

2006-865: COACHING STYLES: HOW THEY CAN HELP MANAGE AND MOTIVATE LIBRARIANS AND THEIR STAFF MORE EFFECTIVELY

Bruce Reid, Pennsylvania State University-Wilkes-Barre

Bruce Reid is the Head Librarian at Penn State University, Wilkes-Barre campus. He has a B.S. degree in Business from Farleigh Dickinson University in New Jersey, and a Library Information degree from the University of Minnesota. His subject areas are Business, GIS applications, Telecommunications, and Land Surveying.

+Coaching Styles: How They Can Help Manage and Motivate Librarians and Their Staffs More Effectively.

Bruce Reid
The Pennsylvania State University
Nesbitt Library Wilkes-Barre Campus
Lehman, PA. 18627
bdr5@psu.edu

ABSTRACT: Can the management styles of highly esteemed and successful college coaches, Joe Paterno, football coach at Penn State University, John Wooden, famed basketball coach at UCLA, Mike Krzyzewski, successful basketball coach at Duke University, and Herb Brooks, former hockey coach at the University of Minnesota and the Olympics, apply successfully to academic librarians and their staffs. Can library management and their staffs be positively affected by using their methods? Three principal factors that were fundamental to the success that characterized their coaching styles were discovered to be fundamental to, and consistent with each of their coaching programs. The three common factors are a strong core value system, excellent organizational skills, and a history of life-long mentoring. How these principles can assist and help motivate librarians and their staff is examined.

INTRODUCTION:

For years experts in many professions sought to export their management styles and organizational schemes to a demanding public. Librarians in a university setting are commonly seeking a fresh approach towards a managerial style that would be practical and productive, deal with university students, and yet be adaptable to library functions. Coaching sports on a collegiate level contains all the relevant ingredients needed. Coaches at the Division I level must be able to manage, motivate, and win consistently, or they are simply replaced. Many librarians have been involved with sports in some fashion as a player, coach, or as an official, and are still intrigued with the methods and strategies of coaching. In times of stressful competition, or the “dog days” of a long schedule, great coaches are able to motivate and elicit the very best from their players. One might be convinced that successful methods used in coaching collegiate sports can be transferable to any work environment, including libraries. Whether one is coaching a team or leading a library staff, certain management strategies and principles can equally be applied. “Effective leaders are those individuals who understand interrelationships between people. They understand what motivates others into action. Teamwork is a mutual commitment of action striving for a common goal. This mutual cooperation leads to a winning philosophy” (Esposito, 2003, ¶ 3). The very concept of teamwork and management styles of some librarians may have been influenced by coaches they have played or worked with throughout their lives.

Four college coaches were selected: Joe Paterno, football coach at Penn State, John Wooden, Hall of Fame basketball coach at UCLA, Mike Krzyzewski, successful basketball coach at Duke, and Herb Brooks, hockey and Olympic coach at the University of Minnesota. These coaches are among the most successful coaches in college history-consistently winning championships, being

nationally ranked, and producing a host of athletic and academic All-Americans. What separates them from other coaches is their passionate commitment to the sport and their ability to integrate the high pressure of Division I athletics with academics. They've dedicated themselves to the art of teaching and life-long learning, and have successfully communicated this philosophy to their players and coaching staff.

The Coaches Background

Joe Paterno is one of the most successful football coaches in major college football history. He is also a tenured professor and creator of what he called the "Grand Experiment." He demanded that his players become students as well as athletes. Paterno's philosophy of football a high second, but academics an undisputed first, led his football players to become true "Student Athletes."

John Wooden won so many NCAA championships at UCLA that he was dubbed "The Wizard of Westwood". He exhibited a similar philosophy towards education. "I told players that before they joined our team they were students at UCLA. I told them that they were coming to UCLA to get an education, a degree. That, I stressed, should always be first and foremost in their minds. Their education would serve them well throughout their lives. Their physical skills would serve them only briefly" (Wooden & Jamison, 1997, p.152).

In 25 years at Duke, Krzyzewski a 12-time National Coach of the Year and 5-time ACC Basketball Coach of the Year recipient. In 2001 he was formally inducted into the Basketball Hall of Fame (DukeUpdate, 2005, p1-4). He was consistent in winning basketball games, and coming down hard on the side of academics at Duke. "I expect every player we recruit to Graduate. And I tell them so right up front" (Krzyzewski & Phillips, 2000, p.8). His coach at West Point happened to be Bobby Knight.

Herb Brooks won three NCAA Championships and was coach of the famous "Miracle on Ice" squad that won the Olympic gold medal in 1980. He revolutionized the game of hockey in the United States and produced a new generation of Americans for the NHL. Bob Allen, who operated the Olympic Center during the 1980 Winter Games claimed Herb was also a "master motivator, and a great thinker" (The Associated Press, 2003, ¶ 22). Herb constantly emphasized to all the student athletes that "athletics had given them the privilege of acquiring a college education-a tool you could use for the rest of your life" H. Brooks (personal communications, September-December, 1972).

Three consistent factors found in the styles of these four coaches that enabled them to become successful coaches and managers have roots in their strong family backgrounds. None were wealthy, but they all possessed a deep work ethic and strong desire for learning that had been handed down to them by their parents. Each came from supportive families that fostered love and respect for each other. Coach Krzyzewski said "Not because my family was poor or that I had humble beginnings-but rather that I had it so good, and because of all those values my folks taught me. They were great values-and they proved to be the basis for how I would conduct myself for the rest of my life."(Krzyzewski & Phillips, 2000, p.233). This statement could come from any of our four selected coaches. Honesty, trust, and respect, as well as a viable passion

for the game, its players and staff are the hallmarks of these men. These traits would be successfully incorporated into their coaching styles at the university level. Core values, organizational skills and mentorship were the standard ingredients used by all four coaches in the management of their staff and team players. Each is important as a stand alone option, but when used together they form a strong and flexible base which enables the player and staff members to perform more effectively.

Principle #1-Strong Value System

A strong value system is a fundamental building block in coaching and management. The value system of the coach and librarian lays the foundation, and sets the desired culture for the playing field as well as the library. Peter Drucker, the famous management expert said “Organizations have to have values. But so do people. To be effective in the organization (team), one’s own values must be compatible with the organization’s (team) values. They do not need to be the same, but must be close enough so that they can coexist. Otherwise, the person will be frustrated, but also the person will not produce results.”(Drucker, 2001, p.223). Honesty, trust, loyalty, discipline, respect, pride and fairness, characterize the values that these coaches use and practice in their daily lives. Their value system forms the foundation for producing successful supervision, and provides their staffs and players with the credibility and authority to lead. Librarians need to recognize and cultivate their own value system, and incorporate it into a management style that enables them to establish their own “team culture.”

Each coach embraced their values, and lived their lives accordingly. Their core values drove their organizational and managerial systems. Coaches and librarians as leaders should fundamentally treat staff members with respect, honesty, and truthfulness. “In leadership, there are no words more important than trust” (Krzyszewski & Phillips, 2000, p.74). Everyone in the organization must know that they can trust each other if success is going to be realized, and this starts with the team leader. As a leader the librarian must subscribe to being truthful and honest, while exhibiting a high level of integrity. Coach Krzyszewski makes a deal with each of his players by shaking their hands and saying “Fellas’ I am the truth, I’ll tell you what you are doing right and I’ll tell you when you’re making mistakes. Every team member knows right up front that not only will I tell them the truth-but I will do so as soon as possible,”(Krzyszewski & Phillips, 2000, p.75). This straight forward approach eliminates possible excuses or negative adjustments. This can be is a valuable approach, because now your staff members know exactly where you stand-always with the truth. As simple as it may seem, the problem may fall back on the manager (librarian or coach) because it only works as long as they are consistent and fair. The test occurs when a project sequence (library) or game plan (coach) goes wrong (assuming the task is executed correctly) and doesn’t produce the result everyone anticipated. As the leader, you must deal with the painful truth that you were responsible for the wrong decision, and you have to deal with it with speed and decisiveness. The ability to identify and then admit your mistake to your staff is not a weakness as some believe, but really a strength, and eventually a trust builder. “Whatever a leader does now sets up what he does later, and there’s always a later” (Krzyszewski & Phillips, 2000, p.51).

Fairness can be used as a tool by the librarian to exhibit team building. Wooden interpreted fairness as “giving all the people treatment that they *earn* and deserve. It doesn’t mean treating

everyone alike. That's unfair, because everyone doesn't earn the same treatment" (Wooden & Jamison, 1997, p.115). He applied his axiom by charting the level of effort, intensity and focus that players used in practice in completing their assigned drills. This, along with their willingness to accept more responsibility and sacrifice for the betterment of the team, determined the level of "fairness" they received. The same tactic could be used for library staff as well. Management needs to support and encourage self initiative and team building. A staff member responsible for circulation duties may take the initiative to double as interlibrary loan backup in that person's absence. Everyone on the team should understand how each teammate works and contributes to the mission. "The leader must accomplish the difficult task of getting those on the team to believe that 'we' supersedes 'me.' This is possible only if the leader himself thinks this way. A good leader creates belief-in the leader's philosophy, in the organization, in the mission. Creating belief is difficult to do when a vacuum of values exist."(Wooden & Jamison, 2005, p.69 & 119). When all the players and staff respect one another, and work as one unit with everyone playing a distinct and positive role toward a mutual goal, success is inevitable.

The question is often asked, how does a team develop a personality? The answer is simple. The leader (coach/librarian) is the individual who establishes the personality of the team by blending their shared value system with organizational goals and managerial skills. The coaches then install their specific coaching system through constant repetition of fundamental plays and drills during practices. After a set period of time the player begins to understand and assimilate the strategy of the coach, and becomes an extension of his teachings. At this stage in the coaching process there is transference of ideas and shared values that create an environment of integrity. This is a major reason why "a coach must be morally ethical" (Hyman & White, 1971, p. 49), according to coach Paterno. It's similar to looking into a mirror, as the coach responds to the actions on the playing field with strategies and various communications; the team starts to take on a sameness of thought with the coach, both acting as one on the field of play. The same scenario applies to library staff as they continually work together with the librarian who provides positive leadership that creates a team-generated atmosphere. For example, in the planning of a new library building, staff should be involved in the planning, layout, and services aspect of the library. Their input is essential to the construction side of the formula as well as to their personal involvement affording them ownership of the project. The librarian in turn exhibits leadership through positive action, clarity of assignment, and constructive feedback. Recognition of the ideas and performances of your staff members are crucial in producing a productive and proactive team building atmosphere. One leads by example as Joe Paterno said, "The things that make a difference in a person's life-pride, loyalty, and commitment-are the things that make a difference in this country. We're teaching them the realities of the competitive life" (Collier et al, 2000, p.10). A strong value system, consistently reinforced, with clarity of purpose, translates into a winning combination for both the coach and librarian.

Principle #2-Organization & Managerial Skills

Outstanding organization and people skills dominated their styles. Each coach had an obsession with details, preparation, and hard work. They constantly stressed the importance of mastering the fundamentals of their sport. It begins with paying attention to details. "Big things are accomplished only through the perfection of minor details" (Wooden & Jamison, 1997, p.197). Coach Wooden was incredibly detail-orientated and stated that "he believed in the basics:

attention to, and the perfection of, tiny details that might commonly be overlooked. They are fundamental to your progress in life. They are the difference between champions and near champions” (Wooden & Jamison, 1997, p.60). One of the first things that he taught his players was the proper way to put on their basketball socks. He would personally demonstrate how to put them on, and then have the player demonstrate the ritual back to him. This happened at the first squad meeting at the beginning of the year. Of course, socks that have wrinkles in them will eventually produce blisters, which in turn will hamper one’s performance. At that meeting, Coach Wooden set the bar for his players. They knew that they would have to pay attention to the smallest details, and execute his wishes accordingly. The librarian’s initial training session with a new staff member carries the same importance. How you introduce them to your “team” concept can radiate far past the initial session. Coach Brooks stated that a “coach should be organized, set the goals and framework for the player, pay attention to details, clarify their role, and stress the responsibility and loyalty that they have to their teammates” H. Brooks (personal communication, September-December, 1972). Those same aspects apply to the library organization as well. It’s the librarian’s responsibility to place the staff person in a position to win. This means that they must use all the resources that are available to them to support their staff. This means providing training in a systematic way that allows the staff member enough time to master each task they undertake. The more hands-on repetitions the librarian or staff member makes, the more confident they become, and the more they will contribute to the organization. This method of step-by-step repetitious training eventually gives the staff member the opportunity to cross-train, thus adding flexibility to library operations.

Paying attention to details can also take on a different meaning. Coach Krzyzewski “believes that it’s *vital* to focus on details related specifically to people in the organization”(Krzyzewski & Phillips, 2000, p.106). How people act, their body language, their moods, their voice tone, the look in their eyes-as a coach and leader you must be able to read these signs and act appropriately. Getting to know your people by understanding their various personal traits can help you avoid a multitude of difficulties in the office. He uses the example of a player coming to practice upset. The coach spots the problem just by observing him. He knows that unless he intervenes quickly, the entire practice session may be in jeopardy. He does so and finds out that the player did poorly on an exam. He tells the player to concentrate on the practice and they’ll talk about the class problem after the practice. The key here is that the coach must always follow up to help solve the problem and maintain the trust they have between them. This ability to recognize and act in regards to these subtle observations might save you from larger problems down the road, and will help to fortify real feelings of mutual trust between you and your staff.

Time management is an important element that is often misunderstood and underrated. “If you let the flow of events determine what you do, what you work on, and what you take seriously, you will fritter yourself away ‘operating’. What the executive (coach and librarian) needs are criteria that enable them to work on the truly important, that is, on combinations and results, even though the criteria are not found in the flow of events”(Drucker, 2001, p.198). Knowing how to properly budget your time to accomplish all of your tasks is not easy. It takes discipline, preparation, organizational skills, and a truthful version of yourself. You must be able to prioritize your time in accordance with the responsibilities you have to the team and the library you work for. Plan your daily work scheme and stick to it. For example, many coaches have kept logs dedicated to each practice session they’ve given over the years. They then use these notes

to perfect their current practices noting how effective a certain drill was, and how much time was expended. Keeping a “tight” and flowing practice schedule optimizes the focus and accomplishment level of the players. Coach Wooden told his players many times, “failing to prepare is preparing to fail” (Wooden & Jamison, 1997, p.55). Failure to measure up to your ability because you didn’t prepare is unacceptable to the team and staff, but more importantly to yourself. A leader must have a genuine respect for time management. “A leader who is careless about time sanctions the same attitude throughout the organization. Keep good, meaningful records, and use them to help you find ways to improve” (Wooden & Jamison, 2005, p.163).

Coaches utilize staff meetings not only to present general information but to actively engage their staff to produce constructive ideas concerning game plans. Offenses and defenses change every time you play another team. Nothing remains the same, adjustments and new schemes to combat your next opponent are the order of the day. “Out of the box” thinking becomes commonplace in this environment. Similarly, librarians can use staff meetings as real opportunities to have an open exchange of ideas and encourage thinking outside the box with staff members. Remember, these are the people on the front line of your library operation. They deal with the problems of the library on a daily basis, so it makes sense that they would be able to come up with solutions to specific problems, and be able to identify trends that may be occurring. One should listen carefully and objectively to any new ideas and processes, and their concepts should be shared with openness and excitement. Don’t be surprised when a great idea from your staff comes out of this meeting. More importantly, don’t be afraid to act on the idea, and implement it into your operation if it’s feasible. Never tell your staff that it’s a great idea and then do nothing about it. Your credibility has just been demolished! “Leaders can’t have an iota of fakeness. They have to know themselves-so that they can be straight with the world, energize followers, and lead with the authority born of authenticity” (Welsh, 2005, p. 88). The changing aspect of technology in the information field is overwhelming at times. Along with the normal responsibilities of operating and functioning in a sophisticated library system, a command of time management is imperative. “Plan every meeting as if your future depends on it-because it does” (Wooden & Jamison, 2005, p.160).

The ability to adjust to change is another important aspect of coaching. In the game coaches must be able to analyze, anticipate any and all changes, and then quickly adjust by correcting the situation instantaneously. This takes great preparation on behalf of the coach and his staff. They must not only anticipate all the alternatives, but be ready to initiate a new play or action based on the previous changes. Good leaders are able to do this because they have prepared for every possible scenario, and have the proper adjustments available to them. Remember “Failure is not fatal, but failure to change may be” (Biro, 1997, p.136). The librarian faces this challenge daily. Rapid changes in digital format, personnel changes, database structure, budget constrictions due to funding reductions, and the explosion of information are demands that force librarian’s to be at the “top of their game” each day.

The coaches were very systematic; everything and everyone had their place and time. They did not assume anything. Coach Brooks would say “Never assume anything! Just work hard and prepare your players for every contingency you can imagine-because your opponent will!” (Herb Brooks, personal communications, September-December, 1972). They brought control and discipline to their profession. They started with simple formats for training, using fundamentals,

combined with multiple repetitions. Librarians can use the same training procedures that the coaches do. Training should be done by staff members that have the expertise to properly train their colleagues. As the training is being accomplished, both members should be bonded by this cooperative team building experience. Training should be done in progressive steps and repeated a number of times so that the one training has confidence in his/her ability to complete the task efficiently. Coach Wooden's emphasis on the concentration of a player during the drills (or training of a staff member) was very important, "Industriousness that creates results is a function more of focus than of time" (Biro, 1997, p.51). After the player/staff mastered these fundamentals they would be placed at another level of progression, and continue to build and master each scheme. It's a simple concept that most of the coaches abide by: "You hear, you forget. You see, you remember. You do, you understand" (Krzyzewski & Phillips, 2000, p.88). The more repetitions completed, the better the trainee will perform the task at hand. Your comments should be positive and instructive. By enabling the person to practice (multiple repetitions) and learn how to properly execute the drill, play formation, or library task, their ability to handle that skill becomes extremely high, and the person's confidence level will increase.

The coaches also had firm ideas on hiring the right people for the job. First, they tried to hire the best people they could find, and they weren't afraid to hire smart people. They discuss each of the applicants with several people who have worked for them. This gave them a better grasp of the applicant's real strengths that may not be listed on their application. What are the strengths each applicant has, and are these the right strengths for the assignment? Does the person have the ability to do the assignment? Make sure the applicant understands the job, and give the applicant all the support and training necessary for them to succeed. You'll find that the top organizations and teams usually have the best players. That's certainly true in libraries, and "Don't hire people solely on their technical merits Consider whether they can work in a team environment" (Krzyzewski-84). Sometimes in the accomplishment of their job, a person who might be self-centered can become an island. They don't really care about the other people on the team and they can become very disruptive. That's why you must assimilate the people that you hire into the culture of your group. You can usually find appropriate training for a team member, or possibly secure consultant help for a short time to solve your problem. In any case, having an "island" on your team can hamper any team building efforts.

You may hire a person that you think is talented and "fits" the organization, only to find out that the individual is not what you thought they were. You must face up to your mistake and fire or "cut" the individual. "If you aren't prepared to take on the tough tasks, you shouldn't be a manager. You have to cut the people from the squad that can't play. You can't expect to encourage teamwork in an organization where weak performers are allowed to keep their jobs" (Hill & Wooden, 2001, p.66). This is a difficult task that most librarians have faced during their tenure, but the librarian has to make the decision that is best for the team/staff and the organization that they work for. Usually, moving the unsuccessful player or staff member is the best thing for all parties concerned. "Effective people know when to stop assessing and make a tough call, even without total information. Little is worse than a manager who can't cut bait" (Welch, 2005, p.86). Making difficult decisions are just part of becoming a successful manager.

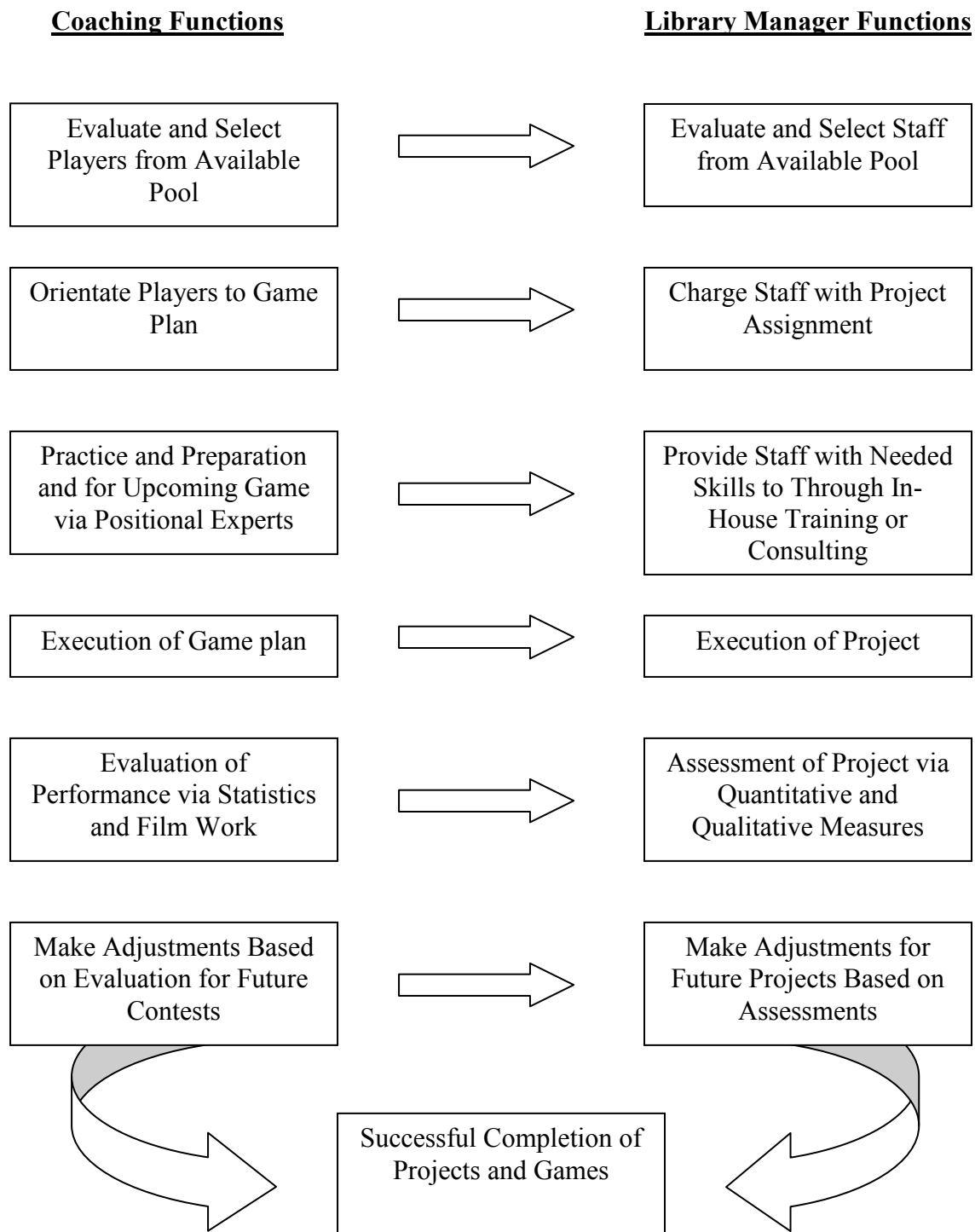
All of the coach's used a direct approach in correcting their player's mistakes. They spoke to every person on a one to one basis. Everything occurs face to face in real time so that the coach is able to get the point across to the player and move on to the next play or drill. The player's trusts in the coach's integrity and expertise allow the coach to help them become the best player they can be. Corrections or adjustments shouldn't be taken personally by the player. He must understand that eliminating mistakes in any fashion helps him become a better player, and elevates the entire team to perform at a higher level. This same approach can be used by librarians by always addressing a staff member face to face and making adjustments in a professional and caring manner. This methodology contributes to a team culture that is mature in its belief of excellence.

Coaching and library manager functions can be demonstrated by a comparison of team building functions in project management (See Fig. 1). The chart illustrates the actions taken by a coach and library manager in a game scenario. The coach first evaluates and selects his players to play in this game, then orientates them to the game plan, followed by exacting practice by team and positional coaches, then executes of the game plan, with a follow-up evaluation based on game statistics, player observations and the use of film. After their evaluations are finished, adjustments to future game plans and positional players are proposed. The library manager faces similar decisions; in this case the project concerns web page production by library members. The first function is to evaluate and select members from the library staff that have the expertise and desire to work on this project. Next, charge the staff and clearly clarify the project assignment. then provide the staff with maximum support though in-house training or via consultants. Execute the project, and assess the project via Quantitative (surveys and evaluations) and Qualitative measures (step by step process of the web site). Notice how the functions are similar and the results end in the successful completion of the project and the game, indicating that coaching techniques can be successfully transferable to library operations.

Principle #3-Mentorship

Why is mentorship listed as their highest achievement? It illustrates the impact and influence that they have had on their staff members and players. After being a coaching assistant under John Wooden, Danny Crum became the highly successful coach at the University of Louisville. During his time under Coach Wooden he learned "more about organizing my time, planning, evaluating, and teaching than in all my years in college put together. His willingness to listen to the ideas of others and his lack of ego allowed him to change and keep up with the ever changing game" (Wooden & Jamison, 1997, p.xi). The same experience is echoed by Joe Paterno's assistants as well. Dave Anderson, former assistant coach at Penn State said of Paterno, "His legacy is simply himself. The impact that he had on his players, his integrity, his instinct, and his guts to do the right thing," is what makes Coach Paterno so special (Collier et al, 2000, p.9). Because players are usually on the team for at least four years, and coaching assistants possibly longer, the head coach's influence is enormous. Coach Paterno attempted to develop and help his assistants and student athletes in every way possible. He sought to guide them, train them and open doors for them and make them aware of their potential and their real purpose in life. President Reagan praised Joe Paterno by stating that "Joe Paterno has never forgotten that he is a teacher who is preparing his students not just for the season, but for life" (Collier et al, 2000,

Figure One
Comparison of Team Building Functions in Project Management



p.13). This is exactly how librarians should be operating on behalf of all their staff members. They should use their influence and experience in the field to help further their cohort's careers in the library profession.

Andrew Hill, a player for John Wooden in the early 70s, didn't play much at UCLA despite being an all-city player in Los Angeles. He was resentful about his lack of playing time and how he felt the coach had treated him unfairly. Many years later, after a very successful career in television that centered on getting the very best from creative people, he suddenly realized that every managerial process he used on the studio lot with great success, he had learned in practices and games during his career at UCLA under the tutelage of coach Wooden. He later wrote the book "Be Quick-But Don't Hurry", based on the phrase that his coach used to describe the team's philosophy. He now understands that his association with coach Wooden throughout the years was a form of mentorship teaching him not only about the game, but more importantly, teaching him skills that would prepare him for life's real adventures. Two-time national Player of the Year Jason Williams of Duke said "It was an honor to play for a coach like that-a coach who's just a rock, who believes in you every second on and off the court. I love Coach K. I'd run through a brick wall for him" (Duke University. (Nd) ¶ 8). These are the type of testimonials that Coach Krzyzewski receives from both his players and coaching assistants. But probably the one that touches him the most is from Bob Brown, who played for him when he coached at West Point. Brown is in charge of 8,000 troops in the 1st Brigade of the 25th Infantry Division, known as the Stryker Brigade Combat Team. As he leads his troops in Iraq, Brown says "he uses the tenets of leadership and teamwork that Krzyzewski helped instill at West Point" (Thamel, February 4, 2005, ¶ 8). His coaching tree (assistants that have gone on to Head Coaching positions) is rather large. He has eight former assistants coaching at the Division 1 level, including Mike Brey at Notre Dame, Tommy Amaker at Michigan, and Quin Snyder at Missouri. There are additional 10 assistants-coaches at the Division 1 level including three on Duke's staff that includes Johnny Dawkins and Chris Collins. Coach Krzyzewski believed that a family is a "Fist (his management concept) complete with communication, caring, trust, pride, and collective responsibility, and you develop a team to achieve what one person cannot accomplish alone" (Krzyzewski & Phillips, 2000, p. 70).

The amazing thing is that all four coaches have a "coaching mentoring tree" similar to or greater than Coach Krzyzewski. Their philosophy and management style has had an enormous effect on their players and assistant coaches, not dissimilar to librarians and the influence they have on their own staffs. There are times when a staff member or librarian that is very skilled may decide to move on to a higher position. You should be as enthusiastic about their success as you are about your own. The ability to nurture and act the part of the experienced and trusted advisor to staff or junior librarians allows us to truly exhibit our professionalism. Teaching and empowering that individual to go on to greater heights in our profession is an accomplishment that all librarians should aspire to. We have the responsibility not only to teach and guide them, but to fan that spark within them that leads them to their desired course in this profession.

It's clear that the coaches take great pride in the mentoring process, and feel a genuine responsibility to their profession to pass on their knowledge and expertise to their staff and coaching assistants. By offering encouragement, possibly re-explaining a concept, or sharing a "new look" to a game situation or strategy, they provide a trusted support mechanism to those

they have mentored. . They are dependable, supportive, extremely knowledgeable, and serve as a role models for their profession.

In Summary

The principles these coaches used are important and transferable to any management form, including libraries. Identifying and establishing a work culture through the application of your own value system is essential in determining how you will relate and treat staff members and fellow librarians. Truth, trust, and integrity are the values that have defined these coaches throughout their careers. They have been successful in teaching their student-athletes not only about winning games, but also preparing them for life's real battles. Their organizational skills focused on placing the person in a winning and positive position so that they can achieve the best results possible. They stressed daily preparation with a strict adherence and statistical analysis of the smallest details, setting attainable goals, using meticulous time management techniques, and clarifying their roles and responsibilities to their teammates and staff members. Many of their techniques and skills can be utilized in everyday library operations. Emphasis on teamwork and staff participation is critical to any successful venture that librarians are involved in. They should likewise understand the value of the individual in the organization, and how they should be cultivated and mentored throughout their lifetimes. Striving for perfection with a passionate and enthusiastic approach should be every librarian's goal. The importance of nurturing and encouraging people along the professional career path is vital to the health of the library profession itself, and it ensures that we have an adequate number of people with the experience and skills necessary in all ranks of our discipline.

One can compare the library with the gym or playing field. Daily practices of fundamentals for the coach's athletes compare favorably to training and staff participation for librarians, and the daily work routine of campus life. The Librarian prepares and motivates their staff with weekly informative meetings concerning organizational goals and priorities to keep everyone on task, realizing that in "energizing others (staff) is not just about giving Patonesque speeches. It takes a deep knowledge of your business (game) and strong persuasion skills to make a case that will galvanize others" (Welch, 2005, p.85). The coach is busy preparing to win their next game by preparing a game plan with his coaching assistants. The librarian may not win a particular game or championship, but the librarian, through their staff, will win the minds of the students. The librarians playing field is the library, the staff their team, and the students their game to win or lose. The Librarian must understand that their staff is always looking to you to set the course. You are their leader, the responsibility is yours.

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