification
- Check on sick student-athlete
- Make sure student-athlete gets to doctor appointment
- Sit in waiting room during surgery



THE ARTIST

- Be creative
- Use various teaching methods
- Be flexible
- Have a "bag of tricks"
- Be innovative
- Take risks



THE DRILL SERGEANT



- Up-to-date on Training Techniques
- Develop and implement training programs – on and off the field
- Attend workshops and clinics
- Utilize your Strength and Conditioning Coaches

THE HUMAN HAT

HOW DO WE BALANCE ALL OF THESE ROLES/HATS?

- Be yourself
- Establish which "HAT" is your biggest priority
- Work-life balance – separate work and personal life
- You CAN learn from others
- You are NOT perfect and Will make mistakes
- Ask for HELP
- You may develop new hats along the way



