Tools to Create a MOJO Culture: Make Them BELIEVE







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What is MOJO?

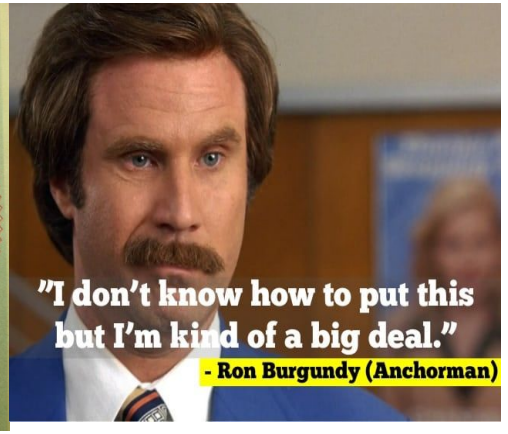
MOJO simply means to be confident or to BELIEVE that you are capable of greatness. It is an energy you can feel!



Fist Bumps/Body Language/ Positive talk







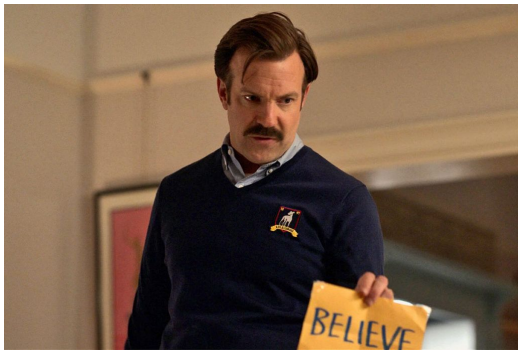
How many of you love Ted Lasso?



Reason 1: Power of Belief







Belief

The #1 job of a coach/teacher is to give your athletes confidence, confidence that they have greatness within them. At CREEK XC, we call it MOJO.

Think about the best teacher/coach that you ever had. I bet he or she is the person who gave you confidence.

The 4 most powerful words a coach can tell an athlete is

I BELIEVE IN YOU!

Reason 2: Ted Lasso is me.



Successful Coaches Have

1. Passion to work with kids
2. Passion to learn/be great mentors
3. Passion to compete
4. Willingness to outwork people
5. Willingness to take risks & fail













Resume

- Wayne High School 1997-2005 Head Coach XC
  - Start: 1996 14 Athletes Finish: 2004 108 Athletes
  - 4 district titles (2002-2005)
- Wayne High School Assistant Track Coach 1998-2000
- Beavercreek Head XC Coach 2008-Present
  - Start: 2007 54 athletes Biggest group: 2019 194 runners
  - 10 Top 5 Finishes at state meet (2 firsts, 2 seconds, 3 thirds, two fourths, one fifth)
- Beavercreek Assistant Track Coach 2015-2021
- Beavercreek Head Track Coach Since December :)





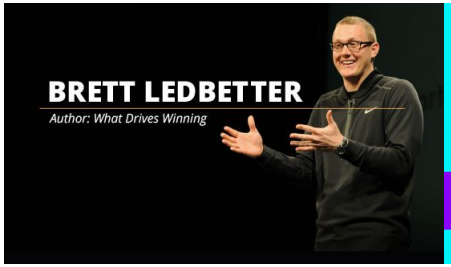
My Steps for Building a Culture at CREEK T&F

1. Get coaches to buy in and embrace my vision of the culture of CREEK T&F
2. Help my coaching staff understand the culture I want to create
3. Get ideas from my coaching staff so that they can help me build an PR1DE culture
4. Help my coaching staff come up with ideas on how to create a special PR1DE culture in their units that reflects the vision of the program
5. Coaching staff and I will discuss which athletes are a 1 (leader), 2 (could become a leader) 3 need to improve or should probably not be on the team.
6. The coaching staff will meet with the 1's and get them to buy in to the vision of the program. Empower them to build this culture.
7. We will then meet with the whole team and present the vision, core values, and the standards of the team.

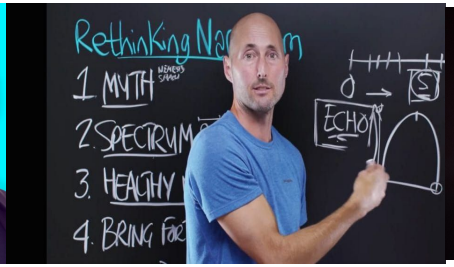
Books that have had the biggest influence on me (not about running)



YouTube/Internet









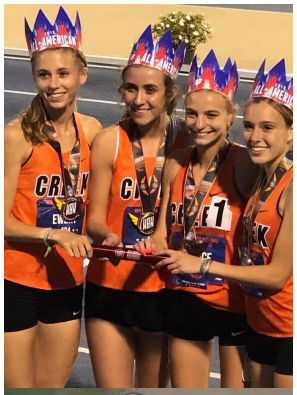
- What drives winning
- Impact Theory
- Optimize with Brian Johnson
- Anything with Simon Sinek or Les Brown
- Speeches given by great coaches/leaders
- Prime Video Documentaries (All Blacks, Australian Cricket)

Podcasts

- Focus 3 with Tim Kight & Urban Meyer
- Finding Mastery (Michael Gevais)
- On Coaching with Magness and Marcus
- Chasing excellence (Ben Bergeron)
- Rich Roll
- Way of Champions (John O'Sullivan)
- Vision of a champion (Aanson Dorrance)
- Jon Gordon
- Search a coach or leader's name. He/she probably has a podcast.

Study the ELITE cultures. They are more similar than you might think.



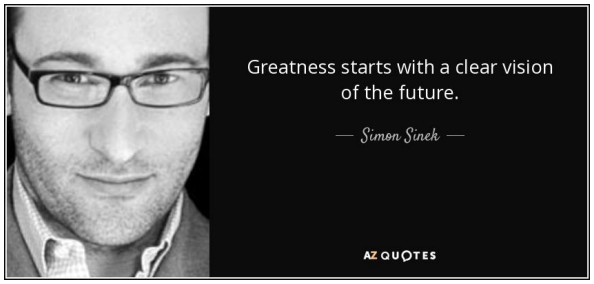






Can you create Elite Track culture?

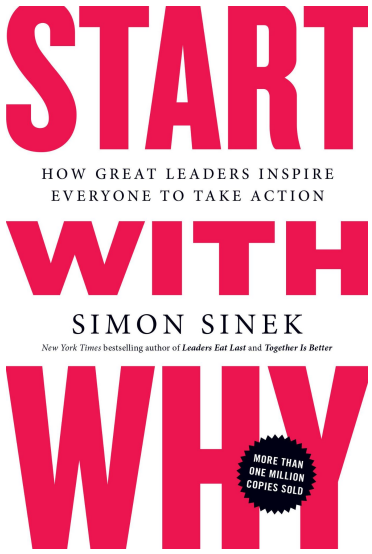
- Y Know your WHY
- E Energy/Effort
- S Standards (#1)



What is your “WHY”?

- If you are a head coach, what is the purpose of your program?
- If you are an assistant coach, what is the purpose of your unit? How can it impact the culture of your program?
- This is your program and will be a reflection of you and your beliefs.
- Every decision you make as a coach should align with your “why.”
- WHAT IS YOUR VISION FOR YOUR TEAM?

The Why of CREEK T&F



- Maximize an athlete's running, jumping/throwing ability
- WE>ME (Power of team/unit)
- Create a family atmosphere that will give them friendships, experiences, and memories that last a lifetime
- Teach athletes the skills necessary to become a champion in everything they do and, most importantly, believe that it is possible.

If you only want to focus on winning trophies and championships you can, but I think you are missing out on an opportunity . Only a small percentage of your athletes will ever score at a league, regional, or state meet.





How?

1. Maximize an Athlete's Potential

- Go to clinics (state clinics, Heartland Distance Summit)
- Talk to other coaches who have achieved what you want to achieve. Most are willing to help you.
- Read books.
- Find articles on the internet.
- Try new things. They might work. They might not.
- There is a program that is very similar in terms of number of athletes, facilities, and other challenges BUT has achieved great success. Study that program and talk with their coaches on what they are doing.



2. Traditions/Friendships/Family

I am sure all of you have great traditions that make your team become a family. Traditions link your current athletes with athletes from the past. This will help you develop PR1DE on your team. As a new head coach, I need to decide what traditions I want to keep and what new traditions I want to start.





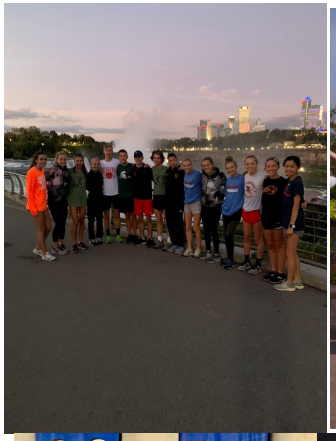
Trips





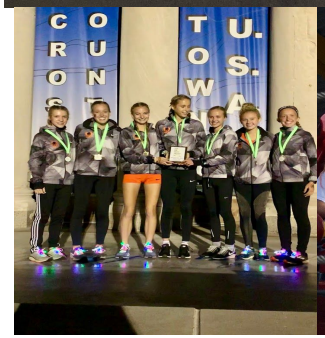
- Each year the varsity travels overnight to a big meet outside of Ohio.
- We run at a meet and go to Cedar Point amusement park (whole team, not just varsity)
- Every few years, we travel to a big meet and have it open to most of the team. Athletes have to pay for part of the trip. We have gone to
  - New York City
  - Niagara Falls
  - Disney World

Fun trips













Senior Night



Ideas



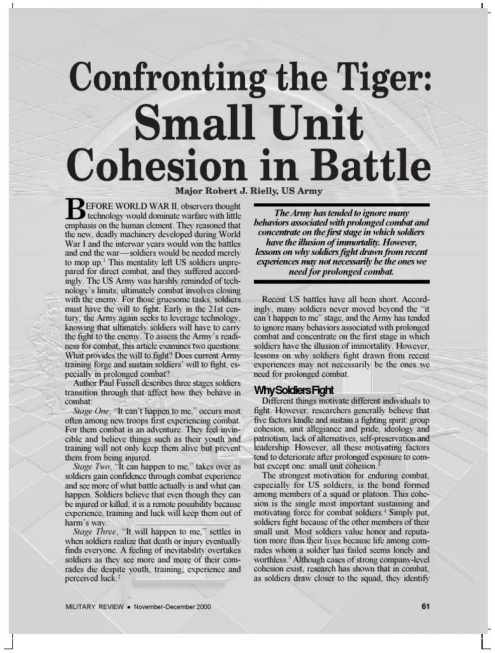
- Team warm-ups
- Postseason uniform
- Service project
- Team meal night before big meet
- Fun competitions at practice between units
- Practice jersey
- Theme practice
- Special cheers (4x4)
- Big Brother/Sister
- I want to make relays “special” ???

3. Power of TEAM

There is nothing better than getting a group of people working towards a common goal that they could not accomplish without everyone doing his/her part.



Small Unit Cohesion



Confronting the Tiger:
Small Unit Cohesion in Battle

Major Robert J. Rielly, US Army

BEFORE WORLD WAR II, observers thought technology would dominate warfare with little emphasis on the human element. They reasoned that the new, deadly machinery developed during World War I and the interwar years would win the battles and end the war—soldiers would be needed merely to mop up.[1] This mentality left US soldiers unprepared for direct combat, and they suffered accordingly. The US Army was harshly reminded of technology's limits; ultimately combat involves closing with the enemy. For those gruesome tasks, soldiers must have the will to fight. Early in the 21st century, the Army again seeks to leverage technology, knowing that ultimately, soldiers will have to carry the fight to the enemy. To assess the Army's readiness for combat, this article examines two questions: What provides the will to fight? Does current Army training forge and sustain soldiers' will to fight, especially in prolonged combat?

Author Paul Fussell describes three stages soldiers transition through that affect how they behave in combat:

Stage One, "It can't happen to me," occurs most often among new troops first experiencing combat. For them combat is an adventure. They feel invincible and believe things such as their youth and training will not only keep them alive but prevent them from being injured.

Stage Two, "It can happen to me," takes over as soldiers gain confidence through combat experience and see more of what battle actually is and what can happen. Soldiers believe that even though they can be injured or killed, it is a remote possibility because experience, training and luck will keep them out of harm's way.

Stage Three, "It will happen to me," settles in when soldiers realize that death or injury eventually finds everyone. A feeling of inevitability overtakes soldiers as they see more and more of their comrades die despite youth, training, experience and perceived luck.[2]

The Army has tended to ignore many behaviors associated with prolonged combat and concentrate on the first stage in which soldiers have the illusion of immortality. However, lessons on why soldiers fight drawn from recent experiences may not necessarily be the ones we need for prolonged combat.

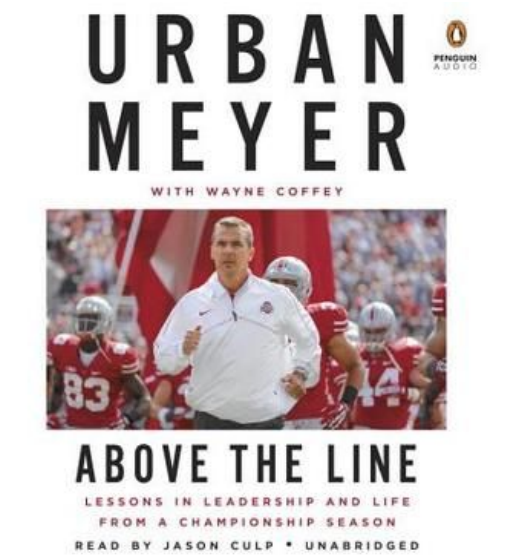
Recent US battles have all been short. Accordingly, many soldiers never moved beyond the "it can't happen to me" stage, and the Army has tended to ignore many behaviors associated with prolonged combat and concentrate on the first stage in which soldiers have the illusion of immortality. However, lessons on why soldiers fight drawn from recent experiences may not necessarily be the ones we need for prolonged combat.

Why Soldiers Fight

Different things motivate different individuals to fight. However, researchers generally believe that five factors kindle and sustain a fighting spirit: group cohesion, unit allegiance and pride, ideology and patriotism, lack of alternatives, self-preservation and leadership. However, all these motivating factors tend to deteriorate after prolonged exposure to combat except one: small unit cohesion.[3]

The strongest motivation for enduring combat, especially for US soldiers, is the bond formed among members of a squad or platoon. This cohesion is the single most important sustaining and motivating force for combat soldiers.[4] Simply put, soldiers fight because of the other members of their small unit. Most soldiers value honor and reputation more than their lives because life among comrades whom a soldier has failed seems lonely and worthless.[5] Although cases of strong company-level cohesion exist, research has shown that in combat, as soldiers draw closer to the squad, they identify

- This is based on a military concept that basically says when men/women go into combat, they are not thinking about love of country. They are thinking about protecting and helping the person to their right and the person to their left.
- The military is broken up into small units that work together to perform their mission, which will help achieve the overall goal of the military.





9 Units strong

- Urban Meyer at Ohio State used the concept of small unit cohesion to create “9 units strong”
- Each unit (running backs, defensive backs, ect) has its role on the football team to help it win.
- They become their only “little family” that will help and encourage other to be the best it can be.

Track Units

- Distance /Middle Distance (1 or 2 units depending on philosophy)
- Throws
- Sprinters
- Hurdles
- Pole Vaulters
- Jumps









Each Unit

- They have an important role on the team
- Need to create their own identity & mini-culture
- Create ways for them to compete with the other units each week
- Create opportunities for the units to do things together so that when meets come, they want to go cheer for the other events. CREATE CONNECTIONS.
- Assistant coaches need to take ownership of their units
- My job as head coach is to help my assistants in whatever capacity they need me so that they can be successful.

4. Creating a culture that teaches values/skills that will help them become champions in life



- Of the four parts of an elite culture, teaching core values and life skills is the most important.
- It is also the hardest . Why?
  - Teens are busy.
  - It takes a lot of effort by the coaches and leaders of the team.
  - It is challenging to find unique ways to make them understand the importance of these values.
  - They are teens and think they know everything about everything.



How do I create my team's core values?

- Copy another team's values
  - We steal workouts . Why not values?
- Read books/articles, listen to podcasts, watch YouTube videos about elite teams and people . Take notes and look for common values.
- Or you can respond to these 3 challenges





1. Think about a time that you had a difficult challenge and you overcame it and achieved something. Give me 6 words that you would use to describe how you overcame this challenge.
2. Think about the best teammate you have ever had in any sport that you have ever played. Describe him or her in 6 words.
3. Describe the best athlete you have ever coached. Describe him/her in 6 words.

From the 18 words that you use, I bet you could create the core values of your program. Maybe you use only 3 of them or maybe you use 10.

CREEK PR1DE



I am going to give you my Core Values that we have at CREEK XC. We started focusing on core values in 2011, and I will tell you, they have slightly changed over those 10 years. I am constantly reading and getting new ideas. I am going to implement these core values into CREEK T& F.

P



Purpose

- Every run, drill, strength routine has a purpose
- Goal and target setting
  - Goals are things we can control (High Jump 6 ft)
  - Targets are things we can't totally control (state champion).

Passion

- Passion of Process (POP)
- We love to do hard things.

Power of Unit

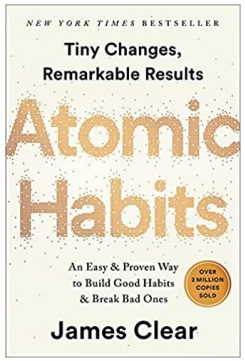


T.A.L.C.

- Trust
- Accountability
- Love
- Compete

These things take time. Create activities and have discussions that help build these traits.

R

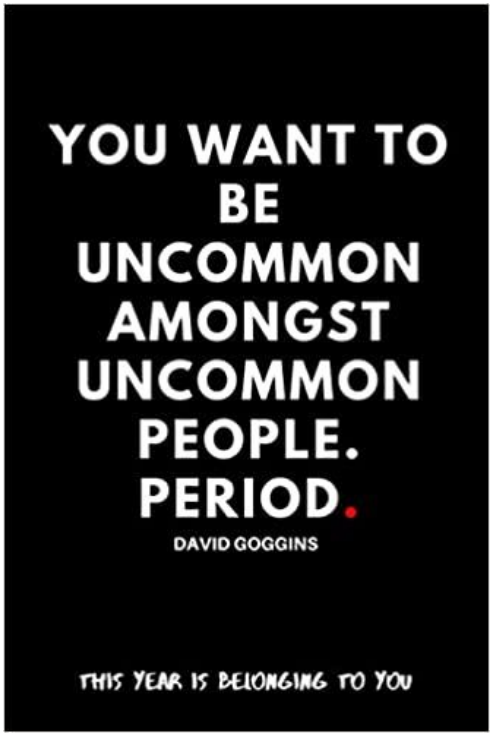


- Routines of Champion (ROC)
  - What habits do you need to form to help achieve your goals?
  - What habits do you need to eliminate to help achieve your goals?
  - Link a new habit with a habit you already have.
- Relentless Competitors
  - RUN2WIN
- Resilient (Fall 7 Rise 8)
  - Fail daily
  - Win or Learn (Fail Forward)
  - Celebrate when athletes take risks.
  - Kobe Bryant YouTube video on Failure
  - Jocko Willink “Good”





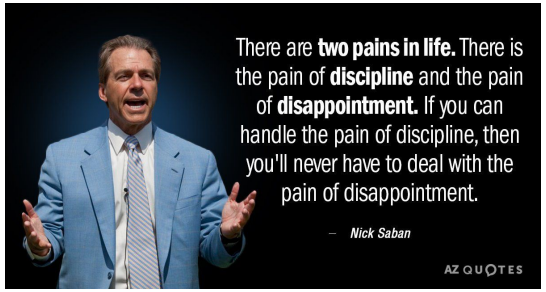
#1 Standard



Our goal is to have the #1 cross country/track culture

- What would it **LOOK** like?
- How would athletes/coaches **ACT**?
- What would it **SOUND** like?
- How can you be a #1 teammate?
- How will you be #1 the other 22 hours of the day?

What we are asking you to do is not COMMON for a teenager. We are asking you to be UNCOMMON. Because being #1 at anything is uncommon.



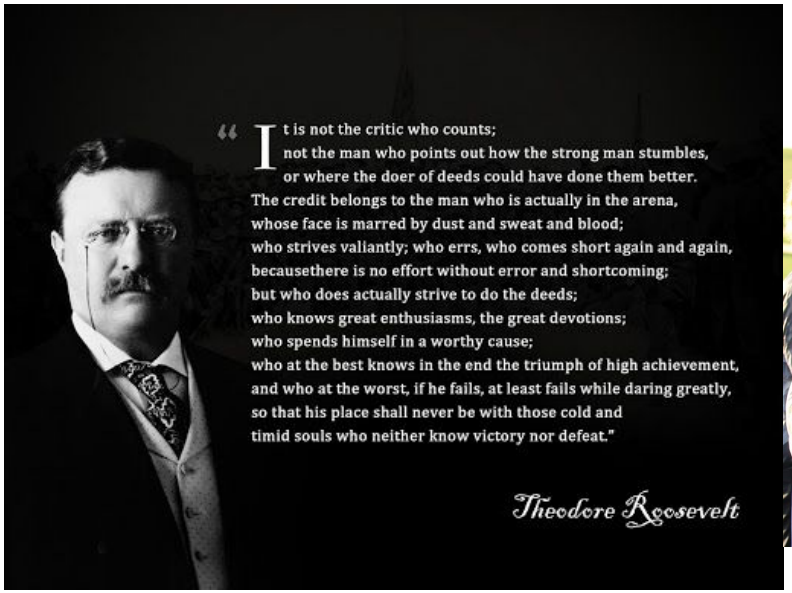
D

- Discipline Just do it! It doesn't matter how you feel.
  - Doing what you need to do when you don't FEEL like doing it
  - Not doing what you want to do because it will hurt you
- Details
  - Marginal gains (British Cycling team)
  - Kiwi Kaizen (All Blacks Rugby team)
  - What if I did my drills, core, strength, sleep, diet, etc. 1% better?
  - There are -1s everywhere (I use to call it +1s) -1 represents a second you are trying to cut off your race time. How much time can you cut off in your races by doing details better?



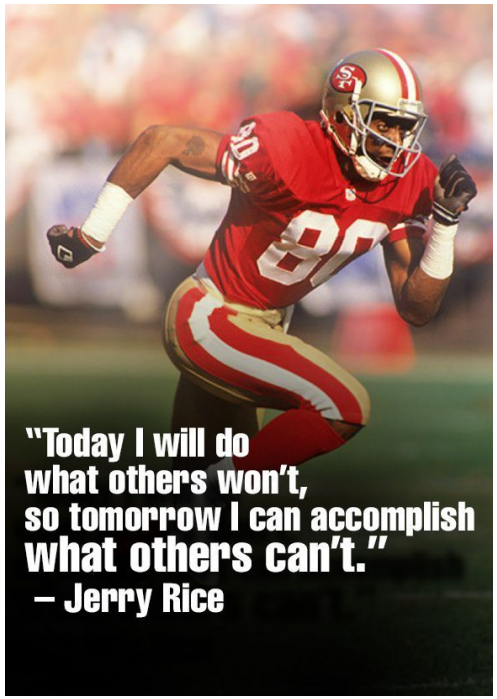
Dare Greatly

- I want them to take risks in practice and in meets and not worry about the result
- Only way to get breakthroughs





E



- EAT (Effort, Attitude, Toughness)
  - All of these things take no talent
- Elite Effort
  - Go the Extra mile. If coach says 20 push-ups, do 21.
- Attitude
  - Positive energy and body language
  - Neutral is ok, but NO NEGATIVE ENERGY
- Toughness
  - No BCD (Blame, Complain, Defend)





E

- “Extra Mile”
  - I want them to do just a little more than asked
  - Instead of 20 pushups, I do 21.
  - It becomes a mindset.
- Empower
  - The athletes need to feel like it is “their team”
  - Leadership council/unit leaders
  - Just because they are seniors, that doesn’t make them leaders.
  - You need vocal leaders. “Lead by example” people are ok, but it also means they are afraid to hold people accountable. We want leaders who aren’t afraid to communicate.

How do you teach your core values?



You can do this activity alone, with your coaching staff, or with your leaders on the team.

Core Value

Behavior

Activities that promote this value:

Example: Passion of Process



Core Value: Passion of Process

Behaviors: fist bumps during practice, smiles and energy during a tough workout, using positive language

Activities: POP award, Star shirt

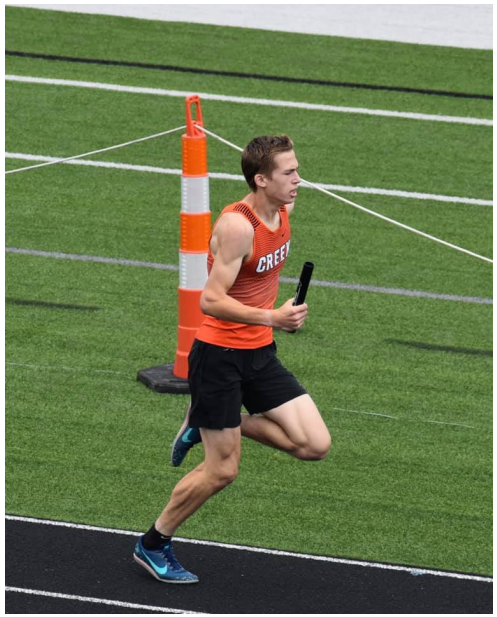




Reward

- Reward those athletes who are demonstrating the core value. Make it fun
- Focus on a particular core value each week or a daily core value. “Passion Monday” “Effort Wednesday”
- Each year we have a team theme that focuses on one of our core values. Put it on shirts, posters, and most importantly talk about it constantly. Hashtag it on social media.
- Last year was “Win in the Dark.” This year it is “Who is hungry? Let’s EAT (Effort, Attitude, Toughness)
- Track Theme this year???

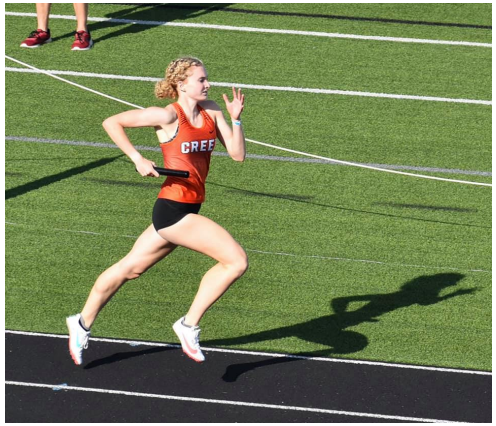
E: Energy & Effort



Elite Cultures have an “energy” that you can feel when you to their practice

- Athletes are constantly fist bumping and communicating
- No negative talk/body language
- Coaches are constantly giving feedback and looking for opportunities to reward those who giving great energy
- Athletes are having FUN working hard towards achieving goals that they set

Elite Effort



- Elite cultures have athletes who are giving elite effort each day at practice.
- At the beginning of the season have each coach define what elite effort looks like .
- Find ways to reward that effort at practice.
- Make it cool to go “extra mile”
    - Bracelets are one thing I used in cross country and will probably use in track too

S: Standards (High)



#1



The STANDARD I have used with CREEK XC and I will use with CREEK T&F is #1 Standard. I want to have the #1 program in USA. This has nothing to do with winning trophies and medals, which is not always in our control.

Here is a great way to create your standards in your program.

What does a #1 program LOOK like?

Examples:

- Matching warm-up tops
- Smiles
- Confident body Language



What does a #1 program SOUND like?



Examples:

- Teammates are constantly communicating
- Coaches giving feedback
- Music
- Parents talking in a positive way with their child
- Athletes holding each other accountable to the standard
- Leaders are leading with their words

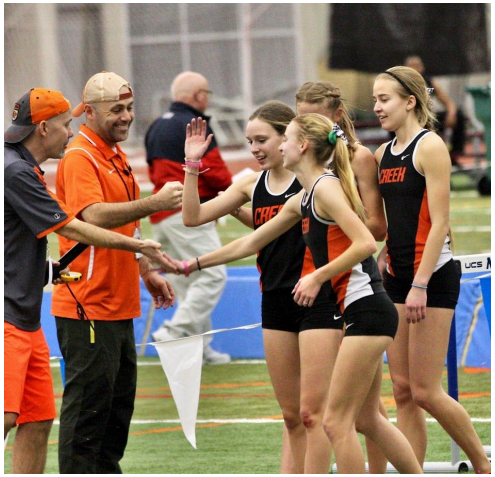
How do athletes ACT in a #1 program?



Examples:

- Little details are done in an elite way
- Athletes are giving elite effort in workouts
- Going the extra mile in workouts
- Don’t “play” at meets
- We don’t look tired even when we are tired (Don’t lie down)

How can athletes be #1 TEAMMATE?



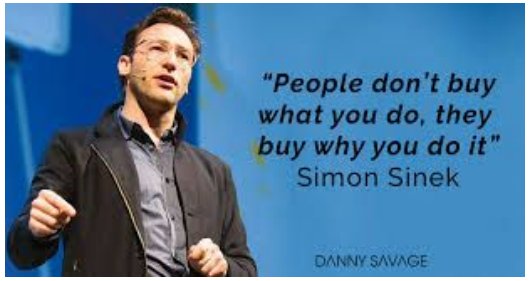
Think about the best teammate you have ever had. How would you describe them? (Great discussion with your team)

- Caring
- Holds you accountable
- Detail oriented
- Selfless
- Hardest worker

#1 the other 22 hours in a day

Athletes need to remember that they represent your program at school and in the community.

- Drugs & alcohol
- Misbehavior at school and school functions
- Great effort at school and ask for help if struggling in a subject
- Look for ways to be selfless

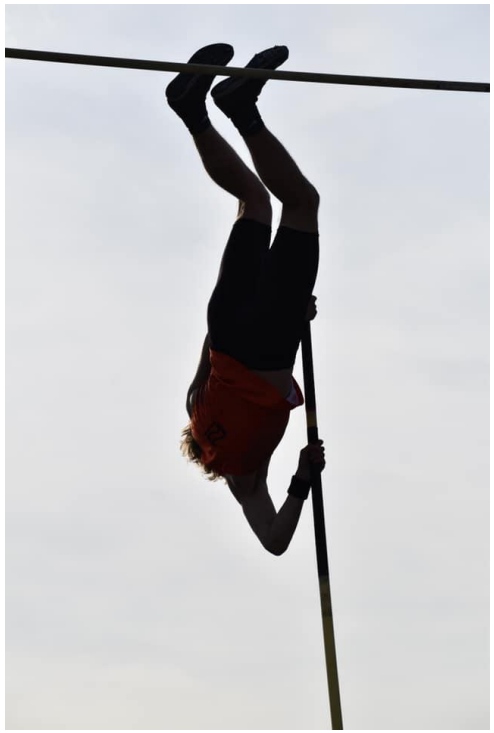


Culture Challenge



Over the next few days I would like you to complete the workbook pages I created for this presentation. I recommend doing it with your entire coaching staff, but you can do it by yourself in you want.

1. **What is the "WHY" of your program?**



Culture Challenge

2. What are the core values of your program? If you don't have any, I would consider creating them.

P	R	1	D	E
PURPOSE Know YOUR WHY	**REPEATED** **EXCELLENCE** **Habits of a champion**	**COMMITMENT** ALL IN	**DISCIPLINE** Just Do It	**Effort/** **Attitude** **Toughness** **EAT**
PASSION **of** **PROCESS** **"POP"**	**RELENTLESS** **COMPETITOR** **Run2win**	**#1 STANDARD** Act As if.	**DARING** **Greatly** **He/She went for it**	**EXTRA** Go the Extra Mile
POWER **Of** **UNIT** **(T.A.L.C)**	**RESILIENT** Win or learn Fall 7 rise 8	**BELIEF** **IT'S** **POSSIBLE** **MOJO**	**DETAILS** **1% better** **Kiwi Kaizen** **Marginal gains**	**Empower** **I control my destiny**



Culture Challenge

3. Look at your training system and see if there is anything you have heard from any of the coaches you want to try. Remember: the goal is to maximize their ability as runners.

4. Write down all of your traditions and activities that your program has that makes it fun and memorable. Do you have any new ideas you might want to try?



5. Take a look at the concept of small unit cohesion. How can you build connections between your units?

Culture Challenge



6. Write down the culture you want to have .
    a. What does it look like?
    b. How do people act in your culture?
    c. What does it sound like?
    d. How can athletes be a #1 teammate?
    e. How do you want them to be the other 22 hours of the day?

These will be the standards/expectations in your program.

Culture Challenge



7. How are you going to teach these core values in your program?

Core Value:

Behavior:

Activities that promote this value:

Culture Challenge

Most Important Question

8. How does your program teach CONFIDENCE/MOJO?



My Hope for all of you





As a coach, you have the opportunity to changes lives.

- I hope you win lots of championships.
- I hope you give your athletes many fun experiences.
- I hope you create a team of athletes who love each other and create friendships that last a lifetime.
- I hope you teach them skills that will help them be successful in life .
- Most importantly, I hope you give them MOJO that they have greatness within them. MAKE THEM BELIEVE THAT ACHIEVING THEIR DREAMS IS POSSIBLE.

I BELIEVE IN YOU!

