

# The Coach Effect

Coaching for Coaches

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Sport Leadership  
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GET A  
GRIP

**[ON REALITY]**

*Unlock your Coaching Potential*

## The Coach Effect: Coaching for Coaches

### Get a Grip on Reality: Unlock Your Coaching Potential

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Cory Dobbs, Ed.D.



Are you a talented coach on the rise? Do you want to be an “A-Level” coach? Are you interested in becoming an elite leader? Think deeply about these three questions before moving on.

Instead of assuming leaders are born with the “right stuff” to lead, I start with the assertion that leadership is a talent. If that talent is to be advanced the coach needs a context that supports development, get the experiences they need to cultivate their leadership ability, and they must possess the inner drive to master learning to lead.

Let me make another claim: talented people want to be challenged, not coddled. As a coach to coaches I know this to be true. And as a coach I’m sure you will agree success isn’t something you simply hope happens. It is high achievement accomplished by consistent, deliberate, and intense preparation and commitment to a goal with a daily plan of action based on choices *you* make.

In your version of reality you may have “high potential” stamped on your forehead and be successful in your own mind. All this may be true, but don’t be deluded. Odds are you’re nowhere near where you want to go and who you want to be.

If you really want to stand out, lift your performance to its peak, break into the small circle of elite performers, then accept that life

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*is not* a do-it-yourself project. If you surround yourself with winners—or are fortunate enough to have a skilled and caring mentor in your corner—you are likely on a winning path toward the success you covet. We all need people who help us look at situations from a different perspective.

Today, top athletes, actors, musicians and corporate leaders have begun to use performance coaches to help them reach their potential. They’ve chosen coaching as a way to shorten their path to sustained success. What they know is that good coaching will get them where they want to go, help them achieve what they want to achieve, and transform them into who they want to be.

#### REALITY BITES

Here’s your first bite of reality. As determined as you are, you might never get to where you want to go. You ask; why is this?

The answer: blind spots. All coaches have blind spots. Yes, we all have blind spots, but this is about you.

I know how badly you want to be good—no great! So it’s important for me to let you know that blind spots are real *and* really capable of derailing your efforts to reach your potential.

**You’ve spent most of your life committed to particular ways of thinking, doing, and being, and that’s a good thing; and a bad thing.** It guarantees blind spots. Don’t checkout yet. Let me be clear about this: it is *never* easy to bring about a mindset change. But that’s not enough. Another bite of reality is that it’s more difficult to replace a simple way of thinking with a more complex way; which of course, is likely necessary to become an elite coach.

So, what is a blind spot? A blind spot is a weakness that other people see but we don't. The crazy thing is, because a blind spot is not known to us, we simply don't know what we're doing wrong and what we can do to get better outcomes. We have no idea how a certain coaching behavior of ours is coming across to our stakeholders—players, parents, coaches, and administrators—but it is. A blind spot is an outer reality. That is, it exists outside of us, yet inside of others.

There are various sorts of blind spots that can lead to ineffective coaching to some degree or another, but one particular form holds many coaches back from great success. That is, a behavioral blind spot. **A behavioral blind spot is the unproductive or destructive behavior that undermines or erodes interpersonal influence and the building of durable and enduring relationships.**

To ease into the idea of blind spots think of it as something similar to the blind spots we encounter when driving a vehicle. Several years ago while driving a large truck I bumped up against a car in the other lane, hidden in my blind spot, without knowing it. The car sped up to get alongside me. I spotted a crazy man pumping his arms and screaming at me. I pulled over and, sure enough, unbeknownst to me I had sideswiped the driver-side door of the crazy guy's car. Yes, I failed to use the tool built for reducing blind spots—the mirror.

Getting a grip on reality requires a heavy dose of reality. Here's a start: Deep changes in how people think, what they believe, and how they see the world are difficult to achieve. Experts will tell you such change is downright impossible to bring about through compliance. You've got to want to change.

### **THE EDGE OF REALITY**

Self-awareness has limits. Taken in isolation, the problem with self-awareness is that what others think of our behavior takes place outside of our awareness. The built in constraint is that

self-awareness only reveals what we can see as what we can know, not what we can't see and not know. We are essentially disconnected from the effects of our behavior; we are blind to the internal reality of the other. All this makes it difficult to know there's a need to change our behavior. I think this is what author and psychologist R.D. Laing meant when he said, *"The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change; until we notice how failing to notice shapes our thoughts and deeds."*

Because people don't know blinds spots exist, they aren't searching to understand how others' experience them. Consequently, if someone tries to bring a blind spot to one's attention, it's likely to be brushed off. The message will be disregarded and discarded. Let's be clear, if someone told you that you are behaving in a way that is having a negative impact on others, your initial reaction will be to take a defensive posture.

Our ability to confront ourselves is crucial to building insight and understanding and tackling the truth of our blind spots. Our willingness to venture out of our comfort zone and see things from others' perspectives is vital to achieving peak performance. This takes courage but offers great rewards.

Reality demands change. The biggest threat, the most resistant barrier, to personal change is you. Please do not take this to mean that you're not motivated or talented. You wouldn't be where you are, in position to get to the peak of your mountain, if that were the case. It's just that desire and motivation aren't enough. The reality is that the ability to initiate and persist with deep change is often exasperatingly elusive for most of us. Grasp that reality!

Yet, as the world maddeningly changes, so must we. The greatest power we have is the ability to envision our own fate and to action to change ourselves. However, the unavoidable question is *can you do it by yourself?*

## REALITY CHECK

Like the rest of the world—government, medicine, education, and business— sports has relied on the doctrine of scientific management: the theory that any task process can be broken down to its component parts and then reassembled in an efficient “scientific” manner. That sort of thinking, a mechanistic view of management, fostered assembly lines and military hierarchies. And it’s fostered a social preference in which building relationships is not as important as task accomplishment—winning trumps all.

Today, we still have many assembly lines (such as schools) and hierarchies are still a favored organizational structure. However, more frequently these industrial age artifacts are adapting to and changing how the individual, the organization, and society interrelate. Change invariably reveals blind spots, and blind spots are deep and difficult impediments to growth.

Let me step onto thin ice. Every coach utilizes “constructive yelling” (my quotes) under the theory that if a player can’t survive a spirited “talking to,” the opponent will kill her. This idea may work, sometimes. And other times it might not. Rather, it’s simply a taken-for-granted coaching behavior, a “coaching style,” a way of “motivating” athletes. But until we have the courage to explore such coaching behaviors from a variety of frameworks—certainly to include the athlete’s perspective—we might just be feeding a blind spot.

Here’s how it happens. A team is a human community. It is a living system, like a plant. All teams are made up of people. And people are emotional. When engaged emotionally people easily lose perspective. Because people are emotional and lose perspective things are not always as they seem. In a nut shell, to lead effectively involves the need to recognize and acknowledge the importance of dealing with both one’s own feelings and emotions and those of the others in an interaction.

Now, stay with me. Every relationship involves

reciprocal relational dynamics such as trust or distrust, respect or disrespect, liking or disliking, and dominance or autonomy. Consequently, these dynamics either reinforce relational growth processes or introduce limiting forces that impede the development of a durable relationship.

Here’s a reality check. Without recognizing how certain behaviors negatively impact others, you won’t be able to change your unproductive and destructive behaviors. Most of us fall into this trap, thinking we are always acting in the best interests of the student-athletes. That’s just not true. Unfortunately, we continue unaware of the negative impact our behaviors create. **The causal chain is clear: the fastest way to cause cohesion and morale to erode is to deny that a behavioral blind spot exists or to ignore it.**

Discipline and determination are necessary, but it is the discovery of behavioral blind spots that is essential to unlocking your coaching potential. The better you know your strengths and weaknesses, your likes and dislikes—the better you know where you’ve been, where you want to go and what it will take to get you there—the better you can set your goals and craft a plan to get there. However, if you have a faulty behavioral blind spot you are destined to limit your growth and development into the great coach you want to become.

## CONFRONTING REALITY

Change does not scare great leaders. It excites them. Greg Popovich has guided the excellence that is the San Antonio Spurs. “Pop” has led the Spurs to five NBA Championships and more than 1000 wins across two decades. Popovich is a great strategist to be sure, but his genius lies in his ability to teach, to learn, and to guide the growth of his team—every year. “The measure of who we are is how we react to something that doesn’t go our way,” he said. “There are always things you can do better.”

It sometimes takes a while to accept reality, but sooner or later we have to deal with its implications. Replacing the old ways with new does not happen by the touch of a button.

**It requires deep convictions, enormous upheavals, a vision of what can be, and pig-headed perseverance even when the pain seems unbearable.** The process of transformation requires personal commitment and the willingness to persevere. It begins with the recognition that change is necessary.

A behavioral blind spot is usually the result of faulty reasoning processes. Reasoning, after all, is the process people use to move from what they know to what they do—from thought to action. The simple fact is most people are stuck in traditional thinking, settled into status quo, and resting in a comfort zone that discourages risk.

In 2016, the Chicago Cubs, the loveable losers, finally won the World Series after 108 years of futility. General Manager, Theo Epstein who also over saw the Boston Red Sox championship of 2004, explained the Cubs game plan for confronting reality. **“We will always spend more than half the time talking about the person rather than the player...** We would ask our scouts to provide three detailed examples of how these young players faced adversity on the field and responded to it, and three examples of how they faced adversity off the field. Because baseball is built on failure. The old expression is that even the best hitter fails seven out of ten times.” Epstein exploited a blind spot, faulty reasoning, shared by most of the other Major Leagues teams.

For you to be the very best, you cannot allow yourself to become complacent in your comfort zone. You need to constantly be reaching for improvement—and that means failing. To fulfill your potential, you need to move out of your comfort zone and into a learning zone. It may be difficult, but think of it this way: your comfort zone is an enemy to your potential.

#### **A GROWING REALITY**

Let’s consider a parable rooted in biology. It’s rumored that Microsoft and other leading companies use the “Lily Pad Problem,” when

interviewing candidates for a job. This parable shows how in certain environments we fail to see what’s going on until a tipping point is reached. We are often unreceptive to the day-to-day happenings, until one day we are “shocked” at what seemingly emerged all at once.

In a small Kentucky pond one summer a floating lily pad doubles in size every day until it covers the entire surface. The day before the lily leaf totally engulfs the pond, the water is only half covered, and the day before that only a quarter of the pond is covered. The day before that, only an eighth of the Kentucky pond was covered by the lily leaf. For the better part of the summer the growth of the lily is barely noticed. It is only in the final week of the growth cycle that people notice the “sudden” appearance of the lily leaf. By then, it is far past the tipping point.

Think about the growing reality next time you dismiss a problem, deny an issue exists, or push back when someone brings you their unflattering reality. Problems left unattended will, like the lily leaf, continue to grow. Left unchecked, they will spread and takeover your current reality. What you once saw as a distraction can quickly become a disruption.

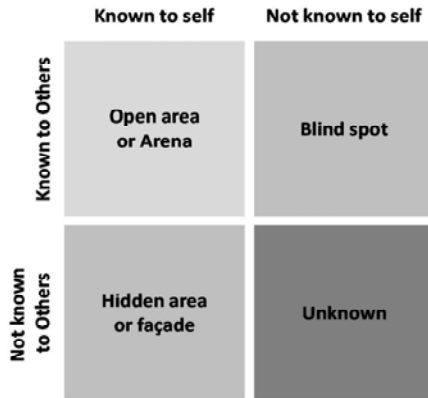
#### **AN ALTERNATE REALITY**

Walk into any team’s practice and the thing you naturally do is observe what the team is doing and listen to what the coaches are saying. But what you’re missing is what they don’t do and what they do not say. It seems strange that we should be interested in what we don’t see. Yet, like a winery at the right time, this information is ripe for understanding an alternate reality.

There is nothing simple about determining what’s missing, but the reality is what’s not being done and what’s not being said, contribute to the team’s reality in ways we may never know. Accordingly, learn to observe by watching what people don’t do, and listening to what they don’t say.

## SEEING REALITY

### FOUR PARTS OF OUR SOCIO-PYSCHOLOICAL SELF



### The Johari Window Model

The Johari window, created by Joe Luft and Harry Ingham, provides a useful model for explaining a blind spot. We each enter every relationship with an “Open Area”—the topics that we are willing to talk about. With strangers it’s “Where are you from?” With friends we haven’t seen in a while it’s the obligatory “How have you been?” Or with a neighbor you might open with, “How about this weather!” We all have learned that this type of talk is appropriate and meets the needs of the situation. As we get to know people, the open area widens as we take on talking about common likes, dislikes, and in team sports deeper conversation emerges when players and coaches begin discussing practices and games.

As relationships develop and depth and intensity emerge, we reveal more about ourselves, but we still hold back—hide—some of the pieces of who we are, what we think, and what we want. This holding back is represented on the Johari Window as the “Known to self,” but “Not known to others.”

And then, there is the area that has the potential to become a serious liability; the blind spot. It’s like an iceberg in the ocean. Above the water you see only the tip, but what lies

below is much larger, much more powerful, and much more destructive. Essentially, the blind spot is that portion of the iceberg below the water line. We can’t see it and have no idea of its magnitude. This, of course, is an impairment with the potential to cause great damage.

Another problem with reality is, as a head coach (If you’re an assistant are you guilty of this?), you will get filtered feedback. **Unless you work hard to gain access to the truth, players and coaches will tell you what they think you want to hear, shielding you from what you need to hear.** And by others selectively modifying reality, you’re left to deal with a gap between reality and perceived reality. However, rather than place blame on your staff and players, ask yourself why they are compelled to do so.

There is nothing unnatural about a blind spot. As I mentioned earlier, we all have them. The problem rests with our inability to see the blind spot or our unwillingness to deal with it. For most of us, seeing is believing. Open the Johari Window and take a deep look into your blind spots.

### A FLAWED REALITY

Two years after landing the head coaching position he so badly desired, Coach Jones (not his real name) was quietly fired. The administrative staff realized they’d made a mistake hiring Jones. They weren’t quite sure why he didn’t work out. They did their homework. Well, enough to consider him a solution to their coaching needs. However, what they couldn’t see is what did him in. After spending a month analyzing Jones here are the flaws I uncovered:

- Is overly demanding
- Doesn’t listen
- Is intolerant of dissent
- Takes the credit for success
- Blames others for mistakes
- Is untrustworthy—doesn’t do what he says he’ll do
- Is aloof—seen as arrogant
- Has a dictatorial style
- Is abrasive

It's fairly obvious, after the fact, that Coach Jones has some serious flaws related to interpersonal interactions and relationship building. Nowhere in his flaws will you find a glitch in his knowledge of the sport. He has a great command of the X's and O's. But he has some serious team building flaws.

The two primary blind spots that emerged are, 1) his need to be right in all situations, and 2) avoiding accountability to his players and staff. Coach Jones' "I know" attitude produced such flaws as taking credit for success and his unwillingness to listen. The desire to avoid accountability (to the stakeholders) produced his blaming of others and his dictatorial leadership style and abrasive attitude toward relationship building created cool relationships between him and his staff and players.

The prognosis for Coach Jones is not good. If he fails to discover his fatal flaws his coaching career will never recover. As a prominent coach told me, "We're pretty good at directing our players to change, but not so great at changing ourselves."

### **DEFENDING REALITY**

You do what you say you will do. And you say you'll do what you say you'll do. But too often you don't do what you say you will do, but will defend to the death that you did do what you said you will do.

Coach Jones believed he had an open mind, that he listened to his staff and players, and that his "open door policy" was evidence of these "facts." Yet, out of fear, the players did not feel safe to be open with him. They demonstrated a low level of trust toward their coach who penalized team members for challenging his prevailing wisdom. The players quickly learned not to visit him during his office hours. His leadership style and behavior permeated the staff meetings. When someone's view contradicted his he quickly shot it down. Over time, the assistant coaches came to not feel comfortable expressing dissenting views. As for listening to others, well...he always had his head buried in his cell phone or laptop or was looking this way or that way or brushing the

speaker off by telling them "let's hold this for later." Later, of course, never came.

Coach Jones is guilty of saying one thing and doing another. Yet if you ask him, to this day: "Coach are you open-minded, willing to listen others, and if someone's idea is worthy of testing out would you be willing to give it a try?" "Of course," he would say with ease. It's tough to face the reality of our behavior. And it's hard to hear what we don't want to hear.

Here's how Coach Jones defended his reality:

- I understand the situation; those we see it differently do not
- I am right; those who disagree are wrong
- I have pure motives. I'm doing what's in the best interests of the team; those who disagree have questionable motives
- My feelings and behaviors are justified

Coach Jones never came out and said these things. He doesn't have to. It's how he acts that reveals how he thinks. There's just one flaw, he's not likely to engage in critical self-reflection and update his assumptions about student-athletes and student-athletics. Like many coaches, Coach Jones is stuck in his set patterns, and will not risk the switching costs of rethinking his leadership thinking.

**Stated simply, we are all prone to defending our reality.** We say one thing, yet do another. We advocate for certain values and beliefs, yet in action we often violate those same values and beliefs. For example, many coaches I've worked with will tell you they don't coach by use of behavioral modification—the practice of taking things away as form of punishment for an undesired behavior. Usually the domain of child rearing, behavioral modification is a strategy to produce a desired behavior using *external* reinforcers to shape behavior. If the proposition is "Do this and you'll get that," people will focus more on "that," the reward, and less on "this," the path to "that."

The bottom line remains that manipulation

under any name erodes trust and is detrimental to relationship building. In most situations the outcome is compliance, not commitment. And compliance breeds resentment. At some point, it should become obvious to the caregiver—parent, teacher, coach—that the use of reasoning is a much better long-term solution. It’s a vital part of the process of growth and development. Yet, in sports at advanced high school and collegiate levels you’ll still find the carrot-and-stick method in use.

The point here is that we often espouse a way of thinking and acting, but behave differently. What basketball coach hasn’t sat a player down on the bench with the idea of the benching (taking away playing time) teaching him to not make the same mistake again. When you ask the coach if it’s better to manipulate athletes’ behavior by using punishment (such as reduced playing time) for a wrong doing they’ll suggest they don’t. But catch them in action during a game and that’s just what they do—“have a seat next to me!”

Now, I’m not judging such coaching methods as good or bad, just simply making the case that this may be a violation of one’s advocated values. **When push comes to shove, a coach’s preoccupation with task accomplishment overrides the well-being of the players.** Although this action gets the desired short-term results, it brings to the surface people’s natural resistance to question the way they think.

Quick question: are you trying to “defend” the benching mentioned in the paragraph above. Don’t worry; my guess is most readers are in the boat with you (that means I presuppose you did some mental calculation to justify the temporary benching). It’s so tough not to try to defend our actions when we deal with mixed

motives (long-term value vs. short-term results). Yes, defense does win championships. But it can lose you your coaching position. Defensive reasoning is ultimately self-serving. It promotes protection of one’s self, and, this is important, it is anti-learning. How can you be open to learning when you’re busy protecting yourself and unwilling to examine your deepest held beliefs? The next time you find yourself vehemently defending yourself, stop, reflect, and consider what the thinking that lies behind your behavior is.

### A MODEL OF REALITY

To provide some structure to understanding reality, a model is helpful, if not necessary. The model we use at The Academy for Sport Leadership is shaped by a framework that involves the operation of psychological processes (Mindset), along with the social and contextual factors (Action/Experience).

*\*See Model Below (ASL Deep Change Model 1)*

As the model illustrates, how we think drives how we act as the primary process of change in behavior. Simply put, change happens, for the most part, from the inside-out (transforming by learning / critical self-reflection), yet it can and does happen from the outside-in (transforming by doing / experiences and experimentation). The ASL Deep Change Model 1, demonstrates that both processes work when it comes to growth and development. However, as discussed earlier, because we are reasoning beings, it is our reasoning processes that we use for the most part to move from what we know to what we do.

### CHANGING REALITY

Coaches are action-oriented. They have a distinct bias for action. They are doers, not

MINDSET +	SKILL SET +	ACTION/EXPERIENCE	=	OUTCOME
thoughts, feelings, values, priorities, perceptions, theories, memories & models	building relationships guiding with influence accelerating change shaping common purpose focus intentional behavior	behaviors & situation psychological & social situation / context		results and relationships task outcomes & relational outcomes
<b>The Academy for Sport Leadership’s Deep Change Model 1</b>				



thinkers (in the academic sense). A prized praise of a coach is “he gets things done!” Coaches live life in the trenches, doing battle to grow and strengthen their team. But does this mean all coaches have a growth mindset?

Carol Dweck, author of *Mindset: A New Psychology of Success* states, “A growth mindset isn’t just about effort. Perhaps the most common misconception is simply equating the growth mindset with effort.” Dweck has studied mindsets for over 30 years, drawing a distinction between a growth-mindset and a fixed mindset. I’ll trust you’ll do some homework on her research findings.

A recent article in the *Harvard Business Review* revealed a staggering reality on change. The researchers concluded that only 10 percent of the population has a learning mindset. These are individuals who seek out deep learning as opposed to superficial and trivial learning. These individuals love learning. This suggests that the other 90 percent of the population is not actively searching out new learning, certainly not engaging in transformational learning.

Mindset is reality. **Our five senses allow us to perceive the outside world, but it is our mind that brings us into our inner reality.** Our ability to think, to reflect on our experiences, make assumptions and to draw conclusions is not reactive, but very active in determining our mindset. However, once we build a mindset how open are we to changing our mindset? Recall the favored statement: You can’t teach old dogs new tricks.

So, do you have a growth mindset or a fixed mindset? Would you be willing to challenge and change a cherished belief? How often do you critically self-reflect on your mindset? Do you have a bias for action? If so, how do you blend this bias with the process of reflection?

Let’s take another look into the case of Coach Jones (of the Flawed Reality). Coach Jones clearly wasn’t aware that his own operating system—his mindset—was contributing to the

problems that led to his firing. His beliefs, values, and perceptions of leadership, that those in leadership positions have the “right stuff,” led him to see it as solely his job to hold coaches and players accountable, that the buck stops with him. And so, over time, players, coaches, and others associated with the program grew tired of his demeaning and disrespectful behavior—behavior Coach Jones felt justified in performing.

Likewise, another program I consulted to had a self-inflicted problem of player accountability. The head coach, let’s call him Coach Smith (not his real name), much like Coach Jones, had a flawed way of thinking about player responsibility and accountability. The coach advocated that player-to-player accountability was a cherished value in his program. Yet, the very idea of personal accountability was breached by a mindless “industry practice.” That of the age-old practice of making sure students attended class by checking on them. To ensure that STUDENT-athletes attend class many college teams send support staff members to check to make sure the players are in class. The support staff member, you know the drill, opens the door, spots the athlete(s), and marks them present. If you know the game, let me ask you to challenge the mindset that produced this practice.

Here’s the reality of the cat-and-mouse game. Rather than placing the burden on the players to hold each other accountable, which was the espoused value according to Coach Smith, Smith and his staff were simply informing and reinforcing to the players that “*you’re not to be trusted*”. The implicit message is student-athletes prefer *not* to accept the responsibility of holding teammates accountable.

Where do you go from here? Like it or not, the coach has signaled to the student-athlete that he is not to be trusted to be his brother’s keeper. He’s invoked a norm of reliance on the coaching staff to hold players accountable. As a result, team members were reluctant to hold peers accountable, partly because, as students they had little experience doing so. Once “checked in,” the student-athlete could, and

would, check out of the class with no repercussion. The very idea of player-to-player accountability was simply viewed as a game by the student-athletes.

Coach Smith, like every coach, wanted to take advantage of the potential synergy of his players holding themselves accountable to one another. Instead, they were afraid to hold their peers accountable because they were concerned about putting others on the spot and, in turn being challenged by their peers. Peer-to-peer leadership was undermined early in the team's development by the message sent through the class check process.

The coach's desire to create a culture of accountability was undercut by a blind spot. Once we were able to identify the blind spot as a mental model of "power over" rather than "power with" we were able to shift the coaching mindset and do away with the industry practice.

Mindset is not a theory. Sustaining any profound change requires a fundamental shift in thinking. Our mindset determines the world we encounter; our thoughts, feelings, and actions emerge because of the uniqueness of our "master program." Elite coaches change how they lead, coach, and behave only by changing who they are and how they think.

### **SHAPING A NEW REALITY**

It's time to talk about you. Think about this reality for a moment: today is the youngest you'll ever be. Regardless of where you are and where you want to go you have to face this reality; you're not going to get any younger. I'm 100% certain about this: most coaches aren't walking around soliciting peak performance coaches. They're simply not ready to make the investment until reality sets in. Yet, by that time it might be too late.

**Here's a reminder of the new reality: top performers in almost every field get to the top by employing expert coaches.** The world's best golfers have swing coaches. The world's best basketball players have nutritionists. The wealthiest surgeons have financial coaches. And the best actors have acting coaches. Want to climb the world's highest mountain,

you'll need a Sherpa. I think you get it; coaches are a vital part of the success of peak performers.

**If you want to be extraordinary, the first thing you have to do is stop being ordinary.** Be bold. You don't need approval, agreement, or permission from anyone to start your peak performance project. This is your decision. You are in charge. However, here is the caveat: shaping your new reality should not be a do-it-yourself project. In order for you to take 100% accountability for your growth and success, you must be willing to alter your behavior—confront those blind spots that are sabotaging your success. That's where a performance coach comes in.

It is through the careful observation and assessment that a peak performance coach can help you uncover your blind spots and help design a program to overcome your limitations. It is through the careful observation and assessment that a peak performance coach can help you uncover your blind spot and help design a program to overcome your limitations.

**The Academy for Sport Leadership has designed a unique set of models, practices, and processes to help coaches become peak leadership educators; and through the process experience deep transformative change.**

### **QUESTIONS ABOUT YOUR REALITY**

Here are a few questions to get you started thinking about your career and peak performance. Be honest. Ask those closest to you to provide you feedback on their experience with you.

- What is holding you back most in achieving success?
- Do you feel in control of your destiny?
- What problems have you been avoiding? If a blind spot is revealed are you willing to recognize it and acknowledge change is necessary?
- What commitments are you willing to make?
- Are you coachable? Seriously, are you?
- Are you interested in rethinking who you want to be and how to get where you want to go?
- What price are you willing to pay to reach your potential?

## ABOUT THE AUTHOR

Dr. Cory Dobbs, President of The Academy for Sport Leadership, is a leadership performance coach and team consultant. Cory's 20-plus years of leadership thinking, writing, researching, practicing, and coaching are reflected in his books and curricular resources. His focus has been to help coaches become leadership educators and build high-performing team environments. Cory has worked with professional, collegiate, and scholastic coaches and athletes. As a consultant and trainer, Dr. Dobbs has worked with *Fortune 500* organizations such as American Express, Honeywell, and Avnet, as well as medium and small businesses. Cory has taught leadership, management, organizational behavior, and adult learning at Northern Arizona University, Grand Canyon University, and Ohio University.

## The Academy for Sport Leadership's Coaching for Leadership Approach

Our approach is rooted in the belief that leadership is a powerful force for shaping a team's culture, influencing the growth and development of student-athletes, and those coaches that practice deep leadership stand above and apart from others in the profession.

## REACHING YOUR POTENTIAL

So, what price are you willing to pay? Time? Resources? Energy and commitment? Money?

## ABOUT DR. DOBBS COACHING PROGRAMS

- Advanced Leadership Program
- High-Performance Leadership Program
- The Executive Leadership Program

Dr. Cory Dobbs' Leadership Performance Coaching program is designed to empower you with the focus, coaching, and accountability you need to reach your potential. Cory will challenge and support you in obtaining meaningful and lasting change, turning you into a high performing leader. To reach your best, to attain elite status, demands that you pay a price. Are you ready and willing to tackle this rare opportunity to work one-on-one with Cory? Challenge yourself to a life-changing adventure in leadership development and teamwork intelligence. Become a great coach, build a great team.

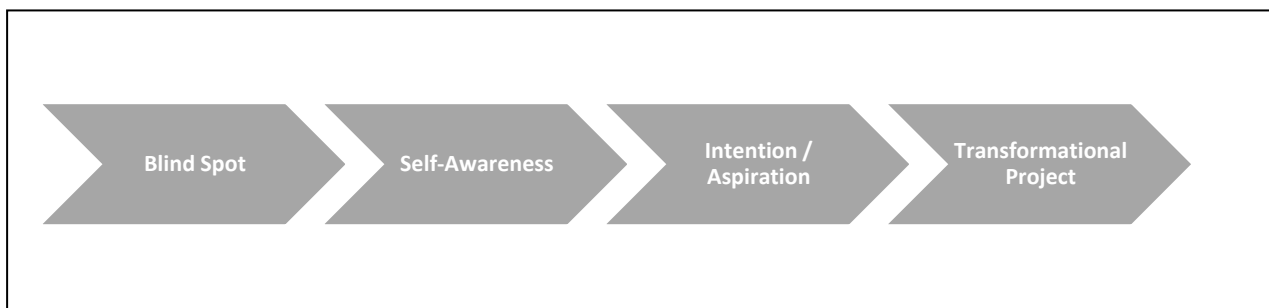
**What to do:** Contact Cory directly. *Start a conversation* on how you can reach your coaching potential.

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