

THIRD EDITION

Coaching Principles

Classroom Study Guide



American Sport Education Program

COACHING PRINCIPLES CLASSROOM STUDY GUIDE

Third Edition

**American Sport
Education Program**



HUMAN KINETICS

Coaching Principles Classroom Study Guide, Third Edition

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Preface

Welcome to the Coaching Principles course! The goal of this course is to help you become the most successful coach that you can be. The classroom course and self-study activities are designed to help you develop your coaching philosophy, motivate your athletes, teach techniques and tactics, develop training programs, plan for the season and each workout, and manage your team and your relationships with all of the people with whom you work.

The *Coaching Principles Classroom Study Guide* has two sections: classroom units and self-study units. You'll use the classroom units during the classroom course. Follow along in this part of the study guide as your instructor leads you through activities, videos, and discussions. All of the resources you need for the classroom course are in these classroom units, and plenty of space has been left for you to write notes.

After you've completed the classroom course, you'll use the self-study units to learn additional coaching information. You'll read the course text, *Successful Coaching*, as you work through these self-study units. Become familiar with the book so that you can refer to it as you face new coaching challenges. At the end of many self-study units, you'll find solutions to the activities so that you can check your responses and clarify your understanding.

Attending the classroom course, working through the self-study units, and reading *Successful Coaching* will prepare you for the Coaching Principles Test. Participating fully in the classroom course and diligently studying the self-study units should improve your score on the test and, more important, enhance your likelihood of becoming a successful coach.

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Introduction to Coaching Principles

(25 minutes)

PURPOSE: To introduce you to the Coaching Principles course, including the course purpose, learning objectives, agenda, and resources.

LEARNING OBJECTIVES

In this unit you will learn

- the purpose, learning objectives, and agenda for the Coaching Principles course;
- how you might use the course text and study guide; and
- some of the reasons other coaches have for taking the Coaching Principles course.

Unit Overview

Topic	Activities	Time (minutes)
A. Welcome and Introductions	Introduce yourself to the class.	5
B. Overview of the Coaching Principles Course	Learn about the purpose, objectives, and agenda for the course. Review the course resources. Discuss housekeeping details (rest rooms and so forth).	5 to 8
C. Am I a Successful Coach?	Complete Activity 1.1 Coach Self-Assessment, and discuss reasons for taking the Coaching Principles course.	10 to 15
D. Unit Summary	Review key unit points.	2

UNIT CONTENT

A Welcome and Introductions (5 minutes)

- Be prepared to introduce yourself by giving your
 - name,
 - present position,
 - sports coached, and
 - length of career.

Check that you have all of the contents of the course package, including the following:

- The course text, *Successful Coaching, Third Edition*
- A *Coaching Principles Classroom Study Guide*
- A Coaching Principles Classroom Test Package, including
 - an ASEP Bronze Level Evaluation Form to evaluate the course,
 - a Coaching Principles Classroom Test,
 - an ASEP Test Answer Form A to record test answers,
 - the Coaching Principles Test Instructions,
 - a preaddressed ASEP mailing envelope in which to mail the completed ASEP Test Answer Form A, and
 - a cardboard insert to ensure that the test form is not damaged in the mail.

B Overview of the Coaching Principles Course (5 to 8 minutes)

The purpose of the Coaching Principles course is to help you reflect on the skills needed to be a successful coach. Some of what we discuss today will confirm what you already know, but some information will be new and will help you refine your skills. In addition, you'll likely gain new insights from the other coaches in our class. This course has been designed to help you

- examine your goals as a coach,
- develop your abilities to communicate with and motivate your athletes,
- teach the techniques and tactics of your sport using the games approach,
- understand how to develop a training program for your sport,
- manage your team and your coaching relationships, and
- learn how you can increase your athletes' safety and reduce your legal liability.

Coaching Principles Classroom Course Agenda

Unit number	Unit title	Time (minutes)
1	Introduction to Coaching Principles	25
	PRINCIPLES OF COACHING	
2	Developing Your Coaching Philosophy and Determining Your Coaching Objectives	30
3	Selecting Your Coaching Style and Refining Your Coaching Philosophy	25
4	Coaching for Character	20
5	Coaching Diverse Athletes	25
	BREAK	15
	PRINCIPLES OF BEHAVIOR	
6	Communicating With Your Athletes	30
7	Motivating Your Athletes	30
8	Managing Your Athletes' Behavior	25
	PRINCIPLES OF TEACHING	
9	Coaching the Games Approach Way	20
	BREAK (LUNCH)	30
10	Teaching Technical Skills	25
11	Teaching Tactical Skills	30
12	Planning for Teaching	20
	PRINCIPLES OF PHYSICAL TRAINING	
13	Training Basics	20
14	Training for Energy Fitness	20
	BREAK	15
15	Training for Muscular Fitness	15
16	Fueling Your Athletes	15
17	Battling Drugs	15
	PRINCIPLES OF MANAGEMENT	
18	Managing Relationships	25
19	Managing Risk	15
20	Coaching Principles Wrap-Up	20
	TOTAL TIME:	8 HOURS, NOT INCLUDING LUNCH

Course Resources

Coaching Principles Classroom Study Guide

- You'll use the first part of the study guide today as we do activities together.
- We can't cover everything in this classroom portion of the course, so the second part of the study guide includes self-study exercises that you can do on your own to prepare for the test. It's filled with activities to help you examine your own situation and improve your coaching skills.
- Finally, as appropriate, the study guide includes answers to the self-study activities so that you can check your work.

Successful Coaching

- The book is divided into five parts: Principles of Coaching, Principles of Behavior, Principles of Teaching, Principles of Physical Training, and Principles of Management.
- Each chapter integrates the latest sport science research with practical knowledge acquired by highly experienced coaches. Dozens of references from leading experts bolster each chapter's content.
- You'll find plenty of illustrations, photos, tables, and forms to help you examine your own situation and plan for the future.
- Chapters 12 to 15, especially, include many tables and forms that you can use to plan your practice sessions and fitness testing.
- The appendix includes a detailed explanation of this and other ASEP courses.

The Learning Environment

- Feel free to ask questions at any time. There are no dumb questions. Be assertive about what you need to understand the topic better.
- Use the study guide in whatever way makes it easier for you to learn. Take notes, make check marks, underline important things—do whatever you need to do to make it a worthwhile resource.
- Relax. Enjoy yourself. Be open. Participate. We're all here to learn together.

Housekeeping Details

- Where to put coats
- Seating arrangements

- Rest room locations
- Refreshments
- Other

C Am I a Successful Coach? (10 to 15 minutes)

Activity 1.1 Coach Self-Assessment

Introduction

Coaching education organizations have found that the most successful coaches are knowledgeable and skilled in certain areas and share some common attitudes about coaching. Before learning about each topic in the remaining units, let's take some time to find out how you rate yourself as a coach.

Resources

- The Coach Self-Assessment Inventory (provided after the following instructions and activity outcome)

Instructions

1. Work individually.
2. Read each item on the inventory, and rate yourself as accurately as you can. Circle the rating that best matches your knowledge, skills, or attitudes in the area. For instance, if you don't know much about the tactical skills of the sport you coach, you would circle "1" for being "Weak" in that knowledge area.
3. Be honest. You will not need to share your results publicly.
4. Once you've circled your responses, total your points. Calculate your subtotals for the three areas of the inventory: knowledge, skills, and attitudes.
5. Then calculate your grand total and write it in the space provided at the bottom of the inventory.
6. Finally, compare your grand total with the rating scale to see what your goal for today might be.
7. You'll have 8 minutes to complete the inventory.

Activity Outcome

When you're done, you should have completed the inventory and totaled your points.

Coach Self-Assessment Inventory

This inventory will help you assess your knowledge, skills, and attitudes, which are important to fulfilling your duties as a coach. Read each item and rate yourself as accurately as you can. Circle the rating that best matches your knowledge, skills, or attitudes in the area. For instance, if you don't know much about the tactical skills of the sport you coach, you would circle "1" for being "Weak" in that knowledge area. Be honest. You will not need to share your results publicly.

	WEAK	AVERAGE	STRONG	
KNOWLEDGE <i>Rate your knowledge in the following areas.</i>				
Rules of the sport	1	2	3	
Technical skills needed to play the sport	1	2	3	
Tactical skills of the sport	1	2	3	
Methods to motivate athletes	1	2	3	
Cardiovascular and muscular demands of the sport	1	2	3	
Science of conditioning and training	1	2	3	
Physical and mental characteristics of the people I coach	1	2	3	
Sport nutrition and hydration	1	2	3	
How to prevent and treat injuries	1	2	3	
Risk management—legal duties, informed consent, appropriate insurance, minimizing athlete risk	1	2	3	
Subtotals for Knowledge section (Total the Points Circled in Each Column)				Total Knowledge Score: 25
SKILLS <i>Rate your ability to do the following.</i>				
Teach the technical skills of the sport (the specific procedures to move one's body to perform the task that needs to be accomplished—e.g., passing, blocking, executing a gymnastics movement, running or rowing efficiently)	1	2	3	
Teach the tactical skills of the sport (the decisions and actions of athletes to gain an advantage over the opposing team or athletes)	1	2	3	
Make tactical decisions for the team during the contest	1	2	3	
Plan the instructional program for the season and practices	1	2	3	
Prepare athletes for competition	1	2	3	

	WEAK	AVERAGE	STRONG	
Communicate with, <i>including listening to</i> , athletes	1	2	3	
Communicate with, <i>including listening to</i> , parents, officials, other coaches, and administrators	1	2	3	
Manage athletes' behavior by using positive discipline	1	2	3	
Coach for character	1	2	3	
Manage the details of coaching—medical records, contest schedules, transportation, budgets, and so forth	1	2	3	
Subtotals for Skills section (Total the Points Circled in Each Column)				Total Skills Score: 25
ATTITUDES <i>Rate your likelihood to do the following.</i>				
Emphasize athlete development over winning	1	2	3	
Continually incorporate newly learned beliefs, values, and insights into my coaching philosophy	1	2	3	
Treat others as I would like to be treated	1	2	3	
Incorporate fun into practices	1	2	3	
Involve athletes in decision making	1	2	3	
Convey empathy to athletes	1	2	3	
Instill a joy of participation and a positive attitude toward sport	1	2	3	
Actively prevent drug and alcohol use among athletes	1	2	3	
Develop positive, collaborative relationships with parents and colleagues	1	2	3	
Enjoy being a coach (overall level of motivation)	1	2	3	
Subtotals for Attitudes section (Total the Points Circled in Each Column)				Total Attitudes Score: 27
				Grand total: 74

Rating Scale

30 to 50 points: Hold on to your hat because you're going to learn a lot today!

51 to 75 points: Listen for the finer, more subtle points today because you're on your way to becoming a great coach!

76 to 90 points: Help coach your classmates today because you've got a lot to share!

Some inventory items are based on the 8 Domains of Coaching Competencies, from *Coaching Education: Designing Quality Programs*, NASPE. www.aahperd.org/naspe/template.cfm?template=coaching.html. Accessed December 2, 2003.

D Unit Summary (2 minutes)

- The Coaching Principles course is designed to help you reflect on the skills needed to be a successful coach.
- The course is 8 hours long, not including lunch or breaks.
- The primary course resources are the *Successful Coaching* book and the *Coaching Principles Classroom Study Guide*.

Developing Your Coaching Philosophy and Determining Your Coaching Objectives

(30 minutes)

PURPOSE: To help you consider your coaching philosophy and objectives and to introduce you to the Athletes First, Winning Second philosophy.

LEARNING OBJECTIVES

In this unit you will learn

- the importance of knowing what kind of coach you want to be and
- ASEP's perspective on winning as an objective in sport.

Unit Overview

Topic	Activities	Time (minutes)
A. Unit Introduction	Hear about the unit's purpose, objectives, and agenda. Get into groups by the sport you coach.	2 to 5
B. Your Coaching Philosophy and Objectives	As a class, complete Activity 2.1 Making the Tough Call, in which you discuss a scenario that will challenge you to think about your coaching philosophy.	12 to 15
C. Athletes First, Winning Second	<ul style="list-style-type: none">• Watch DVD segment 1, "Athletes First, Winning Second."• In teams, complete Activity 2.2 Athletes First, Winning Second: From Principle to Practice, in which you discuss scenarios that challenge you to make an Athletes First, Winning Second decision.	12 to 15
D. Unit Summary	Review key unit points.	1

UNIT CONTENT

A Unit Introduction (2 to 5 minutes)

- What kind of coach you want to be
- Your coaching philosophy and objectives
- ASEP's perspective on winning as an objective in sport
- Organize into groups by the sport you coach

B Your Coaching Philosophy and Objectives (12 to 15 minutes)

Activity 2.1 Making the Tough Call

Introduction

A philosophy consists of (1) your major objectives (the things you value and want to achieve) and (2) your beliefs or principles that help you achieve your objectives.

Your coaching philosophy and objectives affect your actions on the court or playing field. If you place a high value on fairness, you probably treat your athletes and the other team fairly. If you believe in developing athletes' leadership skills, you likely give your athletes many opportunities to step into leadership positions.

Your coaching objectives will help you to form your philosophy. The three major objectives of sport are

- to have a winning team;
- to help young people have fun; and
- to help young people develop physically, psychologically, and socially.

In this activity and throughout this unit, we'll take a hard look at how much emphasis you put on winning and the other objectives.

Resources

- The Wildcats scenario (provided after the following instructions and activity outcome)

Instructions

1. Work in teams of two to four, preferably grouped by the sport you coach.
2. Read the scenario and answer the questions posed.
3. You'll have 10 minutes for this activity.