### Possible actions

#### Set expectations

* There are many common sources of tension between parents and coaches such as ‘game time’ (i.e. the amount of time their child is part of the event compared with others on the team) and the allocation of roles / positions (e.g. striker in football, bowling and batting orders in cricket, center and midfield positions in netball and AFL).
* In most cases, tension can be minimised or removed by coaches being explicit about how training and competitions will be run.
* Could you include parents in team addresses at the beginning of your time together so that everyone knows what is expected?
* Some coaches even have this as a regular feature at the start of each training session and game. Parents are then clear about what is expected.

#### Make use of parental resources

* Not all parents want to be involved (and of course this can be a source of frustration for coaches too).
* But for those who want to be involved, can you delegate meaningful tasks (not just trivial bits) to the parents of your players?
* Some coaches provide suitable parents with a framework or plan and let them run the warm-up.
* Parents might assist in managing equipment. Perhaps certain parents could take some statistics from the game that support your coaching approach (e.g. how many touches of the ball each player has, how long on the field a player is in a certain position, how many events each athlete competes in, how much of the session players are active vs listening vs waiting).

#### Inform yourself

* Do you know the guidelines and policy documents from your sport about the conduct of junior training and competitions?
* Perhaps you can talk to other coaches and parents regarding how you are going and what approaches others use?

### Final thought

What should be kept in mind, is that almost universally, no matter what the extent of poor behaviour, parents want the best for their children. Troublingly, at times some parents do not have the right skills to constructively deal with any feelings of confusion, anger or embarrassment they may be experiencing in relation to their child’s involvement in sport. This can lead to clashes and outbursts that impact greatly on coaches and most importantly, children. By being proactive and seeking positive engagements with parents there is a greater likelihood that everyone (coaches, parents, officials, and young people) will enjoy their time in sport.

\* Mageau, G.A. and Vallerand, R.J., The Coach-Athlete Relationship: A Motivational Model, Journal of Sports Sciences, 2003, 21, 883-904