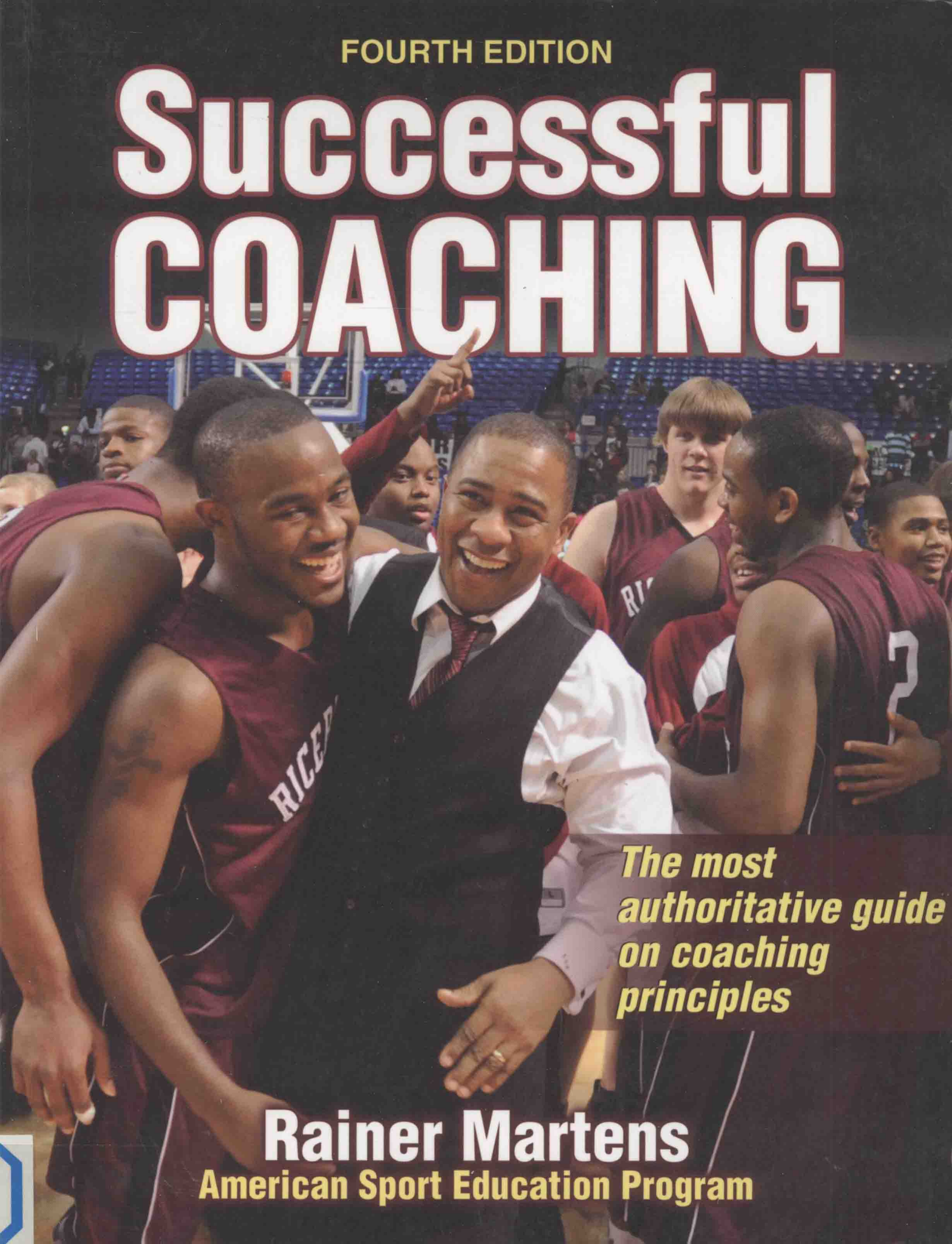


FOURTH EDITION

Successful COACHING



*The most
authoritative guide
on coaching
principles*

Rainer Martens
American Sport Education Program

SUCCESSFUL COACHING

FOURTH EDITION

RAINER MARTENS

Founder, American Sport Education Program

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PREFACE

If you're new to coaching, I've written *Successful Coaching* for you. If you're a veteran coach seeking to review, refresh, and expand your coaching knowledge, I've written *Successful Coaching* for you. And if you're a high school or club coach of teenage athletes in any sport, I've written *Successful Coaching* especially for you.

Successful Coaching is the text for the American Sport Education Program's (ASEP) Coaching Principles course (see the appendix for more information about this and other ASEP courses) and is widely used as a text in college introductory coaching courses. Several years ago, the third edition of the book was extensively revised to meet and exceed the National Council for Accreditation for Coaching Education guidelines. Now, in this fourth edition, we have revised in accordance with the recommendations of the National Standards for Sport Coaches as stated in its publication *Quality Coaches, Quality Sports: National Standards for Sport Coaches*, second edition (Reston, VA: National Association for Sport and Physical Education, 2006).

Without fame I've had a long and rich history of coaching. My love of coaching was first nurtured by the positive experience of coaching my brothers' Cub Scout baseball team. I had almost as much fun working with those 8- to 10-year-olds as I did playing baseball myself. After playing football and baseball in college, I began a master's program in physical education at the University of Montana. When the wrestling coach suddenly resigned, I was appointed the head wrestling coach at age 21. Later I coached high school wrestling, football, and track and field before going on to complete my doctorate in sport psychology at the University of Illinois. For the next 40 years I periodically coached both men's and women's slowpitch softball teams. Today I coach the Florida Legends senior softball team, an amazing group of athletes over the age of 70 who not only have the best winning

record in senior softball but are outstanding human beings. Through all these experiences I have found great satisfaction and a deep sense of privilege in being a coach.

In *Successful Coaching* I'll introduce you to many principles of coaching that are applicable across all sports. These principles are based on not only my experiences and those of many other master coaches, but also reflect the knowledge gained from the sport sciences over the last 50 years. It celebrates coaching as an emerging profession that offers you the opportunity to help young people become better athletes and, more important, better human beings. It espouses ASEP's philosophy of Athletes First, Winning Second and explains how you can put that perspective into action.

I've sought to make the book practical, to give you principles, guidelines, and tools that you can use immediately in your coaching. The highlights of the changes in this fourth edition include

- ▶ updates on facts and current coaching practices;
- ▶ an expanded section on bullying and hazing;
- ▶ a new section on coaching and social media;
- ▶ new emphasis on dynamic stretching rather than static stretching prior to activity;
- ▶ updated nutrition guidelines as well as information on nutritional supplements;
- ▶ a reversal of my position on drug testing and an explanation why;
- ▶ the addition of a 10th legal responsibility for protecting athletes from discrimination, hazing and bullying, and sexual harassment; and
- ▶ references to web-based content for additional information.

With this edition, you will also find customizable versions of the forms and some reproducible

handouts or posters at www.HumanKinetics.com/SuccessfulCoaching.

This book is very special to me. It brings together much of my life as an athlete, a coach, a sport psychologist, and a sport publisher. My wish is that this book becomes special to you—

that the knowledge in this book created from the labor of many sport scientists and the experience of thousands of master coaches will help you be a successful coach.

eBook
available at
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INSTRUCTOR RESOURCES

Successful Coaching, Fourth Edition, comes with an array of free resources for instructors who have adopted the book in a higher education setting. These ancillaries can be accessed at www.HumanKinetics.com/SuccessfulCoaching.

INSTRUCTOR GUIDE

The Instructor Guide includes lecture outlines, ideas for activities and assignments, discussion topics, and supplemental readings from journal articles, books, and websites. The Questions for Reflection from the book are duplicated in the Instructor Guide for easy access for instructors. The Instructor Guide is written by Patti Laguna, PhD, who has taught courses from previous editions of *Successful Coaching* at California State University, Fullerton.

TEST PACKAGE

Instructors can make their own tests and quizzes by selecting from a bank of hundreds of questions created especially for *Successful Coaching, Fourth Edition*. The questions are of various types: true-false, multiple choice, fill-in-the-blank, and essay and short answer. The Test Package is available for use through multiple formats, including a learning management system, Respondus, and rich text.

IMAGE BANK

This comprehensive resource includes all of the figures and tables from the text, sorted by chapter. Images can be used to develop a customized presentation based on specific course requirements. A blank PowerPoint template is provided so instructors can quickly insert images from the image bank to create their own presentations. Easy-to-follow instructions are included.

ELECTRONIC COACHING FORMS

Most coaching forms found in *Successful Coaching, Fourth Edition*, are provided in an electronic format and are freely available to instructors, students, and coaches. As with the other ancillaries, these forms can be found at www.HumanKinetics.com/SuccessfulCoaching.

ACKNOWLEDGMENTS

Successful Coaching aims to present the foundational knowledge that is essential for coaching any sport. I've had the privilege of authoring this text, but the book is actually the achievement of many people whom I wish to acknowledge.

The content of this book is greatly shaped by my own positive experiences in sport. With few exceptions I've had nurturing coaches who strengthened my intrinsic enjoyment of sport. I've coached many fine athletes and worked with outstanding assistant coaches who, as I think about it, probably taught me more than I taught them. I thank them all for providing me with the experiential knowledge that has shaped this book.

I've harvested the knowledge from the toil of thousands of sport scientists who have applied their intellectual skills to discover better ways of coaching. I'm indebted to them for creating the science of coaching.

The suggestions of reviewers Donna King, Jeff Dietze, John Giannini, Larry Lauer, Gerry Schwille, and Jack Wilmore were instrumental in shaping the revisions of this fourth edition. My thanks also to the following individuals for assistance with the previous editions: Jack Hal-

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I've had a great team of skilled professionals to work with in producing this book at Human Kinetics. Chris Drews once again captained the team as my developmental editor. She has skillfully guided this book from raw manuscript into what you see now, providing numerous recommendations for improving the manuscript along the way—and somehow she managed to make all this work enjoyable for all involved. Thanks, Chris. The other members of the team are listed on the copyright page. I thank each of you. And I'd like to extend a special thanks to Bob Reuther for his excellent interior design of the book.

And, finally. She has endured my ramblings as I organized my thoughts about the book during countless walks. She has provided insights as we discussed coaching while driving to numerous softball tournaments. And she has nudged me to persist when I needed encouragement. She's my personal coach, my best friend, and my wife, Julie Martens. Thanks, Julie. I'm truly grateful for all your support.

BECOMING A SUCCESSFUL COACH

Welcome to coaching. What a privilege to be a coach—to have the opportunity to guide young people in their sport participation. As a coach, think of yourself as being in the “positive persuasion” business!

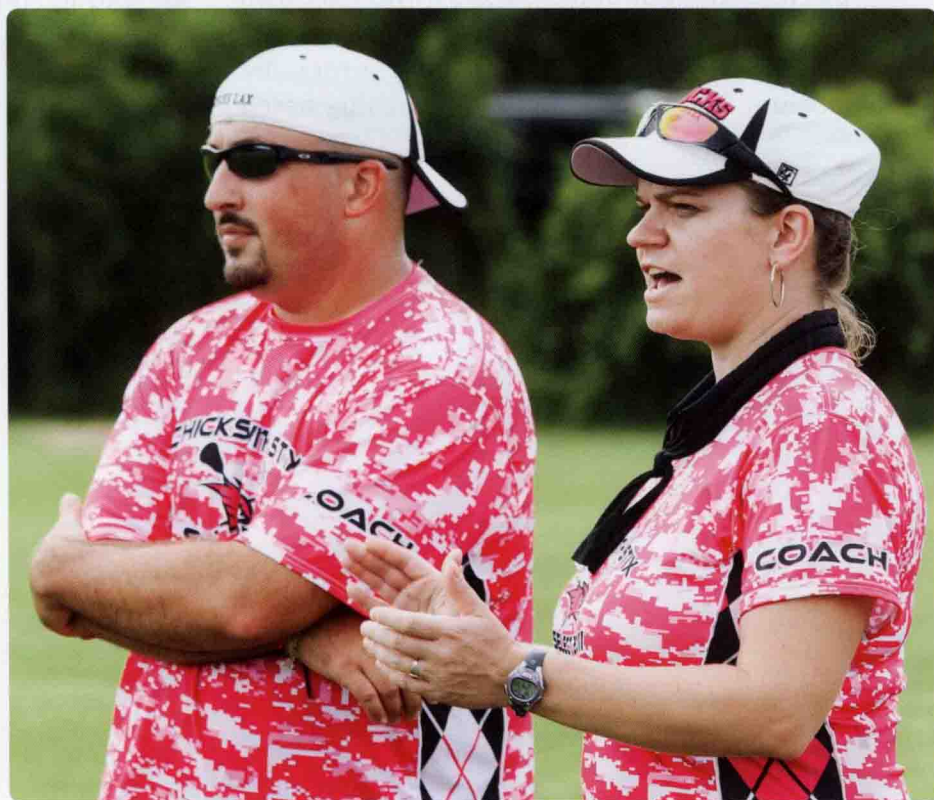
If you haven’t coached before, you have many new experiences awaiting you. Perhaps you’ve already daydreamed scenes of your players carrying you off the field on their shoulders after winning the championship, or your athletes dumping a cooler of sport drink over you in celebration of a victory. Perhaps you see your friends and neighbors congratulating you for masterminding the perfect season. Perhaps your daydreams turn to nightmares—you see yourself making a tactical blunder, and a loudmouth spectator ridicules you. Then you lose your temper and say things you regret. If you have coached before, perhaps these daydreams and nightmares, or similar scenes, are real experiences for you.

Like any profession, coaching has its highs and lows, but if you are prepared, you will experience mostly highs. If you already have the teaching skills of an educator, the training expertise of a physiologist, the administrative leadership of a business executive, and the counseling wisdom of a psychologist, you can throw this book away—it won’t help you. If you don’t, join me to find out what makes a successful coach.

Is success as a coach the winning of contests? Yes, in part, winning is an aspect of successful coaching. But successful coaching is much more than just winning contests.

Successful coaches help athletes master new skills, enjoy competing with others, and develop self-esteem. Successful coaches are not only well versed in the technical and tactical skills of their sports but also know how to teach these skills to young people. And successful coaches not only teach athletes sport skills, they also teach and model the skills athletes need to live successfully in our society.

Coaching indeed is teaching, but it’s also more. Coaches not only guide athletes in *learning* technical, tactical, and life skills, they also orchestrate and direct their athletes in the *performance* of these skills. Coaches, unlike teachers, have their teaching skills evaluated by others each time their teams compete. Unfortunately, some coaches are guilty of underteaching in practices and overcoaching



during contests. To help you avoid this tendency, *Successful Coaching* emphasizes teaching in practices so that you'll have less need for coaching during contests.

Coaching also is leading. As a coach you will have immense power over your athletes. You can do much good with this power—and you can do much harm. Coaching athletes of any age is not a frivolous activity to be granted to anyone willing to volunteer some time. Just as other professionals have great impact on the lives of those they serve, so do coaches. Prepare yourself to use your power to do good.

Coaching is a helping profession. A cardinal principle for all helping professionals is to take care of yourself first so you can better take care of others. Coaching is a demanding helping profession, and the better you care of yourself physically and mentally, the better you can help your athletes. Throughout this book you'll find advice on taking care of yourself and encouragement to do so.

Being a successful coach is an enormous challenge. Good intentions are not enough to be successful; you need all the knowledge you can get. Most coaches have learned the skills of coaching through years of trial and error. But, oh, how some of those errors hurt! *Successful Coaching* will help you shorten that learning process—and reduce those painful errors—by teaching you the principles of coaching based

on the sport sciences and the wisdom of many successful coaches.

This book, and the ASEP Coaching Principles course in which it is used, is only a starting point, a foundation for building your knowledge of coaching. You can also learn much by watching and talking with other coaches. They can teach you both effective and ineffective coaching practices; what you must do is distinguish between the two! By learning the foundational principles in *Successful Coaching*, you'll be in a better position to make that distinction.

You will also learn from your own experiences. As you coach, examine your experiences periodically and think about what you are learning. What can you do differently to coach more successfully, and what do you want to do the same way because it works well?

Successful coaches are those who can learn new skills, who are flexible enough to change old ways when change is needed, who can accept constructive criticism, and who can critically evaluate themselves. Throughout *Successful Coaching*, I will ask you to do all of these things.

Congratulations on taking this step to become a better coach—a professional coach. I encourage you to continue your learning throughout your coaching career by taking more courses, reading more books, and joining a coaching association in your sport.

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PART I

Principles of Coaching

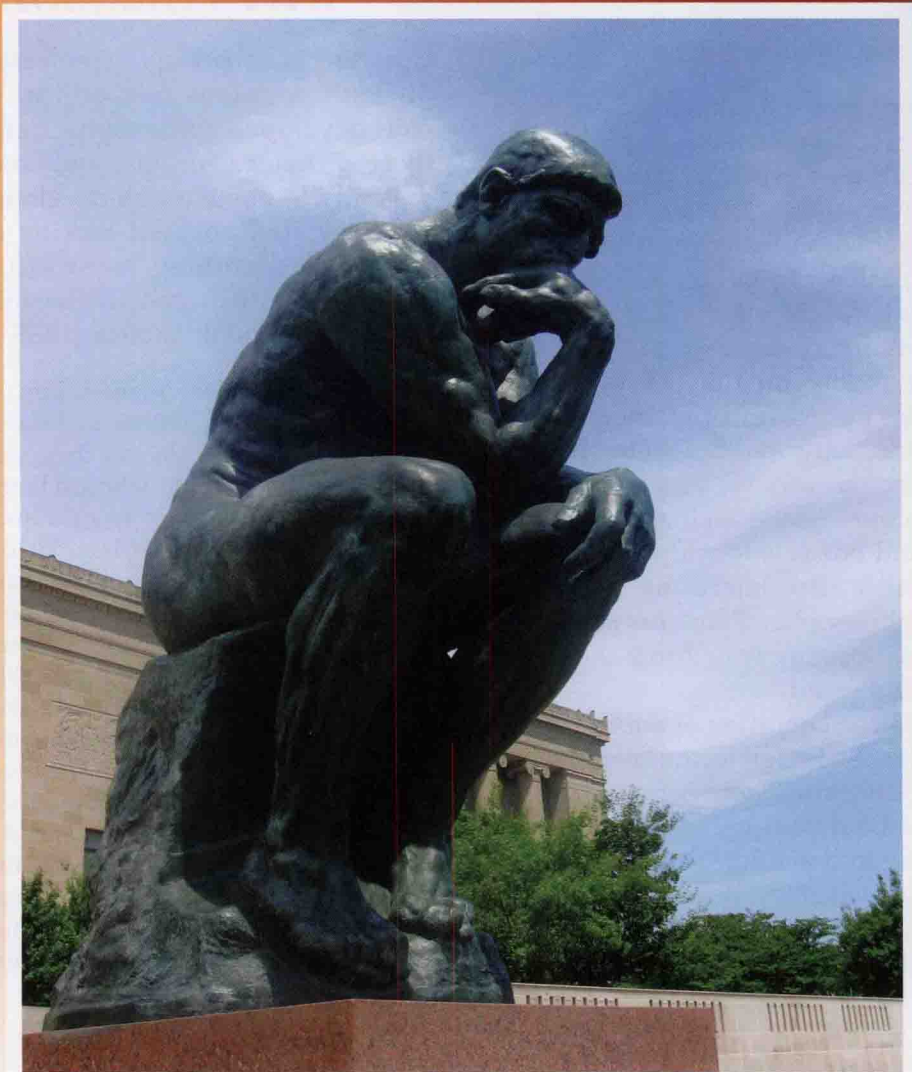
Chapter 1	Developing Your Coaching Philosophy
Chapter 2	Determining Your Coaching Objectives
Chapter 3	Selecting Your Coaching Style
Chapter 4	Coaching for Character
Chapter 5	Coaching Diverse Athletes

Your success as a coach will depend more on your coaching philosophy than on any other factor. By *philosophy* I mean the beliefs or principles that guide the actions you take. Your coaching philosophy will determine how wisely you use your knowledge about technical and tactical skills, the sport sciences, and sport management. Your coaching philosophy will guide you in your interactions with your players, their parents, fellow coaches, and officials. In part I you will learn how to develop a coaching philosophy and be invited to think about what you want to accomplish as a coach and how you want to do so with the diverse group of athletes you're likely to encounter.



CHAPTER 1

Developing Your Coaching Philosophy



Willie, your star player, was driving for the basket when a defensive player undercut him as he was shooting a layup. Willie hit the floor hard, was stunned for a moment, but then jumped up and retaliated by slugging the defensive player. The referee called a foul on the defensive player but ejected Willie from the game. As coach, one of your team rules is that if a player is ejected from a game he must sit out the next game. However, the upcoming game could determine whether your team makes the playoffs. Plus, Willie's teammates have come to his defense, feeling he was justified in retaliating. Do you suspend Willie for the game, or do you let him play?

This is one of the many tough decisions you may have to make as a coach—sometimes right on the spot. What can help you most in making these tough decisions? A well-developed philosophy of coaching.

In this chapter you'll learn . . .

- ▶ the value of a coaching philosophy and
- ▶ the importance of knowing who you are and what kind of coach you want to be.

The word *philosophy* used to turn me off. Nothing seemed more impractical than philosophy, and I see myself as a practical person. I have learned, however, that nothing is as practical as a well-developed philosophy on life and on coaching. My philosophy guides me every day; it helps me interpret the events in my life, and it gives my life direction.

Philosophy to me means the pursuit of wisdom; it helps us answer fundamental questions about what, why, and how. Our philosophies determine the way we view objects and experiences in our lives as well as the way we view people and our relationships with them. Our philosophies also determine the values we hold. The philosopher Epictetus said, "The beginning of philosophy is to know the condition of one's own mind."

Do you know the condition of your mind? Is your philosophy of life well formulated? Is your philosophy of coaching well defined? Or are you uncertain about your beliefs on important issues in life and in coaching? Such uncertainty can lead to inconsistency in behavior, which can destroy personal relationships and create chaos within a family or a team.

The key to developing a philosophy of coaching—and of life—is getting to know yourself. In this chapter, I'll ask you to consider some facets of yourself and issues pertinent to coaching sports to help you further develop your coaching philosophy.

WHY PHILOSOPHY?

Coaching is a challenging profession with many difficult decisions and ethical dilemmas. A well-developed philosophy helps you make these difficult decisions and coach more successfully. Without a well-developed philosophy you may find yourself lacking direction and readily succumbing to external pressures, as cleverly illustrated in the following story reported by Ralph Sabock (1985, pp. 49-50):

There was an old man, a boy, and a donkey. They were going to town and it was decided that the boy should ride. As they went along they passed some people who exclaimed that it was a shame for the boy to ride and the old man to walk. The man and boy decided that maybe the critics were right so they changed positions. Later they passed some more people who then exclaimed that it was a real shame for the man to make such a small boy walk. The two decided that maybe they both should walk. Soon they passed some more people who exclaimed that it was stupid to walk when they had a donkey to ride. The man and the boy decided maybe the critics were right so they decided that they both should ride. They soon passed other people who exclaimed that it was a shame to put such a load on a poor little animal. The old man and the boy decided that maybe the critics were right so they

decided to carry the donkey. As they crossed a bridge they lost their grip on the animal, and the donkey fell into the river and drowned. The moral of the story is that if you try to please everyone you will finally lose your ass.

When you are coaching, your philosophy, much more than your knowledge of the sport, will save you from "losing your ass." Having a well-developed philosophy removes uncertainty about training rules, style of play, discipline, codes of conduct, competitive outlook, short- and long-term objectives, and many other aspects of coaching. If you give equal time to developing your philosophy and to developing your technical knowledge of the sport, you will be a better coach.

DEVELOPING YOUR PHILOSOPHY

You already have a philosophy on life and probably a philosophy on coaching. The philosophy may or may not be well developed in your mind. You may be conscious of your philosophy on life, or it may reside at a more subconscious level, depending largely on how much you have reflected on it. Even if you have a well-developed philosophy now, remember that philosophies are lifelong in their development.

Many famous coaches are well known for their coaching philosophies. These coaches discovered early in their careers that the art of coaching involves using broad philosophi-

cal concepts in a skillful way to enhance the pursuit of goals, regardless of whether others agree with their coaching philosophies:

- ▶ Phil Jackson, one of the NBA's greatest coaches, emphasized developing a strong team culture through empowerment of his players, communication, respect, and trust.
- ▶ Beth Anders, a leading field hockey coach, says, "The three cornerstones of my coaching philosophy are to be consistent in what I expect of my players, to be as prepared as possible so that I can perform as well as possible, and to continue to learn as much as I can about the players and the game" (Reynaud 2005, p. 5).

A philosophy consists of (1) major objectives (the things you value and want to achieve) and (2) your beliefs or principles that help you achieve your objectives. These principles help you cope with the myriad of life's situations. Often some of your beliefs or principles will change as they are shaped by your experiences, as shown in figure 1.1.

Your developing principles are tested when you find yourself in situations in which you are uncertain about the best way to respond. Once you have responded, you can then evaluate the consequences of your response against your principles. Favorable evaluations strengthen your principles. Unfavorable evaluations, especially repeated ones, may indicate that you need to search for different principles.

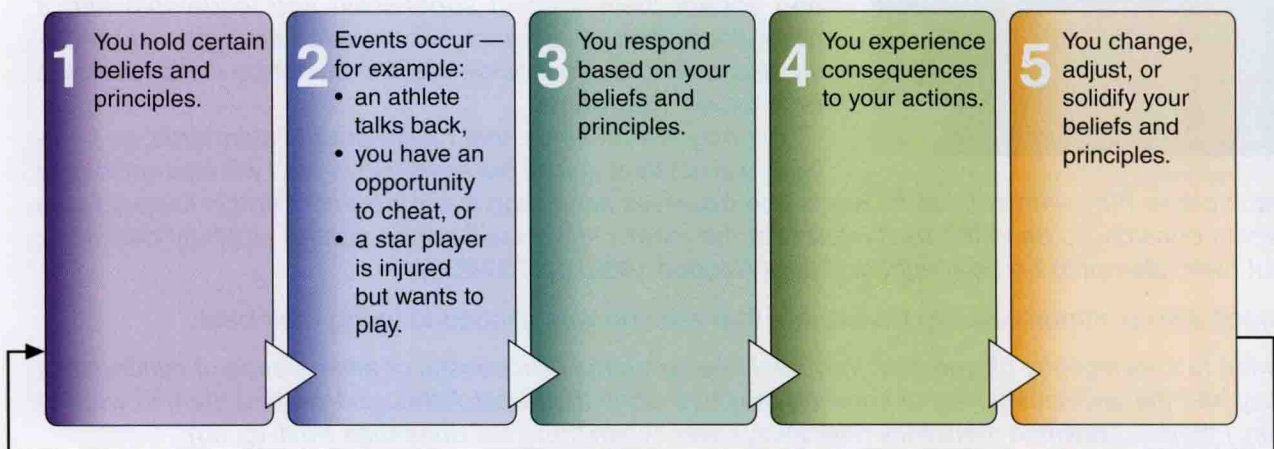


Figure 1.1 How life events can affect your coaching philosophy.