

ENFORCING STANDARDS IN PRACTICES & GAMES

Progressive consequences — logical discipline grounded in Transformational Discipline.

Standards are set. Support is given. Players still choose not to meet them — now you **enforce**, through logical consequences or the natural outcome of falling short.

Which tool?

In practice or in game → **progressive** consequences. Off the field or court → **restorative** consequences, which repair the relationship.

TRANSACTIONAL VS. TRANSFORMATIONAL

TRANSACTIONAL	TRANSFORMATIONAL
Rules & punishment — “ <i>done to you</i> ”	Boundaries & consequences — “ <i>chosen by you</i> ”
Control-oriented	Growth-oriented
Reactive: immediate, unintentional, driven by unregulated emotion	Responsive: often delayed, intentional, guided by regulated emotion
Rigid	Consistent, yet adaptable
Ambiguous essentials	Clear non-negotiables
Behavior over relationship	Relationship over behavior
Rooted in fear and control	Rooted in love and respect
Strategies: shame, anger & threats; sarcasm; pleading; lecturing; extrinsic rewards	Strategies: empathy; open-ended inquiry; do-overs (resets); loss of opportunity; loss of privilege
Outcomes: short-term compliance, emotional dysregulation, fear-based relationships	Outcomes: self-awareness, empathy, emotional intelligence, character development, relationships built on mutual respect

BEFORE YOU ENFORCE

- ☐ Has the standard been established, communicated, and agreed upon?
- ☐ Have you given the support they need to change?

HOW YOU COMMUNICATE IS KEY

Remember the 7–38–55 rule: words, tone, body language.

WORDS — 7%

“You’ve lost the opportunity...”

“You’ve lost the privilege...”

Emphasize choice: choosing not to work hard is choosing the consequence.

TONE — 38%

Positive, relaxed, or assertive — connect and correct.

The person and the moment set the tone; always intentional and controlled.

BODY LANGUAGE — 55%

Eye-level

Physical proximity

Hand movement & position

Facial expression

EXPLAIN THE WHY

Ask the team — in a manifesto meeting or standards review — “*What should the consequences be when we fail to live up to our standards?*” Answers usually run to *make us run, yell at us, give us another chance, make the team run*. Everyone agrees there should be consequences; few can name a constructive one. So name the principles:

Conditioning builds athletes — using it as punishment sends the wrong message.

A future employer won’t yell at you for failing to do your job, so I won’t yell at you now.

You set these goals and agreed to the standards. Why should I have to yell or punish you into what you committed to?

This team is a privilege and an opportunity. Missing the standard means losing that opportunity.

PROGRESSIVE CONSEQUENCES

IN PRACTICE

1. Reset or “do over.”
2. Sit out the drill.
3. Sit out an undefined amount of time — back in when they show they’re ready to elevate their effort.
4. Sit out practice — send them home or have them observe from the sideline.

IN GAME

1. Pull from the game — sub back in after a brief coaching moment, or sit a few minutes.
2. Sit out an undefined amount of time — until demeanor and sideline behavior match team standards: focus and actively supporting teammates.
3. Sit out the remainder of the game.