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Master's Class

To Michael Eisenhour

I am currently taking a Master's Class called "Coaching Teachers". Here was my assignment from last week... I thought I would share it with you! Thanks for being such a good coach to me!!

Prompt #1: Reflect on an experience in which you were coached. It could be from childhood or as recent as last week. It could be related to teaching, sports, or learning a musical instrument. The important part is that you were the one receiving feedback. Describe the experience by considering the following:

- **Did you welcome the opportunity to be coached?**
- **Was it a positive or negative experience? Think deeply and explain your response.**
- **What were the qualities of the coach? In other words, what made him/her effective or not.**

Prompt #1

During my senior year of high school, I met a coach that forever changed my life. I was on my school's field hockey team and our new coach brought in one of her colleagues to help out at practice one day. The man that she brought, Ike, was the founder/president of a local club field hockey team that had a very good reputation; I couldn't wait to have him work with me. I have always been a "coachable" individual, no matter what the case may be – sports, instruments, teaching, etc. but in the two hours that I spent with this man coaching me in field hockey that day, I learned more than I ever had in the previous twelve years of playing. Ike possesses many qualities of a good coach that were mentioned in the article written by Gawande (2011). He always listened more than he talked, spoke with credibility, demonstrated how things should be done, and paid close attention to details of how I played (p. 9-10). In Gawande's (2011) article, he talks about how good coaches don't tell people what to do, they "suggest what you already want to do yourself" (p. 4). This describes Ike perfectly. After that day he invited me to play on his indoor traveling team where I had the pleasure of playing for him my entire senior year. Never once did he tell me what to do. Instead, we had conversations where we would review footage of me playing, or we would reflect after a game and he would talk to me in a way where I would end up saying what it was I needed to change in order to improve my performance. Sometimes it drove me insane because I would rather just have someone come right out and say what I am doing wrong. However, I think the technique of making me figure it out on my own was much more effective. Ike was the main reason why I decided to play field hockey at the collegiate level as well. He taught me to "try new and difficult things, perform without fear, and expand my sense of possibility" exactly like Gawande's (2011) article mentioned (p. 4). I have never had a more positive coaching experience in my life. Ike instilled a confidence in me, and yet I still always knew that there was *something* more I could do to become an even better hockey player. He had a way of encouraging

me and leading me to never give up on improving my craft. If I could transfer Ike's coaching qualities and techniques for hockey over to my field of coaching teachers, I would be in good shape!

Gawande, A. (2011, October 3). Personal Best. *The New Yorker*, p. 1-17.

-Amanda