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As our society continues to realize that coaches must be trained to provide safe, enjoyable, and meaningful sport experiences for their athletes, leaders like you are taking the initiative by providing coaching education throughout the United States.

The question is no longer “Should coaches be trained?” but “How should coaches be trained?” The American Sport Education Program (ASEP) has been offering coaching education solutions since 1981, including the introduction of Coaching Principles in 1990. For a more in-depth explanation of ASEP’s curriculum, please read section 1 of this instructor guide.

As a Coaching Principles instructor, you’ll join a legion of instructors who have taught Coaching Principles to more than 750,000 coaches over the past 21 years and have helped to develop millions of athletes across the country. You will play an important and direct role not only in improving the quality and safety of athletes’ sport experiences but also in enhancing the quality and professionalism of coaching.

Why Learn Coaching Principles?

School administrators, directors of sport organizations, parents, and athletes all have high expectations for today’s coaches. Moreover, coaches themselves are searching for ways to coach more successfully. Coaches know that a good understanding of the Xs and Os is necessary, but not enough, to be an excellent coach. Today’s coach must also have a sound coaching philosophy and be able to motivate athletes through positive reinforcement. Coaches must be able to coach a diverse group of athletes, effectively teach the techniques and tactics of their sport, plan for the season and each practice, and manage all of their coaching relationships. Coaches today must send consistent messages that prevent athletes’ use of tobacco, alcohol, and other drugs. Finally, coaches are expected to train their athletes properly for the sport and incorporate the latest information on sport science into their program. That’s a tall order for coaches, but it’s not impossible for them to fill if they have the opportunity to learn and develop such skills. That’s where you come in. As a certified instructor of this course, you’ll be giving coaches the know-how and skills to be successful coaches—coaches who put “athletes first, winning second.”

The Coaching Principles classroom course is designed to help you give coaches the latest information available to effectively teach techniques and tactics, provide for optimal physical
preparation, and work with a wide variety of athletes to help them perform their very best. You will lead coaches through a series of activities, some of which present simulated situations that will require them to wrestle with choices in making difficult decisions. You will introduce them to critical coaching principles such as their philosophy of coaching and help them consider tough questions such as whether they really put athletes first and how they can do so in even the toughest of situations. Through the Coaching Principles course materials and your own valuable experience, you can help coaches understand their significant position as role models and teach them the best methods for coaching, motivating, planning, teaching, and communicating.

**Ongoing Commitment**

We have made every effort to make *Coaching Principles Instructor Guide* and the instructional materials as useful and complete as possible. And we are committed to updating our instructional materials to ensure that you have the most current and accurate information available. It’s all part of our ongoing mission to provide the highest quality of instruction to coaches to help them succeed with their athletes and in their profession.

By taking a leadership role as an instructor, you have the opportunity to help coaches be better prepared to develop athletes and positively influence their lives by providing meaningful and fun sport experiences. Thank you for making the commitment to teach Coaching Principles.
ASEP and Coaching Education

ASEP, the American Sport Education Program, is the leading provider of classroom and online educational courses, books and e-books, videos, DVDs, and software for coaches, officials, and athletic administrators. Since its inception in 1981, ASEP has developed high-quality coach education resources and courses that have been used to educate more than 1.5 million coaches, officials, parents, and athletic administrators. The fourth edition of Successful Coaching (revised in 2011) and this Coaching Principles course exemplify ASEP’s ongoing commitment to provide up-to-date, high-quality instructional materials for athletic administrators and coaches.

Through partnerships with state high school associations, ASEP provides coaching education to more than 25,000 high school coaches each year. ASEP also provides customized education programs for a number of national youth sport organizations and Olympic sport national governing bodies. Additionally, national, state, and local sport organizations and more than 200 colleges and universities use existing ASEP courses and resources to educate coaches.

ASEP's Beginnings

In the early 1970s, Dr. Rainer Martens, sport psychologist and physical education professor at the University of Illinois at Urbana-Champaign, was studying the psychological aspects of youth sport. Through his research, Martens determined that the best way to enhance athletes’ sport experiences was to increase the preparedness of their coaches. As a result of his research, he
founded the American Coaching Effectiveness Program in 1981, which later expanded into ASEP. ASEP is part of Human Kinetics, an international publisher of sport and fitness resources.

In 1981, Martens produced and released the first ASEP course, which focused on coaching philosophy and the basics of sport science, sports medicine, and sport management. By 1986, ASEP had 1,400 certified instructors who had trained more than 50,000 scholastic and club sport coaches.

In 1994, ASEP added educational programs and resources for volunteer coaches, officials, parents, and administrators of community youth sport programs, national youth sport organizations, and military and religious sport organizations.

**ASEP Expands Its Vision of Sport Education**

ASEP has become increasingly aware of the specific needs of coaches, officials, administrators, parents, and organizations at various levels of sport. In response to these needs, ASEP has developed the Volunteer and Professional Coaches Education Programs (see the following table).

The Volunteer Coaches Education Program provides beginning and intermediate education for coaches of athletes 13 years of age and younger who participate in youth sport programs. This program also offers resources for parents, officials, and sport administrators working with this age group.

The Professional Coaches Education Program provides advanced education for coaches of athletes age 14 and older who participate in scholastic, collegiate, and Olympic national governing body sport programs.

Both the Volunteer and Professional Coaches Education Programs use online learning and traditional, instructor-led classroom courses to provide the most affordable and convenient sport education opportunities.

For more in-depth information on ASEP’s educational programs and resources, please visit www.ASEP.com.

Bronze-Level Certification recognizes coaches who have dedicated themselves to extensive education by completing

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Coaching Principles, Sport First Aid, and at least one advanced sport-specific course offered by ASEP. Coaching Principles Instructor Guide is part of the Bronze-Level Coaching Principles classroom course. Online courses are also available to provide coaches with additional flexibility in achieving their educational requirements and professional education goals.

- Coaching Principles online and classroom courses provide a foundation in coaching philosophy, communication and motivation principles, effective sport skills instruction, and player, team, and self management.
- Sport First Aid online and classroom courses provide coaches and students with clear guidelines on what’s expected of them as first responders as well as action steps for the care and prevention of more than 110 athletic injuries and illnesses.
- Sport-specific coaching courses provide content and guidance from sport-specific experts to enhance each coach’s ability to
  - teach sport-specific techniques and tactics,
  - develop quality season plans and effective practice plans,
  - prepare athletes to compete at their optimal level, and
  - better manage the program.

Ensuring Quality

ASEP strives to develop and deliver the very best in sport education programs. To ensure the quality of our programs, we adhere to the following standards:

- ASEP’s curriculum design team consults coaching education specialists and experts for contributions, suggestions, reviews, and final approvals before releasing ASEP courses and course materials.
- The ASEP classroom and online course formats are highly structured to standardize the information presented and the way in which it is communicated.
- Classroom course evaluations are designed to elicit feedback that will help ASEP evaluate the quality of the course content and how it’s delivered.

As a certified instructor, you can help ensure the quality of the Coaching Principles course by adhering to these guidelines:

- Prepare fully for the course. Complete the precourse instructor checklists found on pages 15-21.
- Share your passion, enthusiasm, and professionalism for developing young athletes in the way you lead the Coaching Principles course.
• Take advantage of the expertise that went into building the course by teaching the course as designed, and adhere to the procedures outlined in *Coaching Principles Instructor Guide*.
• Provide completed course paperwork to ASEP in a timely manner.
• Maintain a professional and pleasant appearance and demeanor whenever you serve as a Coaching Principles classroom course instructor.

**ASEP Classroom Instructor Certification**

New instructors can become certified to teach the Coaching Principles classroom course in three ways. New instructors must complete one of these options.

**Option 1: ASEP Leadership Training Seminar**

The ASEP Leadership Training Seminar (LTS) includes the following four steps:

1. Complete the Coaching Principles classroom or online course.
2. Complete the Coaching Principles online test with a score of 90 percent or better.
3. Attend a Coaching Principles LTS. The LTS is led by an ASEP national or state faculty member. It is conducted in a classroom setting over half a day to one day, depending on the number of new instructors in attendance. Each new instructor prepares for and presents practice teaching exercises.

**Option 2: ASEP Co-Teaching Experience**

The ASEP Co-Teaching Experience (CTE) option must be approved by the organization for which the new instructor is certifying to teach and by ASEP. It includes the following four steps:

1. Complete the Coaching Principles classroom or online course.
2. Complete the Coaching Principles online test with a score of 90 percent or better.
3. Work with ASEP to coordinate efforts to co-teach Coaching Principles with a current certified instructor. As a new instructor, prepare for and present a minimum of two course exercises. The approved ASEP Bronze-Level instructor will coordinate the new instructor’s involvement and act as a mentor during and after the CTE.
Option 3: ASEP Web-Based Training

ASEP introduced the ASEP Web-Based Training (WBT) in an effort to provide a flexible training approach designed to effectively prepare more new instructors without having to make them wait for a scheduled LTS. WBT is designed specifically for new instructors who have extensive experience as classroom teachers in an academic setting. Designed for any new instructor, this option is conducted by an ASEP staff member and includes the following five steps:

1. Complete the Coaching Principles classroom or online course.
2. Complete the Coaching Principles online test with a score of 90 percent or better.
3. Participate in a Coaching Principles WBT.
4. Coordinate efforts with ASEP to schedule and teach your first Coaching Principles course.

ASEP Service and Support

ASEP realizes that you may have questions about the information in this instructor guide and about the responsibilities involved in implementing and administering the Coaching Principles classroom course. If you have any questions, please call us at 800-747-5698 or e-mail asep@hkusa.com, and we'll assist you in any way possible.

The ASEP staff wants to maximize both the quality of the curriculum and our ability to meet your specific needs. For questions on preparing for and leading your Coaching Principles classroom course and associated course paperwork, please contact the ASEP program services team. Our sales implementation team can assist you in implementing the ASEP Professional Coaches Education Program courses or any other ASEP educational program in your school, district, or organization. For questions or suggestions regarding course content and delivery, our curriculum design team can assist you. We'd like to hear from you!

American Sport Education Program
P.O. Box 5076
Champaign, IL 61825-5076
800-747-5698 or 217-351-5076
Fax for ordering courses: 217-351-1549
Fax for submitting course report forms: 217-351-2674
E-mail: asep@hkusa.com
Coaching Principles
Classroom Course
Overview

To provide repeated and varied learning experiences that are both interesting and challenging, this course includes these four parts:

1. Classroom instruction
2. Test preparation
3. Testing
4. Coaching Successfully

Classroom Instruction (8 hours)

The eight-hour classroom instruction is conducted by a specially trained instructor: you. We recommend that you have at least 5 and no more than 25 coaches to conduct an effective course. We have found that the ideal number is between 15 and 20, but you may use your discretion in determining what works for you. At the beginning of the class, each participant receives a copy of Coaching Principles Workbook, the course text, Successful Coaching, Fourth Edition, and the test package. After completing the class, the participants take these materials with them to use throughout the other three phases of the course.

Test Preparation (15 to 20 hours)

After the classroom instruction, coaches complete the test preparation part of the course. Coaching Principles Workbook includes test preparation instructions that guide coaches through read-
ing the course text and completing related learning activities in *Coaching Principles Online Component*. The time required to complete this phase will vary based on the individual coach’s reading speed and study habits.

**Testing (1 to 2 hours)**

After completing the test preparation activities, coaches complete a 100-question test that is open book. The test is available in paper–pencil and online formats. The time required to complete the test phase will vary based on the individual coach’s preparation—how well the coach attended to the classroom instruction and how thoroughly the coach completed the test preparation phase, especially reading the course text.

The test enables the coaches to review what they’ve learned. A score of 80 percent or better is required to pass the test and the course. The purpose of the test is to

- require coaches to work with the material and concepts presented in the classroom and test preparation phases of the course,
- allow coaches to demonstrate what they learned through the course, and
- ensure that coaches have a good understanding of the course principles and concepts that will make them successful coaches.

The test should be presented as a positive step for coaches, one that enables them to affirm their grasp of the course concepts related to being a successful coach. Coaches should view the test as a challenge and an additional learning tool, not an obstacle.

**Coaching Successfully (2 to 4 hours)**

Coaching Successfully has two parts. The first part occurs during the classroom presentation. The Developmental Dozen, which are 12 goals related to athlete development that coaches can influence, are introduced in unit 2. The Coaching Successfully section at the end of units 2 through 6 identifies the developmental goals covered in the unit and provides space for the coach to make key points that he or she can refer to after the session. Throughout the classroom course, the instructor provides coaches with a variety of Coaching Successfully tips that can also be added to the notes portion of the corresponding unit. Additionally, coaches should complete recommended activities to learn more about their coaching responsibilities (for example, reviewing school rules, reviewing a coach’s code of ethics, and interviewing the athletic administrator to determine the
coach’s responsibilities for physically preparing the athletes). The second part of Coaching Successfully is completed after coaches achieve a score of 80 percent or better on the course test. Coaches should use notes taken during the course in the Coaching Successfully section of the workbook to help them focus on priorities for coaching successfully.

Coaching Principles Classroom Course Content

You *must* emphasize to the coaches that the Coaching Principles classroom course is not just the classroom phase; it also includes the test preparation and Coaching Successfully phases. Completing these phases is integral to learning how to become a more successful coach.

The classroom phase covers the primary coaching principles discussed in the course text, *Successful Coaching*. Information that is best presented in the classroom setting is included for each topic. The following topics are included:

- Unit 1: Introduction to Coaching Principles
- Unit 2: Principles of Coaching
- Unit 3: Principles of Management
- Unit 4: Principles of Physical Training
- Unit 5: Principles of Behavior
- Unit 6: Principles of Teaching

Like the topics in the classroom phase, the topics included in the test preparation and Coaching Successfully phases mirror the chapters in the text. These phases cover information and activities that are best completed by each coach individually. They allow coaches to apply the coaching principles to their unique individual situations.

As you prepare to teach the course, we expect you to draw on your experience and expertise in providing coaches with an exceptional learning experience. This approach should enable you to effectively engage the coaches as you facilitate the classroom learning activities, which are the most important parts of the classroom experience.

Coaching Principles Classroom Course Resources

Painstaking effort has been applied to ensure that the course materials are effective instructional tools and accurate informational resources. Here is a brief synopsis of the role each resource plays in the Coaching Principles classroom course.
Coaching Principles Instructor Guide, Fourth Edition

This three-ring binder—Coaching Principles Instructor Guide—is your guide to conducting the classroom course. It includes the preface and these six sections:

Section 1: ASEP and Coaching Education
Section 2: Coaching Principles Classroom Course Overview
Section 3: Presenting the Course: Preparation, Conduct, and Follow-Up
Section 4: Be an Effective Instructor
Section 5: Instructor’s Classroom Guide
Section 6: Coaching Principles DVD Script

The instructor guide is the “cookbook” for planning, conducting, and overseeing successful learning experiences for coaches. You’ll learn how to use it in the Coaching Principles instructor training.


Coaching Principles Component is the coaches’ printed guide for completing the classroom, test preparation, and Coaching Successfully phases of the course. The workbook also includes sample solutions for the learning activities completed in class. You should have received a copy of the workbook with your instructor materials. You’ll learn how to use it, and how the coaches should use it, in the Coaching Principles instructor training.

While coaches complete the test preparation phase of the classroom course, they will have access to and may complete activities in Coaching Principles Online Component. The online workbook covers the same topics as the classroom course and incorporates instructional approaches that provide coaches with complementary learning experiences for studying topics related to coaching principles.

Successful Coaching, Fourth Edition

Written and updated specifically to serve as the text for the Coaching Principles classroom course, the fourth edition of Successful Coaching contains philosophical and practical information to help interscholastic and club sport coaches be successful. Authored by Rainer Martens, this new edition of Successful Coaching is divided into five parts: Principles of Coaching, Principles of Behavior, Principles of Teaching, Principles of Physical Training, and Principles of Management. Coaches should be encouraged to view the book as a resource. They should refer
Coaching Principles Classroom Course Overview

to it as needed after having completed the course and as they examine their own situations, plan for the future, assess their own performance, and seek solutions for perpetual growth.

**Coaching Principles DVD, Fourth Edition**

*Coaching Principles DVD* includes footage that was developed to enhance coaches’ learning of the classroom content. The DVD provides important content overviews and includes several coaching vignettes that coaches will use during the class activities and afterward as they apply the principles to their coaching situations.

**Coaching Principles Test and Test Package**

The Coaching Principles classroom course includes a 100-question test. Coaches are encouraged to take the test online, but may opt to take a paper–pencil version if they wish. This is explained in section 3. In accordance with the low-pressure evaluative approach, a coach who fails the test (less than 80 percent correct) is allowed one year from the date of the course to retest until they achieve a passing score. However, you should encourage coaches to study the text and the online workbook sufficiently before completing the test because a fee is charged for the processing of each retest.

The test is included in the Coaching Principles classroom test package that you will hand out and is described in unit 1 in the course. The package includes the following:

1. Coaching Principles classroom test
2. ASEP Test Answer Form A to record test answers
3. Coaching Principles test instructions
4. Preaddressed ASEP mailing envelope for the coach to mail the completed ASEP Test Answer Form A
5. Cardboard insert to ensure that the test form is not damaged in the mail
After you have completed the Coaching Principles instructor training and determined when you will conduct your first course, you’ll need to follow the steps outlined in this section to prepare for, conduct, and complete follow-up activities for the course. If you have problems setting up the course or ordering materials, contact ASEP for help.

**Before the Class Begins: Preparation**

In this section you will find helpful suggestions for handling tasks that should be completed before the class. How well you attend to these details will significantly affect the ease and success of your instruction. Among the more important items to address are the following:

- Scheduling
- One- and multiple-day formats
- Team teaching
- Instructor and course preparation: several weeks before you teach
- Instructor and course preparation: a few days before you teach and the day you teach
- TV monitor and DVD player
**Scheduling**

When should the Coaching Principles classroom course be held? The reality is that it depends. When scheduling the class for high school coaches, the course is often taught at the beginning of school year and throughout the year if necessary before the beginning of the winter or spring sport seasons. Instructors for Olympic sport national governing bodies typically schedule their sessions before the beginning of their season. You should consider these factors in scheduling:

- Schedule the course to be held before the sport season begins, but not too far in advance. A course held a few weeks before the start of the season helps increase the likelihood that the knowledge will be fresh when the season starts.
- Schedule the course when other events (especially sport events) do not cause conflicts. A weekend day is typically better than a weekday.
- Avoid scheduling the course during a peak vacation time in your region.
- Schedule a course when coaches are brought together for other reasons, such as a conference or in-service training.
- Although you cannot predict the weather with any certainty, try to offer the course when severe conditions are least likely.
- Check that neither you nor any co-instructor has a scheduling conflict on the proposed date.
- Make sure the facility where you plan to hold the course will be available on the projected date.

When you choose your course date, contact ASEP by telephone (800-747-5698 or 217-351-5076) or by e-mail (asep@hkusa.com), or go to the For Instructors tab on www.ASEP.com and add your courses there. The ASEP staff maintains a list of scheduled courses and includes them on ASEP’s website (www.ASEP.com), which enables us to refer coaches who inquire about upcoming courses in their area. This is most applicable if you want to keep your course available to anyone interested in attending and paying for the course.

**One- and Multiple-Day Formats**

The eight-hour class is short enough to be conducted in one day. However, the class can also be presented over two or more days.

**Team Teaching**

We encourage qualified Coaching Principles instructors who want to team teach the class to work collaboratively in planning and facilitating the course. Veteran instructors have shared that team teaching provides a number of valuable benefits. Team teaching creates a positive energy resulting from teamwork.
The team approach distributes some of the workload, which may be helpful given the intensity of the one-session format. Working with one or more instructors introduces another level of accountability (instructor to instructor) and provides additional motivation to perform at a high level. Co-instructors often establish parameters to provide critical feedback during and after the session. Veteran instructors also agree that they will not hesitate to help a fellow instructor who exhibits negative behavior in order to get that instructor back on a positive path.

Veteran instructors have recommended that co-instructor assignments should be based on what makes sense and allows for continuity when changing from one instructor to another. Too much switching of instructors can be more confusing than helpful to coaches unless it is handled smoothly. If team teaching interests you, contact ASEP for guidance on pursuing a team-teaching approach and finding a qualified instructor in your area.

If you expect to have more than 20 coaches in the class, ASEP recommends you strongly consider adding an instructor to teach the class well. Why? A critical role for the instructor is to monitor and coach the small-group activities that occur throughout the course. Experience tells us that exceeding five working groups of coaches impedes the ability of the instructor to successfully facilitate exercises. While we urge you to team teach for any class that includes more than 16 coaches, at minimum you should have one instructor for every 20 coaches in the class.

**Instructor and Course Preparation: Several Weeks Before You Teach**

Several weeks before you teach the course, you need to complete a variety of instructor- and course preparation steps. Use the following checklist to make sure that you are fully prepared when the course begins.

**Instructor Prerequisites**

- Complete the Coaching Principles classroom or the Coaching Principles online course and the course test. We recommend that you complete one of these courses and the test at least three months before you plan to teach your first class. In order to become a certified instructor you need to pass the test with a score of 90 percent or better.

- Reread or review *Successful Coaching*.

- If you are planning to team teach the course, connect with another qualified instructor and plan your co-instructor roles.

**Date, Location, Coaches, and Course Packages**

- Select the course date or dates and notify ASEP, or go to the Instructors tab on www.ASEP.com and add your courses there.
Secure a meeting location for the course. Check that it
- will easily accommodate all of the coaches,
- provides plenty of room for the group discussions,
- has comfortable seating and plenty of table space for the small-group activities,
- is free of inside (e.g., heating and cooling system) and outside (e.g., passersby) noises and distractions, and
- is clean.

Determine when you will send out the initial course announcement and follow-up invitations.

Prepare course flyers or announcements (e.g., electronic, hard copy, press release to local newspapers, etc.).

Extend follow-up invitations to the coaches who have not registered one month before the course.

Promote the course to local school athletic directors and through the appropriate media.

Experienced instructors recommend—and we agree—that you should order a sufficient number of Coaching Principles classroom course packages at least two weeks before the course. It’s best to have extra packages to cover last-minute registrations. So, don’t be afraid to overestimate; you can always return unopened packages. If more coaches register for the course than you anticipated and you have too few course packages, don’t turn any coaches away. They can share during the class, and you can get them a package later.

Preparing to Teach

Review section 5 of Coaching Principles Instructor Guide to determine and prepare teaching resources required to present the following unit information (Note: The activities listed here require instructors to prepare content that is not provided in section 5, the Instructor’s Classroom Guide):

UNIT 1 Introduction to Coaching Principles

Section A Welcome and Introductions
Course welcome: your introduction, including coaching and teaching experience
Test information coaches need: your ID number and last name, and the organization code and last date of the course

Section C Introduction to Coaching Principles
DVD 1 Introduction to Coaching Principles: debriefing points for the DVD

Section D Completing the Course
Test preparation and test procedures: the date you expect coaches to complete the test preparation phase of the course and the test; your contact information to answer questions during test preparation and the test

UNIT 2 Principles of Coaching
Section B Defining Your Coaching Philosophy
DVD 2 Athletes First, Winning Second: debriefing points for the DVD
Section C Examining Coaching Styles
DVD 3 Styles of Successful Coaches: debriefing points for the DVD
Section D Unit Summary
Coaching Successfully
Code of ethics: Determine which code of ethics to use and how coaches will access it.
Coaching Successfully tips: discussion points for coach-development goals 1 and 2. (Coaching Successfully tips are part of the Coaching Successfully activities at the end of units 2 through 6. Your tips should be examples of what you’ve learned and done in your coaching career to help achieve the 12 coach-development goals included in the activities.)

UNIT 3 Principles of Management
Section B Relationship Management
DVD 4 Managing Relationships: debriefing points for the DVD
Section C Risk Management
DVD 5 Managing Risk: debriefing points for the DVD
Section E Unit Summary
Coaching Successfully tips: discussion points for coach-development goal 11

UNIT 4 Principles of Physical Training
Section B Ensuring Athletes’ Physical Preparation
DVD 6 Physical Fitness: debriefing points for the DVD
Section C Unit Summary
Coaching Successfully tips: discussion points for coach-development goal 10

UNIT 5 Principles of Behavior
Section B Engaging and Encouraging Athletes
DVD 7 Communication: debriefing points for the DVD
DVD 8 Positive Energy: debriefing points for the DVD
DVD 9 Positive Discipline: debriefing points for the DVD
Activity 5.4 School Rules: discussion points for school rules; handouts or references for school rules and related websites

Section C Coaching Athletes of All Types

DVD 10 Respect Your Program: debriefing points for the DVD

Section D Unit Summary

Coaching Successfully

School Rules: Make copies of school rules to hand out, or determine references for school rules and how coaches will access them.

Coaching Successfully tips: discussion points for coach-development goals 3, 4, and 12

UNIT 6 Principles of Teaching

Section B Developing Athletes’ Skill Sets

DVD 11 Technical Skills: debriefing points for the DVD
DVD 12 Tactical Skills: debriefing points for the DVD
DVD 17 Tactical Knowledge and Decision-Making Skills: debriefing points for the DVD

Section C Creating Effective Practices

DVD 18 The Games Approach: debriefing points for the DVD
DVD 19 Season and Practice Planning: debriefing points for the DVD

Section D Unit Summary

Coaching Successfully tips: discussion points for coach-development goals 4 through 9. One tip you might want to use for goals 5 through 9 is this one: Coaches should immediately begin developing and saving planning sheets for teaching technical and tactical skills and for conducting practices.

UNIT 7 Coaching Principles Wrap-Up

Section A Coaching Is a Profession

DVD 20 Coaching Is a Profession: debriefing points for the DVD

Section B Next Steps

Test information coaches need: your ID number and last name, and the organization code and last date of the course

Test preparation and test procedures: the date you expect coaches to complete the test preparation and testing phases of the course; your contact information to answer questions during these phases
Instructor and Course Preparation: A Few Days Before You Teach and the Day You Teach

A few days before you teach the course and on the day you teach the course, you need to complete additional instructor and course preparation steps. Use the following checklist to make sure that you are fully prepared when the course begins.

Preparing to Teach

❑ Review the Instructor’s Classroom Guide in section 5. Please note: Many of the learning activities in the Instructor’s Classroom Guide include sample solutions. The solutions are sample solutions because some activities could have more than one solution. You should use your judgment to determine how they align with your philosophy and if you want to discuss alternative solutions in class.

❑ Review Coaching Principles Workbook. The Instructor’s Classroom Guide (section 5) includes all of the relevant workbook pages you’ll need to conduct the class, so you don’t need the workbook to conduct the class. Please note, however: The workbook includes the same sample solutions included in the Instructor’s Classroom Guide. For each activity that includes a sample solution, the solution immediately follows the activity in the workbook. You should be prepared to refer coaches to sample solutions when you think that would help clarify solutions to activities.

❑ You should take the workbook with you to class and be prepared to answer coaches’ questions about its contents. The workbook includes the Coaching Successfully tips that coaches can use after the class is over. It includes directions and related information for completing the course test and course evaluation. You’ll need to answer coaches’ questions about test preparation, the test, and the evaluation in the first and last units of the classroom course and while coaches complete the test preparation after the class ends.

❑ Preview the Coaching Principles DVD to familiarize yourself with the material and its presentation and to familiarize yourself with how the DVD player works.

❑ Review the test answer form and the test instructions included in the Coaching Principles classroom test package.

❑ Determine how you will provide coaches the instructor information and the affiliation, organization, and course codes required to complete the course test. See Course
Test on page 29 for a list of the specific information you will provide. If you decide to use handouts for this purpose, remember to prepare them.

- Prepare to apply the course concepts to the sports coached by those in your course.

- Practice your teaching role several times before the class begins. Get a feel for how you will make transitions from one activity to the next; where you will position the television monitor, DVD player, and flipchart or whiteboard; and how you will oversee coaches’ practice activities. The coaches who attend your course will appreciate and benefit from your preparation.

**Course Packages and ASEP ID Numbers**

- Make sure that you have a Coaching Principles classroom course package to distribute to each coach.

- Check that each coach’s package contains the following items:
  - Course text, *Successful Coaching, Fourth Edition*
  - *Coaching Principles Workbook, Fourth Edition*
  - Coaching Principles classroom test package that includes the following:
    - Coaching Principles classroom test
    - ASEP Test Answer Form A to record test answers
    - Coaching Principles test instructions
    - Preaddressed ASEP mailing envelope for the coach to mail the completed ASEP Test Answer Form A
    - Cardboard insert to ensure that the test form is not damaged in the mail

  * Instructors and coaches who order the e-book version will not receive a physical copy of the course text, *Successful Coaching.*

- Create random ASEP ID numbers for the coaches who will be attending your clinic. Coaches have two options for obtaining an ASEP ID number. They may use their Social Security number or use one of the random ID numbers you will generate from the ASEP website before the class. ASEP strongly recommends that coaches use the randomly generated ID numbers rather than their Social Security numbers. Please do not allow coaches to create an ID number on their own because this will delay test processing. To create random ASEP ID numbers, go to the Instructors tab on www.ASEP.com. There you can generate a maximum of 50 ASEP ID numbers. The numbers are automatically created for you and can be exported to a Word document or Excel spreadsheet. These ID numbers do not expire and remain valid until used by a coach.
When you export the numbers and print the Word document or Excel spreadsheet, you’ll have a document you can use as the course sign-up sheet. For more details, see the Course Report form discussion in the After the Class Ends: Follow-up section on page 24.

**Classroom Materials, Equipment, and Refreshments**

- Obtain name tags or table tents for each coach and yourself.
- Obtain a whiteboard or flipchart and markers.
- Obtain a selection of pencils and pens for coaches to use.
- Arrange for a public address system if the room is large and you feel your voice or your co-instructor’s voice will need to be amplified. When in doubt, use a public address system.
- Arrange for a well-functioning TV monitor and DVD player with appropriate connection equipment. We suggest that you use a screen that’s at least 21 inches wide because a smaller screen will be difficult to see and could possibly cut off some of the DVD’s graphics. The TV monitor should be set at a comfortable height above table level to maximize visibility. For groups of 20 or more, consider using a large-screen TV, multiple monitors, or a video projector and screen. Coaches will begin to lose interest if they can’t see the DVD clearly. Confirm that all equipment is working correctly.
- Decide if you will provide refreshments during breaks, and make arrangements for the refreshments to be supplied.
- Decide what you will do for lunch if you are presenting the course in one day. Make arrangements for lunch to be delivered or for coaches to eat at nearby restaurants because the lunch break is only 45 minutes long.

**Teaching the Class: Conduct**

A complete and detailed description of Coaching Principles classroom course procedures is provided in section 5. As you will see, our intent is to make the course an active learning experience for coaches. Small-group brainstorming of how to handle difficult coaching situations or how to teach sport-specific techniques and tactics is a great way for coaches to grasp the principles of coaching. The material that they can learn just as easily in the test preparation phase (e.g., the coach’s financial management responsibilities from chapter 18 in *Successful Coaching*) or material that should be applied to their specific coaching situation (e.g., how to motivate a particular athlete) is not emphasized in the classroom session.
Course Management

- Personal: Be rested and alert. Instructors often discuss the physical and mental demands of teaching this course. When combined with early arrival to set up, postsession conversations the invariably occur, and travel to and from the location, the 8-hour course can easily turn into an 11- to 12-hour day.

- Backup: Consider worst-case scenarios, and as part of your plan for the day incorporate backup solutions. Key action items that other instructors have used to guide their backup planning include the following:
  - Create emergency communication to reach registered coaches if you can’t make it to the session.
  - Test all audiovisual equipment to make sure it is operational, and have a second set of equipment in case anything breaks down.
  - Confirm any food service two days in advance, and identify the nearest alternative food service provider in case the food order falls through.

- On site: Instructors indicate that coaches provided positive feedback when they set up and clearly identify a welcome table, formally register the coaches, and distribute the resources directly to the coach at time of registration while also providing final instructions related to getting started.

- Organization: Instructors find that group discussions work best when limited to three to four people and suggest that you be proactive in forming groups. Section 5 provides tips for effectively grouping coaches. Instructors who move about and praise coaches’ good insights indicate that they received positive feedback for their approach. Try to get around the room to each group at least once during each activity. Read the situation and, where appropriate, help stimulate and shape discussions by sharing relevant personal experiences and praising coaches for good brainstorming and for any insightful responses.

- Stop each activity a minute before your summary. Coaches may need some time to wrap up their discussions. But don’t let them drag it out. Address any questions and sum things up, and then move on to the next topic.

- Experienced instructors have suggested that using a two-minute warning with a hard stop of each activity a minute before your summary allows coaches to wrap up their discussions without feeling cheated. It also helps the instructor address any questions and sum things up and then move on to the next topic.
Room, Furniture, and Equipment

Over the past several years, tens of thousands of coaches have completed the Coaching Principles course. Based on hundreds of written evaluation comments, what the coaches want in their classroom environment is smaller classes, comfortable seats, good temperature, food, breaks, and better audiovisual systems. When coaches focus on the wrong things—what they don’t have—they lose focus on the right thing—learning coaching principles. You can help them stay focused by doing the following:

- Limit class size to 15 to 20 coaches.
- Provide a comfortable classroom environment. This should include:
  - a large room with plenty of space for seating and for small-group discussions;
  - tables that three to four coaches can sit around comfortably, with ample table space for the coaches’ workbooks, texts, and notebooks;
  - comfortable seats;
  - good viewing alleys so that all coaches can see you, the TV screen, and the flipchart or whiteboard;
  - a good audiovisual system that is easily viewed and heard; and
  - a properly warmed or cooled room with good ventilation.
- Provide at least two breaks (and maybe a few more) for bathroom breaks, water breaks, and time to walk around.
- Provide snacks during breaks and more substantial food if the course occurs over mealtimes.

Using the DVD

The Coaching Principles DVD will serve as the takeoff point for many of the activities. At the end of each segment, the DVD will stop automatically on a red background screen. You do not have to manually stop the DVD between segments. The red background screen includes a button with the notation “Play Segment #” (the # is the number of the segment you will play next). When you’re ready to play this next segment, press “enter” or “play” on your DVD remote control and the next segment will begin.

In preparing to teach the course, you should test the DVD and TV monitor setup and practice using the DVD. (See page 21 for monitor setup recommendations.) When you start the DVD, you’ll see a welcome screen that will remain on the monitor for 30 seconds. Use this time to adjust the volume level. After 30 seconds, a screen with four buttons will appear. These buttons enable you to play segment 1 of the DVD, review any of the individual DVD segments, replay the 30-second welcome screen,
or review the DVD credits. Once you’ve started playing the segments of the DVD, you can return to this screen by pushing the menu button on your DVD remote control.

After the Class Ends: Follow-Up

When the class ends, you’ll have some follow-up activities. You’ll complete the ASEP Course Report form and send it to ASEP. You’ll advise coaches during the test preparation and testing phases of the course. In the first and last units of the classroom course, you’ll also need to provide coaches with some test-related information that they will use after the class ends. Your responsibilities for these activities are described in the following sections.

Completing the Course Report Form

After each course, take a few moments to complete the ASEP Course Report form in one of four ways. You can submit it online (www.ASEP.com), mail it (ASEP, P.O. Box 5076, Champaign, IL 61825), e-mail a scanned completed form (asep@hkusa.com), or fax it to ASEP (217-351-2674). Submitting the Course Report form electronically is preferred and will greatly reduce the time you spend completing this task. Details for completing the form online are provided on page 25 in this section and can also be found on the ASEP website (www.asep.com/instructors/submit-CRF.cfm). Your ASEP Course Report form should be submitted within two days of course completion. We recommend that you return your coaches’ course evaluation forms at the same time you return your ASEP Course Report form. We also recommend that you keep for your own records a list of the names and addresses of the coaches who attended the course.

The ASEP Course Report form is included on pages 27 to 28. If you are submitting the form via e-mail, regular mail, or fax, you may want to remove the form and refer to it while reading the explanation that follows. If you mail or fax your report, you should make a copy of this form and use the copy for your report.

The ASEP Course Report form is essential to keeping us informed of ongoing Coaching Principles instruction across the country. Your report substantiates the recent contribution you’ve made to coaching education. To maintain your status as an active instructor, you must conduct at least one Coaching Principles classroom course every two years. Because of the scope of ASEP activities, we have many test forms to process. By completing and sending your ASEP Course Report form in a timely manner, you can help us estimate the number of tests we will receive for processing during a given period.

Note: The coaches in your course will not receive their test results until you submit your ASEP Course Report form, so it is imperative that you adhere to the requested two days for submitting your ASEP Course Report form.
Instructions for Completing Your ASEP Course Report Form

Lead Instructor’s Name and ID

Mailing and Contact Information
Please be sure to indicate if this is a new address so that we can update your record.

Additional Instructor Information
Enter the names and ID numbers of all other instructors who assisted in conducting the course.

Last Date of Course
Some Coaching Principles courses are conducted in one day; others may go for a longer period of time. Enter the last date that the course met.

Number of Coaches Attending

Course Code
Enter AA for Coaching Principles.

Send Test Results To
Please choose whom you would like the test results sent to: you or the coaches. The results cannot be sent to both, but they are available on the ASEP website.

Organization Code
If you are conducting a course in which all coaches are from the same organization, enter the code for that organization. If, however, the course is for coaches from different organizations, please leave this field blank. If you do not know the organization code for the group you are conducting the course for, please go to the Instructors tab on www.ASEP.com and find the organization code there.

Name of Organization
If you are conducting a course in which all coaches are from the same organization, enter the name of that organization. If, however, the course is for coaches from different organizations, please leave this field blank.

Lead Instructor Signature and Date
Please read the verification statement and sign your name to indicate that you have read the statement.

Course Roster
Consider using the course roster as a way for coaches to register when they arrive at the course. That’s the easiest way to obtain the information needed for your Course Report form. You can duplicate this form as needed to add more coaches’ names.
Coaches have the option to use their Social Security number as their ASEP ID number on the form, but ASEP strongly encourages instructors to use the randomly assigned ID number. To generate random ID numbers for coaches, go to the Instructors tab on www.ASEP.com. Please do not allow your coaches to select a number on their own. They must use the numbers you generated or their Social Security number.

Coaches’ names must be on the roster regardless of whether they will take the online or paper–pencil test.

Before submitting your ASEP Course Report form, please check that you have completed the form in its entirety. Missing or incorrect information on the ASEP Course Report form will delay test processing.

**Advising Coaches During the Test Preparation Phase**

After the classroom portion is finished, your responsibilities as an instructor simply shift rather than end. Coaches may have questions about the information they read about in *Successful Coaching*, their other test preparation assignments, or the testing procedures.

An instructor who conducts a Coaching Principles classroom course and then disappears is abandoning a great teaching opportunity. It’s a fact that coaches will not retain all of the information covered in the classroom session, no matter how terrific a job you do. Therefore, the test preparation and testing phases of the course are critical if coaches are going to learn the material.

You can help. Give coaches your phone number and the days and times you can be consulted. Tell them that you will address any questions concerning the material in *Successful Coaching* and *Coaching Principles Workbook*.

• In addressing questions about the book, do so in a manner that relates to coaches’ sports and does not give away an answer to an item on the test. Coaches should read the text from start to finish soon after the course, so avoid giving them any freebies. On the other hand, if they are questioning the meaning or application of the content, provide the best explanation possible. But make clear that you will not give answers to any test items.

• The Successful Coaching tips include a variety of activities. For example, they include reading, conducting interviews about applicable school policies and procedures (e.g., rewards and punishment and risk management), and completing activities in *Coaching Principles Online Component*. You should confirm that coaches followed the tips, ask them if they have any related questions, and follow up as appropriate. Because answers to *Coaching Principles Online Component* activities are provided
Course Report forms can be completed and submitted online at www.ASEP.com or can be mailed to ASEP, Attn: Program Services, P.O. Box 5076, Champaign, IL 61825-5076. Instructions for completing your Course Report form can be found online at www.ASEP.com and in your ASEP course instructor guide. Make sure that the course roster is submitted along with this form.

Please print all information.

Instructor Information

Lead instructor’s name: ____________________________________________________________
ID#:
Mailing address: __________________________________________________________________
City: ____________________________________________ State: _______ Zip: _______________
Address is: Work Home New Address? Yes No
Phone:
    Work: (_____)____________________________________ Ext: _________
    Home: (_____)_______________________ Fax: (_____)_______________
E-mail address: _______________________________________________

Additional Course Instructors (if any):

1. Co-instructor’s name: ____________________________________________________________
   ID#:
2. Co-instructor’s name: ____________________________________________________________
   ID#:
3. Co-instructor’s name: ____________________________________________________________
   ID#:

Course Information Course roster MUST be submitted along with this form.

Course date: __________________________ Number of coaches attending: ________
(If conducting course over multiple days, use date on last day of course)

Course code: ________________ Send test results to: Coaches Instructor

Organization code: __________________________

Name of organization:

I verify that the information provided is accurate, all course participants have completed the ASEP Bronze Level course requirements, and the course was instructed in accordance with ASEP Bronze Level policies and procedures.

Lead Instructor Signature: __________________________________ Date: ____________

(NOTE: Signature is required before the Course Report form becomes valid and test answer forms can be processed.)
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ASEP Course Report Form  > continued
in the workbook, questions regarding the activities probably will center on why a particular response is correct. Encourage coaches to reread the appropriate section in the text before you explain an answer. Then, if they still cannot locate or understand the answer, help them to find or reason through the correct response.

- When a coach does call you for direction, offer enough information to help him or her discover the solution or resolve the confusion—cite a chapter or particular passage in the text, remind the coach of a specific component of the course, or suggest a specific learning activity in the online component. You might ask the coach to explain his or her understanding of the subject, then clarify or extend what the coach has comprehended.

**Course Evaluation**

After the course, coaches complete the course evaluation online. See page 215 in section 5 for information about completing the online evaluation.

**Course Test**

After reading *Successful Coaching* and completing the other test preparation activities, the last thing coaches do is complete the course test. The course test can be completed with paper and pencil, using the Coaching Principles classroom test and scan form included in the Coaching Principles classroom test package, or it can be completed online using the Coaching Principles online test. The course test is open book—coaches can refer to *Successful Coaching* while completing the test—but the test should be completed individually. **Coaches who do not pass the Coaching Principles Test must retest in the same format (either paper–pencil or online) as the original test.** Coaches have 12 months from the last date of the course to pass the test. If you are instructing high school coaches who intend to meet the state high school association certification standards, be sure to check the deadlines for completing the course, which may require a coach to pass the test in less than 12 months from the last date of the course.

Your instructor responsibilities include answering coaches’ questions about the test. To prepare for these responsibilities, you should thoroughly review the Coaching Principles test instructions included in the Coaching Principles test package and be prepared to answer questions about them. If you want to review the three forms of the classroom test, request copies from ASEP by calling 800-747-5698 or 217-351-5076 or by e-mailing ASEP at asep@hkusa.com.

You will review the test instructions information with coaches in the first and last units of the classroom course. You’ll also need to provide the following information to coaches because
they will have to enter it on their test scan forms or when they complete the online test:

- Instructor’s ID number
- Instructor’s last name
- Organization code
- Last date of course

For coaches’ procedural questions about taking the test, refer them to the Coaching Principles test instructions included in their test packages and ask them which section they need clarified. Encourage coaches to read and reread Successful Coaching before attempting to answer the test questions. While the course reviews and is consistent with the content in Successful Coaching, all of the test questions are based on content in Successful Coaching.

When a coach calls about the test, provide guidance, not solutions, for any of the test questions. Encourage the coaches to see how many questions they can answer confidently without referring to the text. For the multiple-choice items they are uncertain about, ask them to try to narrow their choices to two before consulting the book. For troublesome true–false questions, have them jot down on scratch paper the answer they think is correct before checking the book. By testing themselves in this manner, coaches will have to think through the concept behind each item, not simply spew out or copy responses to the questions.

It is crucial that you know, explain, and follow the testing procedures so that your coaches receive recognition for successfully completing the course. You want them to be rewarded for their efforts to learn. Plus, you deserve to see the positive results of a teaching job well done.

Instructor Tools Available
Through ASEP Website

Each of these key functions can be accessed online at www.ASEP.com by clicking on the For Instructors tab.

Find a Coach

This function allows you to search for individuals in the registry who have completed the course. You will be prompted to enter a first or last name to search for an individual. To find all individuals in a particular area, enter a city, state, or zip code. Instructors typically use this tool to search quickly for an individual.

Submit Course Report Form

After you’ve conducted a Coaching Principles or Sport First Aid clinic, you’re required to submit a Course Report form to the
ASEP Services Department within 48 hours of the completion of your course. The Course Report form lists the coaches who attended your course and their corresponding ID numbers (that you assigned during the course).

We highly recommend that you use the quickest and easiest way for you to submit your Course Report form, which is to do it online. From this page, you can complete and submit Course Report forms electronically to ensure that your students’ tests are processed as quickly as possible.

**Run Verification Reports Form**

This function allows you to run a verification report that produces a summary of coaches who attended a course and submitted their test. For those who submitted their test, the report includes their ID number, name, and score. Instructors can cross-reference this report with the Course Report form to identify students who haven’t submitted their test.

**Generate ASEP IDs**

Anyone who takes an ASEP course is required to have a nine-digit ID number for tracking and documenting course completion in our database. (Note: The ID number is not the same as the key code).

From this page, you can generate ID numbers that you’ll assign to the coaches or students who attend your classroom courses. We recommend you generate your ID numbers in advance because you’ll assign them on the first day of your course. Your students will enter on their test form the number assigned to them regardless of whether they are taking the paper–pencil test or the online version.

**Post Clinics on the ASEP Classroom Course Calendar**

Instructors can use the Classroom Course Calendar to post information related their courses. This is not a mandatory function; rather, it is a tool for instructors to use at their discretion. Instructors typically use this function to market and promote the course in an effort to attract and recruit coaches.
Be an Effective Instructor

You have an opportunity to enhance the value of the coaches’ learning experience in the Coaching Principles course. The efforts you make to administer the course and your ability to teach it will have a significant effect on what the coaches gain from the experience. That is a big responsibility, but one you can handle by using sound teaching principles and taking some tips from previous instructors who were especially successful.

To help you approach this task with confidence, we provide all the assistance we can to lighten the burden. Coaching Principles Instructor Guide is a detailed blueprint for success. As part of our effort to ease your concerns about conducting the course, we provide the following 12 tips for being an effective instructor. If you apply these 12 recommendations, you’ll enjoy your teaching role more, and the coaches who attend will have a much better learning experience.

1. Take time to prepare yourself for each aspect of your teaching duties.
2. Provide a pleasant physical environment in which to learn (comfortable chairs and room temperature, adequate light, and so on).
3. Stay on the course time schedule for each component you teach.
4. Teach the curriculum as it is prepared; don’t skip material or learning activities.
5. Use audiovisual aids along with oral explanations to keep coaches’ attention.
6. Encourage coaches to share their ideas and firsthand experiences, and use those contributions as effective learning tools.

7. Achieve a balance in presentation style. Command respect but do not abuse your position of authority. Inject humor, but not at the expense of others.

8. Provide individual attention to coaches who struggle to keep up, and praise coaches who apply themselves in the course.

9. Emphasize education focused on developing athletes.

10. Focus on course content and the coaches’ understanding of it. Your personality and viewpoint should complement your efforts to help coaches learn and to be actively involved in the course.

11. Consider not only the content to be learned but also the process of learning it. The instructor must help guide coaches to a new understanding, not merely expose coaches to accurate and expert information.

12. Offer to be a mentor to the coaches who attend the class, and do so for all coaches who are interested.

Teaching Essentials

Neither ASEP nor the participating coaches are expecting perfection from you. Indeed, seeking to conduct the perfect course is often counterproductive because it puts too much pressure on you and places unrealistic expectations on the coaches.

To help you reach the right balance, we have identified the following four requirements for effective instruction that seem most consistently important. If you accomplish these four things as an instructor, you’re well on your way to doing a great job. More importantly, you’re well on your way to providing coaches the learning experience they deserve.

Be Relevant

Coaches will become bored if the course is too easy or too difficult, if it fails to address the coaches’ interests, or if it isn’t presented in an interesting way. Make the course relevant by encouraging coaches to apply the content to situations they have faced or are likely to face. Encourage coaches to take an active part in discussions and learning activities. Their involvement will keep the course stimulating and make it more meaningful for all.

Be Clear

Information that is presented ambiguously or too rapidly can result in confusion. Presenting contradictory statements and failing to relate one idea to another can have the same result. To avoid this confusion, discuss each point directly and clearly. Restate key points using different examples—perhaps examples
from different sports—to ensure comprehension. Connect the
dots between related topics as you summarize discussions,
learning activities, and DVDs.

**Be Respectful**
Though few of the coaches will have your knowledge and expe-
rience, they deserve to be treated with the highest regard. Your
respect for them will be reflected in all you do. They will sense
how you value their presence and contributions. Never give them
a reason to doubt your respect. Demonstrate your respect by
addressing coaches by their first names and referring to them
as colleagues.

**Be Reassuring**
Many adult learners—including new coaches—feel uneasy and
insecure in classroom situations that address their new roles.
They may not be confident that they can handle their new roles.
They may feel outmatched due to their lack of experience. They
may try to play it safe by not volunteering answers or view-
points. Reach out to these coaches and reassure them that all
well-intended contributions will be appreciated, not mocked.
Encourage the hesitant coaches to participate actively in all
individual and group learning activities.

**Keys to Instructor Success**
So, how do you ensure you will accomplish those four objec-
tives—relevance, clarity, respect, and reassurance? In addition
to keeping the bigger picture in focus (also known as the right
frame of mind), you can help guarantee you’ll get the job done
through

- preparing properly,
- using the teaching tools effectively, and
- maintaining a positive attitude.

**Preparation**
How would you expect a coach to prepare for a practice or a
game? How would you prepare to teach a class?

Through formal and informal evaluative feedback from
instructors, coaches, and athletic directors, we’ve identified
the following best practices for effectively preparing to teach
the class. Please use these practices as you prepare to teach.

- Understanding the learning objectives for each unit
  enables instructors to formulate and share thoughtful points
  that are relevant and valuable.

- A thorough understanding of the learning objectives gives
  instructors greater confidence in presenting the information
  without preaching to or lecturing the coaches.
Coaching Principles Instructor Guide

• Instructors who draw on experience to present the course provide valuable insight on the role of a coach. Effective instructors share their perspectives in ways that complement and reinforce the purpose of each discussion, activity, and DVD. As you review section 5 in this instructor guide and prepare to teach each unit, draw on your experience and identify personal stories you can share.

• Effective instructors carefully consider how their comments reinforce the importance of developing athletes. They incorporate experiences that illustrate the valuable role coaches play in developing athletes for sport and life.

• Effective instructors reinforce “athlete-centered” and “athletes first” content with real-life examples that illustrate the value of an educated coach. The degree to which coaches ultimately embrace the coaching principles defined in Successful Coaching and delivered in this course depends in large part on the instructor’s ability to engage the coaches in a meaningful dialogue focused on athlete development.

• The best coaches continuously improve their knowledge and skills by reading, attending clinics, and watching how other coaches coach. Effective instructors reinforce the value of continuing education and provide examples of experienced coaches who are committed to continuous learning.

Teaching Tools

How you deliver and use the content included in the course DVDs and learning activities will determine the degree to which you succeed in educating the coaches. Use the following tools to optimize your success.

• Share experience and knowledge. Share your personal experiences (which you prepared for) to make the course practical for the coaches and to bring reality into the classroom. Encourage coaches to reflect and share their experiences. Leverage your knowledge of coaching and of the course content to provide relevant and value-added information.

• Connect. When coaches introduce themselves, listen and learn about their backgrounds and their playing and coaching experiences. Refer back to this information throughout the course and develop connections with each coach. For example, for a coach with little coaching experience who played softball in high school, ask her to relate how to teach a technical skill with her softball-playing experience. Drawing on your connections with the coaches will demonstrate that you are engaged and that you value their knowledge and experience. It will also make coaches more engaged and more comfortable with sharing their perspectives.

• Question. Based on your connections, ask questions throughout the course that are applicable and relevant to the
coaches. Encourage coaches to ask questions, and encourage other coaches to answer these questions. This can be very effective in addressing specific points that might not have been covered otherwise.

- Listen. Listen to what coaches say and seek to understand what they mean. When coaches learn that you genuinely want to hear what they have to say, their respect for you will increase. As you listen for understanding, you’ll gain greater insight about how coaches think. This is particularly valuable for athletic directors who are teaching their new coaches. Finally, when you listen for understanding, you’ll model a behavior that coaches may learn.

- Manage. Successful instructors effectively manage time, the environment, and the personalities. It’s your classroom, so manage it wisely. Set the tone early by starting on time. Start and end breaks on time. Set up the classroom to create an environment that enables you to effectively deliver the course. Pay attention to the coaches’ body language and to the tone of their comments. This should help you anticipate how coaches might behave. If you sense the possibility of behavioral problems, engage the coach in a positive way. This should help reduce the likelihood of problems and help maintain a friendly learning environment for all coaches.

- Motivate. Look for opportunities during the course to motivate coaches to focus on developing athletes. Draw on your experience to share stories with positive outcomes related to developing athletes. This should increase the value of the course content and help coaches embrace athlete development as their primary objective.

- Close. Bring closure to each DVD, learning activity, section, and unit by briefly summarizing its relevance to coaching. This should keep coaches engaged throughout the session because they will better understand the relevance of each segment of the course.

**Attitude**

While it seems obvious to point out the importance of attitude and approach in presenting the course, teaching with a “bad attitude” should be avoided at all costs. A positive attitude is critical to the success of the course. Instructors have indicated that the best way to foster a positive attitude is simply to make a commitment to teaching the course. Draw on the factors that motivated you to become an instructor and apply that same passion to delivering the course.
Instructor’s Classroom Guide

UNIT 1  Introduction to Coaching Principles (40 minutes)
UNIT 2  Principles of Coaching (85 minutes)
UNIT 3  Principles of Management (65 minutes)
UNIT 4  Principles of Physical Training (30 minutes)
UNIT 5  Principles of Behavior (95 minutes)
UNIT 6  Principles of Teaching (140 minutes)
UNIT 7  Coaching Principles Wrap-Up (15 minutes)
Introduction to Coaching Principles
(40 minutes)

PURPOSE
To examine why the coaches want to coach and to introduce the Coaching Principles course, including the course resources, purpose, learning objectives, agenda, and test preparation and test procedures.

Learning Objectives
In this unit coaches will learn about

- some of the reasons coaches have for coaching;
- the course resources;
- the purpose, learning objectives, and agenda for Coaching Principles; and
- the procedures for completing the test preparation and test phases of the course.

Materials Needed
- Whiteboard or flipchart
- Dry-erase or flipchart markers
- Name tags or table tents (a two-sided cardboard pyramid that sits on a table)
- Markers to use with name tags or table tents
- Course packages (one for each coach)
- Coaching Principles DVD
- DVD player and monitor
# UNIT OVERVIEW

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Welcome</td>
<td>Instructor presentation:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Course welcome</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review of course resources</td>
<td></td>
</tr>
<tr>
<td>B. Why you’re here</td>
<td>Instructor presentation:</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Section introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 1.1 Why Coaching?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individually, coaches note why they want to coach.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Then coaches introduce themselves and describe why they want to coach.</td>
<td></td>
</tr>
<tr>
<td>C. Introduction to coaching principles</td>
<td>Instructor presentation:</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Section introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>DVD 1 Introduction to Coaching Principles</strong></td>
<td></td>
</tr>
<tr>
<td>D. Completing the course</td>
<td>Instructor presentation:</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Section introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose, objectives, and agenda for the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Procedures for completing the test preparation and test phases of the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Housekeeping details (restrooms and so forth)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit summary and the learning environment</td>
<td></td>
</tr>
</tbody>
</table>

**Total minutes** 40
UNIT CONTENT

A. Welcome (10 minutes)

INSTRUCTOR NOTE: As coaches enter the classroom, they need to obtain their ASEP ID numbers from you. You need to complete the paper version of the course roster, which will become part of the ASEP Course Report form discussed in section 3 of Coaching Principles Instructor Guide. Here’s how to complete these two steps:

- For details about generating random ASEP ID numbers and your course roster, see section 3 in Coaching Principles Instructor Guide. Specifically, see Instructor and Course Preparation: A Few Days Before You Teach and the Day You Teach (page 19), and see Completing the Course Report Form in After the Class Ends: Follow-Up (page 24).
- As coaches enter the classroom, TELL them to enter their last and first names and middle initials next to an ID number on the course roster. TELL them to write down their ID numbers and NOT to lose them.
- Coaches’ names must be on the roster regardless of whether they will take the online or paper-pencil test.

WELCOME coaches to the Coaching Principles course.

INTRODUCE yourself in a warm, professional, enthusiastic manner, covering your name, position, and experience with coaching and your experience as an administrator and Coaching Principles course instructor (e.g., “I recently became a certified instructor,” “I have been leading Coaching Principles courses for seven years,” and so on).

HAND OUT Coaching Principles classroom course packages if you have not already done so.

Point out the contents of the course packages and TELL coaches to check and make sure that their packages are complete and include the following:

- The course text, Successful Coaching, or, alternatively, a key code letter (included in the test package) with the key code to access the Successful Coaching e-book
- Coaching Principles Workbook
• The Coaching Principles classroom test package, which includes the following:
  ○ Coaching Principles classroom test
  ○ ASEP Test Answer Form A to record test answers
  ○ Coaching Principles test instructions
  ○ Preaddressed ASEP mailing envelope for the coach to use for mailing the completed ASEP Test Answer Form A
  ○ Cardboard insert to ensure that the test form is not damaged in the mail
  ○ Key code letter with the key code to access Coaching Principles Online Component

TELL coaches to turn to page 1 in Coaching Principles Workbook.

DISCUSS the following points:

• The workbook is your guide for completing the course.

• For each unit, the workbook includes the unit’s purpose, learning objectives, overview, and sections (A, B, and so forth); and a summary of my unit introduction comments, and

• For every activity: an introduction; instructions that describe the resources to use, steps to complete, and the outcome of your work; and activity worksheets for you to write on to complete the activity.

The workbook also includes space for you to write notes (for example, during section introductions and DVDs). This space is denoted with the word “notes” in parentheses.
We can’t cover everything in this classroom phase of the course, so the workbook includes a list of test preparation activities that you should complete on your own after today to prepare for the test. We’ll discuss these activities as the course progresses.

The workbook also includes a list of Coaching Successfully activities. These are activities you can complete after the test to help you become more successful coaches.

Use the workbook 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.

REFER coaches to the table of contents in Successful Coaching.

DISCUSS the book, Successful Coaching.

• One of the test preparation activities you’ll complete after the course today is to read the course text, Successful Coaching.

• Successful Coaching 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.
TELL coaches to put away for now all of these items EXCEPT the Coaching Principles classroom test package and Coaching Principles Workbook.

INTRODUCE the test options.

- After we’ve completed this class and you’ve read the text and completed the test preparation activities, you’ll take the course test.
- You can complete the course test using a paper-pencil form, or you can complete it online.
- Everything you’ll need to do for either test is described in the Coaching Principles test instructions booklet.
- We’ll discuss the testing details in a few minutes. Now, though, I’m going to tell you the test information you’ll need to enter to complete the test.
- If you take the paper-pencil test, you’ll enter this information on the answer form.
- If you take the online test, you’ll enter this information online.

REFER coaches to the last page in Coaching Principles Workbook, and TELL coaches to write the test information on the Test Information form as you describe it.

TELL coaches to open the test package and TAKE OUT the Coaching Principles test instructions booklet.

As you explain the key code, HOLD UP the test instructions and POINT to the key code on the top of page one.

EXPLAIN the test information coaches will need to enter to complete their tests. ALLOW coaches enough time to write this information in their workbooks. ASK for questions about this information.

To complete the test, you’ll need to enter

- your ID number, which you got from the course roster and should have written down, and
• the key code, which is located on the top right of page 1 of the Coaching Principles test instructions.

INSTRUCTOR NOTE: As described in section 3 in Coaching Principles Instructor Guide, you should have determined how you will tell coaches your ID number, your last name, the organization code, and the last day of this course. For specifics, see Instructor and Course Preparation: A Few Days Before You Teach and The Day You Teach (page 19).

• If you decided to hand out this information, HAND OUT the page you created with your ID number, your last name, the organization code, and the last day of this course; OTHERWISE
• WRITE your ID number, your last name, the organization code, and the last day of this course on the whiteboard or flipchart.

CONTINUE explaining the test information coaches will need to enter to complete their tests. ALLOW coaches enough time to write this information in their workbooks. ASK for questions about this information.

• The instructor’s ID number [SAY what it is]
• The instructor’s last name [SAY what it is]
• The organization code [SAY what it is]
• The last date of the course [SAY what it is]

If you’re taking the paper–pencil test and not the online test, you’ll also enter the course code. The course code is located at the bottom right of the last page of the test. It begins with the letters “AA” followed by two numbers (for example, “AA08,” “AA09,” or “AA10”).

INSTRUCTOR NOTE: Your copy of the Test Information form follows this note.
**Test Information**

Write the test information in the second column.

<table>
<thead>
<tr>
<th>Required information</th>
<th>Write information below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your ID number</td>
<td></td>
</tr>
<tr>
<td>(from the course roster)</td>
<td></td>
</tr>
<tr>
<td>Key code</td>
<td></td>
</tr>
<tr>
<td>(on the top of page 1 of the Coaching Principles test instructions)</td>
<td></td>
</tr>
<tr>
<td>Instructor’s ID number</td>
<td></td>
</tr>
<tr>
<td>Instructor’s last name</td>
<td></td>
</tr>
<tr>
<td>Organization code</td>
<td></td>
</tr>
<tr>
<td>Last date of the course</td>
<td></td>
</tr>
<tr>
<td>Course code</td>
<td></td>
</tr>
<tr>
<td>(If you’re taking the paper–pencil test, you’ll need this code. The course code is located at the bottom right of the last page of the test. It begins with the letters AA followed by two numbers, for example, AA08, AA09, or AA10.)</td>
<td></td>
</tr>
<tr>
<td>Date you need to complete the test by</td>
<td></td>
</tr>
<tr>
<td>(If the instructor tells you a completion date, write it in the next column. Otherwise you should complete the test by one year from today’s date; write that date in the next column.)</td>
<td></td>
</tr>
</tbody>
</table>
B. Why You’re Here (15 minutes)

INTRODUCE the section, Why You’re Here.

Now let’s find out more about each of you and why you’re here.

Activity 1.1 Why Coaching?

INSTRUCTOR NOTE: Coaches should complete this activity individually.

INTRODUCE the activity.

Before you introduce yourselves, I’d like you to think about why you want to coach.

HOLD UP your copy of Coaching Principles Workbook.

REFER coaches to Activity 1.1, Why Coaching?, on page 3 in Coaching Principles Workbook.

TELL coaches to follow along as you review the activity instructions.

EXPLAIN the activity instructions.

• Work individually.
• In the space provided, list the three most important reasons you have for wanting to coach.
• Number your reasons by importance, using “1” for most important, “2” for less important, and “3” for least important.
• You’ll have two minutes to complete your list.
• After you’ve completed your list, you’ll introduce yourself and share your list with the class.

ASK for questions about the activity instructions.
TELL coaches to begin the activity.

ASK coaches to briefly (no longer than 60 seconds per coach) introduce themselves to the class, covering

- their name,
- present position,
- sports coached,
- length of career, and
- the top three reasons they want to coach.

SUMMARIZE the activity.

- Coaching motives vary as much as the personalities and backgrounds in this room.
- However, the motives that bring someone into coaching will affect that person’s effort, orientation, attitude, and persistence.
- Coaches who consistently enjoy a more positive experience focus on how they can help their athletes, not on how their coaching position can help them.

ASK coaches to fill out name tags or table tents and place them where other coaches can see them IF they did not do this when they entered the room.

ASK for questions about this section.

**C. Introduction to Coaching Principles (5 minutes)**

INTRODUCE the section, Introduction to Coaching Principles.

Much of the basic information you’ll use to complete this course, and especially the learning activities, will be provided on DVD. In this section you’ll watch the first example.
**DVD 1  Introduction to Coaching Principles**

**INSTRUCTOR NOTE:** For this and all DVDs, make certain that all coaches are in position to see the screen and that the volume is appropriate for those in the front and the back of the room. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 1, Introduction to Coaching Principles.

Let’s watch our first DVD, Introduction to Coaching Principles. It will introduce us to our master coaches.

**PLAY** DVD 1, Introduction to Coaching Principles.

After the DVD, **ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.

**D. Completing the Course (10 minutes)**

**INTRODUCE** the section, Completing the Course.

As you’ve already learned, you’ll complete the first phase of Coaching Principles today, and you’ll complete the other phases of Coaching Principles after today. Let’s discuss what that means.

**REFER** coaches to the Coaching Principles Classroom Course Agenda on page 4 in *Coaching Principles Workbook*.

**INSTRUCTOR NOTE:** Your copy of the agenda follows this note.

**DISCUSS** the topics you will cover in the course.

- This morning, we’ll discuss the principles of coaching, the principles of management, and the principles of physical training.
- You’ll consider and start to define what matters to you as a coach.
• We’ll discuss different coaching styles, and you’ll consider which style or combination of styles you want to use in your coaching career.

• We’ll discuss some of the key people you’ll interact with as a coach, including parents, other coaches, administrators, and officials.

• You’ll learn about your legal duties as a coach and about your responsibility to help manage the risks involved with making the athletes’ participation as safe as possible.

• You’ll consider how to manage your time to accomplish all you must do.

• We’ll discuss what you need to know in order to ensure the physical preparation of your athletes, including proper nutrition and addressing and preventing illegal drug use.

• We’ll have a mid-morning break and a break for lunch.

• This afternoon we’ll discuss the principles of behavior, take a break, and then discuss the principles of teaching.

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Coaching Principles Classroom Course Agenda

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Coaching Principles</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Principles of Coaching</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td><strong>Break</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>3</td>
<td>Principles of Management</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Principles of Physical Training</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Lunch</strong></td>
<td><strong>45</strong></td>
</tr>
<tr>
<td>5</td>
<td>Principles of Behavior</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td><strong>Break</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>6</td>
<td>Principles of Teaching</td>
<td>140</td>
</tr>
<tr>
<td>7</td>
<td>Coaching Principles Wrap-Up</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total minutes (units only)**  **470**
• We’ll discuss how to engage and encourage athletes, including the keys to communicating with and managing your relationships with them.

• You’ll learn how to use motivation and discipline to coach responsibly and to create an environment in which athletes can have fun and feel worthy.

• You’ll consider things to do and not do in order to create an environment of respect for your program and for all types of athletes.

• You’ll learn how to teach the technical and tactical skills of your sport and to evaluate and provide feedback for your athletes’ learning and performance.

• We’ll discuss techniques for developing your athletes’ attention, concentration, and decision-making skills.

• You’ll learn how to use the games and traditional approaches to teaching.

• You’ll learn how to create a season plan and how to plan challenging practices.

• Before you head home, we’ll wrap things up and discuss how you can use Successful Coaching, the workbook, and Coaching Principles Online Component to prepare for the Coaching Principles classroom test.

**ASK** for questions about the course agenda and topics.

**INSTRUCTOR NOTE:** If you want coaches to complete the test preparation and test sooner than one year from today, be prepared to give them a completion date. Also, be prepared to give them your contact information so that they can contact you with questions while they complete the test preparation and test.
INTRODUCE the discussion of the test preparation and test procedures.

- Over the next several weeks, you need to complete the other phases of Coaching Principles—the test preparation phase of the course and the Coaching Principles test.
- I’ll discuss the steps for completing the test preparation phase in just a minute.
- The steps for completing the test are described in the Coaching Principles test instructions included in your test package.
- You should plan to complete these activities by [instructor-provided date, or one year from today’s date].
- If you do not successfully pass your Coaching Principles test within one year of the last date of your course (today), you will have to take the entire course over again and pay all of the course fees again.

DISCUSS the test preparation activities.

- Before you take the test, you should read Successful Coaching and complete the related test preparation activities listed in the workbook at the end of units 2 through 6. I’ll be sure to highlight them for you at the end of every unit.
- The activities are organized by the chapters in Successful Coaching.
- Some of the test preparation activities are from Coaching Principles Online Component, and you’ll complete these activities online. Instructions for accessing the online activities are included on the key code letter in your course package.
All of the activities we complete today and all of the activities you complete during the test preparation will help you become effective coaches and will help you pass the test. However, do not fail to carefully read every chapter in Successful Coaching because all of the test questions are based on content in the book.

ASK for questions about the Coaching Principles test preparation.

HOLD UP the Coaching Principles classroom test package.

DISCUSS the Coaching Principles test procedures.

• The last thing you’ll do to complete the course is complete the course test.

• You can complete the paper–pencil test, or you can complete the test online.

• The instructions and forms you’ll need to complete the course test are included in this Coaching Principles classroom test package.

• The package contains the Coaching Principles test instructions, which provide a detailed description of what you need to do to complete the course test. After reading Successful Coaching and completing the related activities, you really have only three things to do:

  1. Decide whether you’ll complete the paper–pencil test or the online test.

  2. Complete the test.

  3. Get your test scored.

• At the end of the course today, we’ll discuss things you should consider in deciding whether to take the paper–pencil test or the online test.
• Whichever test you take, it’s important to remember the following:
  ○ The course test is open book. You can refer to *Successful Coaching* and any other course materials while you complete the test.
  ○ You should complete the test individually [unless, instructor, you tell coaches otherwise].
  ○ If you do not pass the test the first time, you can take it again. The procedures for taking a retest are described in the test instructions.
  ○ If you complete your first test paper–pencil, you must complete retests in the paper–pencil format. If you complete your first test online, you must complete retests in the online format.

**ASK** for questions about the test preparation and course test procedures.

**DISCUSS** any relevant housekeeping details:
• Where to put coats
• Seating arrangements
• Restroom locations
• Refreshments
• Other

**SUMMARIZE** unit 1 with these points about the learning environment.
• The Coaching Principles course is designed to help you reflect on the skills needed to be an effective and successful coach.
• The course encourages an athlete-centered approach to coaching. By learning how to plan, organize, teach, conduct practices, and perform
other coaching duties most effectively, you will be better prepared to serve the athletes. Success in coaching results from setting the development of athletes as the first priority.

- The key to making this course a success is for you to be an active learner. This means that you should remember the following:
  - Feel free to ask questions at any time. There are no dumb questions. Be assertive about what you need in order to understand the topic better.
  - Relax. Enjoy yourself. Be open. Participate. We’re all here to learn together.

ASK for questions about the unit.
Principles of Coaching
(85 minutes)

PURPOSE
To help coaches define their coaching philosophy and determine what is important to them as coaches, and to examine their coaching styles.

Learning Objectives
In this unit coaches will learn about

- the importance of defining their coaching philosophy and what is important to them as coaches, and
- coaching styles and how they affect coaching effectiveness.

Materials Needed

- Whiteboard or flipchart
- Dry-erase or flipchart markers
- Coaching Principles DVD
- DVD player and monitor
### UNIT OVERVIEW

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit introduction</td>
<td>Instructor presentation: Unit introduction</td>
<td>5</td>
</tr>
<tr>
<td>B. Defining your coaching philosophy</td>
<td>Instructor presentation: Section introduction</td>
<td>50</td>
</tr>
<tr>
<td><strong>Activity 2.1 Making the Tough Call With Good Decisions.</strong></td>
<td>In teams, coaches discuss their responses to the Recordbook Rodney scenario and consider the critical decisions they must make when developing their coaching philosophies. The activity concludes with a class debriefing.</td>
<td></td>
</tr>
<tr>
<td>B. Defining your coaching philosophy</td>
<td><strong>DVD 2 Athletes First, Winning Second</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Activity 2.2 Athletes First, Winning Second.</strong></td>
<td>Individually, coaches respond to three scenarios based on vignettes from DVD 2 that challenge them to determine if an Athletes First, Winning Second philosophy is important to them. The activity concludes with a class debriefing.</td>
<td></td>
</tr>
<tr>
<td>B. Defining your coaching philosophy</td>
<td><strong>Activity 2.3 Coaching Successfully.</strong></td>
<td></td>
</tr>
<tr>
<td>C. Examining coaching styles</td>
<td>Instructor presentation: Section introduction</td>
<td>25</td>
</tr>
<tr>
<td><strong>Activity 2.4 Part 1 Your Favorite Coach.</strong></td>
<td>Individually, coaches list the words that describe the coaching styles used by their favorite coaches. The activity concludes with a class debriefing.</td>
<td></td>
</tr>
<tr>
<td><strong>DVD 3 Styles of Successful Coaches</strong></td>
<td><strong>Activity 2.4 Part 2 Your Favorite Coach.</strong></td>
<td></td>
</tr>
<tr>
<td>D. Unit summary</td>
<td>Instructor presentation: Unit summary</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Test preparation assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coaching Successfully tips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach activity: Update Coaching Successfully notes.</td>
<td></td>
</tr>
</tbody>
</table>

**Total minutes** 85
UNIT CONTENT

A. Unit Introduction (5 minutes)

**INSTRUCTOR NOTE:** You can present the unit introduction, or you can refer coaches to the unit introduction in *Coaching Principles Workbook* and tell them to read it.

**REFER** coaches to the unit 2 learning objectives and unit overview on page 9 in *Coaching Principles Workbook*.

**INTRODUCE** unit 2.

In unit 2 we’ll discuss the principles of coaching, starting with this one: The best coaches use an athlete-centered approach that emphasizes developing young people into responsible, respectful, and disciplined student-athletes. To help you understand what this means, this unit includes the following sections:

- **Defining Your Coaching Philosophy** starts with an activity that illustrates how your decisions reflect what is important to you as a coach, to the athletes and their parents, and to the program and its administrators. It also illustrates why it is important for you to plan and prepare to make these decisions before they happen.

- Then, in a DVD and a related activity, you’ll consider the importance of making “Athletes First, Winning Second” decisions.

- Finally, in the Coaching Successfully activity, you’ll rate the importance you place on 12 goals for developing coaches. You’ll add notes about these goals throughout the rest of the course.

- Examining Your Coaching Style begins with a discussion about your favorite coaches and the styles that made them successful.
• Then, in a DVD, you’ll learn more about the styles of successful coaches.

• Finally, we’ll compare the styles of your favorite coaches with the styles discussed in the DVD.

When we’ve completed this unit, you should be able to

• explain the importance of defining your coaching philosophy and determining what is important to you as a coach, and

• describe styles of coaching and how they affect coaching effectiveness.

ASK for questions about the agenda and objectives for this unit.

B. Defining Your Coaching Philosophy (50 minutes)

INTRODUCE the section, Defining Your Coaching Philosophy.

This section starts with an athlete who has been discussed by thousands of coaches before you—Recordbook Rodney. After discussing Rodney, you’ll watch a DVD and consider how you’d respond to some of the situations depicted in the DVD. When we’ve completed this section, you should be able to define, or at least start to define, you coaching philosophy and what is important to you as a coach.

Activity 2.1 Making the Tough Call With Good Decisions

INSTRUCTOR NOTE: To start this activity, GROUP coaches into teams of three or four people. Each team should include coaches of different sports. TELL coaches that team activities help achieve one of the objectives of Coaching Principles, namely, learning how to work in teams. If they ask, TELL coaches that they’ll work in teams with coaches of the same sport later in the class.
We’ll start this section about defining your coaching philosophy with an activity about making good decisions.

- You’ll learn that you need to mentally prepare to make these decisions before they happen.
- An important part of this mental preparation is determining your coaching philosophy. Your philosophy will influence the decisions you make on the court or playing field.
- Your coaching philosophy has two ingredients: your objectives, which are the things you value and want to achieve, and your beliefs or principles that help you achieve your objectives.
- For example, 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. For many high school coaches, the following are the three major objectives of sport:
  1. To have a winning team
  2. To help athletes have fun
  3. To help athletes develop physically, psychologically, and socially
- In this activity and throughout this unit, you should ask yourself how much emphasis you put on winning and how much emphasis you put on athletes’ fun and development.
EXPLAIN the activity instructions.

1. Use the No Dilemma on Discipline scenario that follows the instructions in the workbook.
2. Work in teams.
3. Select a spokesperson to take notes and present the team’s answers to the class.
4. Read the scenario, and discuss and answer the questions posed.
5. You’ll have about 10 minutes for this activity.
6. When you’re done, you should have read the scenario and answered all five questions about making good decisions.

ASK for questions about the activity instructions.

TELL coaches to begin the activity, then CIRCULATE among them and COACH (listen, comment, and answer questions). The team discussion could easily go 15 to 20 minutes. ENCOURAGE the teams to finish in 10 minutes, helping to keep this activity on time.

After 10 minutes, DEBRIEF the activity as follows:

1. ASK one team how they responded to question 1.
2. ASK other teams if they agree, and, if not, why.
3. ACCEPT coaches’ responses without judging them.
4. LEAD the discussion to the sample solution.
5. CONTINUE debriefing the remaining questions in the same way.
6. THANK all coaches for their good insights, and ASK for final questions.

INSTRUCTOR NOTE: The Wildcats scenario with sample solutions follows this note. The sample solutions are in italics.
No Dilemma on Discipline

Coach Mitchell’s football team, the Wildcats, is down 14 to 10 with one minute to play. The fans scream as Recordbook Rodney, the star tailback, spins away from two tackles, dodges another, and then lunges forward, tackled six yards short of the end zone. Cheering teammates surround Rodney, who—unseen by the officials—takes a cheap shot to the kidney of his tackler. When Rodney gets to his feet, he spits toward the tackler, who is in obvious pain, and then glances to the sidelines to find Coach Mitchell’s eyes fixed on him. Unfortunately, the coach has seen this kind of behavior from Rodney before.

The officials call in the chains while the other team’s trainer assists the injured tackler. The crowd roars as the signal is given: first down and goal. Coach Mitchell calls a time-out. Several players slap Rodney on the back as they run to the sidelines, and the PA system announces, “This is it, Wildcat fans! Six yards away from the first playoff season in 15 years of Huntsville football.”

Think about the incredible amount of pressure that Coach Mitchell is under, not only due to the tense game situation but also because his best player has just conducted himself in an injurious, unsportsmanlike manner. Now, during the time-out, Coach Mitchell must make a critical decision that will likely affect the outcome of the game, Rodney, the team, and his coaching career.

1. What should Coach Mitchell do?

   Response: Unfortunately, by his actions, Rodney has dictated his removal from the game. Such behavior simply can’t be tolerated regardless of the game situation. Given that this is not Rodney’s first transgression of this type, Coach Mitchell has almost certainly forewarned him of the consequences (including automatic removal from competition and potential suspension for games or the season). Removing Rodney from the game is merely consistent with the penalties previously explained to him.

Consider these coaching points:

*The decision to remove Rodney is independent of any consideration about winning or losing the game. Coach Mitchell wanted to ensure that Rodney’s emotions did not detract further from the team. He would have been wise to have an assistant coach take Rodney aside and calm him down so that no additional, emotionally driven misdeeds occur.

*Refocus quickly on the game, the appropriate substitution for Rodney, and the next play. The sooner you turn your attention to the players that are available and the tactics most likely to produce a winning score, the less the impact Rodney’s removal will have on the rest of the team.

*If you established rules of conduct from day one with your players and have taken every disciplinary measure in a manner that is consistent with those guidelines, no player on the team (except, perhaps, Rodney) will question the decision.

*In such a situation, you would need to be prepared to have one of your assistant coaches take Rodney aside and defuse him. Rodney may react on the sidelines in a way that will make a bad situation a disaster for him, the team, and yourself. Head coaches need to coach their assistant coaches to be buffers in certain situations.
INSTRUCTOR NOTE: Coaches might comment that by removing Rodney from the game, the coach is throwing all of the hard work and commitment of the rest of the players on the team, not to mention the time and effort of the coaching staff, out the window. If coaches in your session comment similarly, respond with the following:

*Remember that it’s a team game and that team success is dependent on each member of the team pulling his portion of the load. If you compromise your values this time, you will find it easier to compromise the next time, and the next, and the next.

*Because time-outs in football are only 60 seconds long, it would be practically impossible to make the correct decision concerning Rodney and still select the right play to win the game unless you had developed a clear coaching philosophy. The decision as to how to handle Rodney was made the day you developed your coaching philosophy. You shared that philosophy with the team during your first team meeting, with their parents at the parent meeting you held before the season started, and with the administration the day they hired you as the Huntsville head football coach. How you handle Rodney is a done deal. The 60 seconds during the time-out should be spent making the right play call andconvincing your team that they can win.

2. Assume that Coach Mitchell removed Rodney from the game and answer the following questions.

a. What principles should motivate and guide Coach Mitchell’s decision?

*Upholding the high standards for behavior that he defined for the team at the beginning of the season.

*Integrity of the program and principles of respectful behavior take precedence over winning.

b. What are the implications of Coach Mitchell’s actions?

*Some players and parents may disagree with the decision until their emotions ebb and they can put things into proper perspective.

*Players will realize that, in the long run, the team benefits if selfish and dirty behavior is not tolerated.

*Parents, too, will recognize the rewards of having their children in a program that will not sacrifice standards of conduct for points on the scoreboard.

*A stained playoff berth is hardly worth the program’s loss of respect. By staying true to the sound core values guiding his coaching philosophy, Coach Mitchell provides a good example for all his athletes and his peers.
**DVD 2  Athletes First, Winning Second**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 2, Athletes First, Winning Second.

Let’s explore a little further the concept of winning. As you’ll see in this DVD segment, the significance you give to winning will play a vital role in determining how you coach.

**TELL** coaches to pay close attention to the scenarios portrayed about a player complaining about playing time, a parent complaining about tactical decisions, and a player showing up an official. Coaches will respond to these scenarios in the next activity.

**PLAY** DVD 2, Athletes First, Winning Second.

After the DVD, **ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.

**Activity 2.2  Athletes First, Winning Second**

**INSTRUCTOR NOTE:** Coaches should complete this activity individually.

**REFER** coaches to Activity 2.2, Athletes First, Winning Second, on page 14 in Coaching Principles Workbook.

**INTRODUCE** the activity.

- Athletes First, Winning Second: Sounds simple from a philosophical standpoint, but what challenges does it present on a practical level?

- When confronted with the question of prioritizing winning and development, many coaches contend that they want both and that they coach to achieve both. They rightfully point out that winning
can help athletes develop by giving them self-confidence and that it’s often easier for athletes and coaches alike to feel like they’re having fun when they’re winning.

- It’s no problem when player development and enjoyment occur through a winning season. Everyone’s happy.

- What can be difficult is when the emphasis on one priority comes at the expense of another. Many times a coach must decide which priority to emphasize. Consider the following examples:
  - Is the coach able to accept a high probability of losing due to playing every athlete on the roster for the sake of their development?
  - Can a coach justify keeping starters in throughout a contest, claiming that the substitute players on the team gain more by being part of a winning program?
  - Are those grueling 5:30 a.m. daily conditioning workouts and after-school practice sessions to gain an edge on the competition worth the athletes’ sacrifice of social time with friends?
  - The following activity will help gauge where you reside on the coaching philosophy spectrum. Observe and then decide how you would respond to the three scenarios portrayed in DVD 2.

EXPLAIN the activity instructions.

1. Use the Athletes First, Winning Second scenarios that follow the instructions in the workbook.
2. Work individually.
3. Read the scenarios, and answer the questions.
4. You’ll have five minutes for this activity.

5. When you’re done, you should have answered three questions and be prepared to share your answers with the class.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity, then **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After five minutes, **DEBRIEF** the activity as follows:

1. **ASK** one coach to share his or her answer to scenario 1, Playing Time.
2. **ASK** other coaches if they agree, and, if not, why. **ALLOW** coaches to share any write-in responses.
3. **LEAD** the discussion to the sample solution.
4. **CONTINUE** debriefing the remaining scenario answers in the same way.
5. **THANK** all coaches for giving such good thought to the scenarios, and **ASK** for final questions.

**SUMMARIZE** the activity.

- As a coach, you should be honest and forthright about your priorities with athletes, parents, and administrators before the first practice.

- You should encourage athletes, parents, and administrators to raise any concerns they have about your priorities and how you plan to achieve them.

- Never lose sight of the fact that your most fundamental responsibility as a coach is to ensure the safety, well-being, and development of your athletes.

**INSTRUCTOR NOTE:** The scenarios with sample solutions follow this note. The sample solutions are in italics.
**Athletes First, Winning Second Scenarios**

**Scenario 1: Playing Time**

Fall camp is coming to a close and John, your senior quarterback, comes into your office with a problem after practice. John is a great kid and has become the leader of your team. He’s been your starting quarterback for the past two seasons and has been selected as a team captain for the second straight year by his teammates. Over the summer, a transfer quarterback moved into your district, and he’s winning the position from John. John is obviously disappointed. He knows that the backup quarterback gets very little playing time over the course of a season, and he wants to quit the team.

1. What would you do? How would you respond to John? If you’d respond differently from the choices that follow, describe your response in the space provided.

   a. Tell John that you understand why quitting might be an understandable initial response, but that you don’t believe he’s a quitter. Ask him to think it over for a day or two. If at that point he still feels he would not be happy as the backup quarterback, thank him for all he has done for your program and wish him well.

   Given his demonstrated dedication to the program in previous years, you owe John more than this passive “be on your way if you wish” response. His pride has taken a hit, so rather than simply letting him think about this matter on his own, ask John to meet with you daily to discuss the benefits of staying on the team. Also, enlist several of John’s peers to encourage him to remain with the program. If you allow John to quit with no intervention, it will serve to reinforce his perception that he’s of little value to the team and may as well walk away from it.

   b. Tell John that this is varsity football and the best players play. He needs to accept his role as the backup quarterback and should keep in mind how frequently second stringers—due to starters’ injuries or subpar performance—get a chance to impact a game and season.

   Rubbing John’s nose in your decision to demote him serves no purpose and will likely deter any notion he might have had about remaining on the team. If you sincerely believe he can be a valuable backup and mentor to the new starting quarterback, provide several examples of similar NFL quarterback situations in the past. Note how the supplanted starter benefitted his team by embracing his new role.

   c. Tell John that although he won’t start at quarterback, he can play a critical role on the team. Ask him to consider trying another position that suits his abilities and fills the team’s needs. Note that although he won’t be taking snaps from center he’s still considered to be a leader by his peers, and that by embracing another role on the team he will strengthen that perception and the quality of the team.

   This solution will work if you have demonstrated to John through the course of his career that you have the best interests of both individual players and the team at heart in all the decisions you make. He will appreciate that you are looking out for him and want him to remain a vital member of the squad. And if he chooses this path, he will soon gain reinforcement from the amount of respect shown to him by his teammates and members of the community.
d. Explain to John that his leadership role on the team doesn’t depend on his status as a starter. He is critical to the team’s success. Tell John that how he responds to this situation will speak volumes about his character and how he will learn to face difficult situations in the future. Ask John to accept the backup role and to become a mentor coach for the transfer quarterback and his teammates.

Sport offers the opportunity to grow as a person. The life lessons that can be learned in situations such as this will pay dividends to John far into his future. If John responds positively in this situation, he will be better prepared to handle similar challenges down the road.

e. (add your response)

Scenario 2: Problem Parent

Fred is a former baseball player who bounced around the minor leagues for a few years and is now living in your district. His daughter Sue is a member of your softball team. Fred is continually complaining about your game tactics and the way you’re teaching Sue how to hit. He is very vocal in the stands at your games and has started attending your practices. He’s becoming a real nuisance, and his actions are having a negative effect on Sue’s attitude and her performance. Sue’s teammates are beginning to make fun of her because of her dad. Something must be done before Fred’s actions wreck the entire season.

1. What would you do? If you’d respond differently from the choices that follow, describe your response in the space provided.

   a. Confront Fred in private and tell him that his comments are not welcome. Tell him that if he keeps it up, you’re going to kick his daughter off of the team.

   Talking to Fred about the problem in private is a good and apparently necessary first step. But matching Fred’s poor manner of communication with similarly disrespectful and threatening responses of your own is hardly a solution to the matter. Instead, in the meeting convey to Fred that you have his daughter’s and her team’s best interests at heart. Ask Fred to explain specifically what action you have taken that would cause him to believe otherwise. If it turns out that Fred can be satisfied only if his daughter receives special attention, ask him to consider what such preferential treatment would mean for her future and what happens when he (Fred) can’t force his will on others. Never use threats; they only show weakness and never result in a positive outcome for anyone involved.

   b. Wait for the right moment during a game when Fred is mouthing off and call a time-out. Ask your athletic director to remove Fred from the school property, and ban him from the rest of your games. Make sure everyone in the stands hears your request!

   Two wrongs don’t make a right! If you confront Fred in public, what message are you sending to your players? Is this how you would want them to respond? What message are you sending to your athletic director? Are you modeling the behavior he expects of you as a coach? Moreover, think of the humiliation this will bring to Fred’s daughter. That experience would leave a scar, and Fred would likely insist that she leave the team. In short, that’s a losing response for all.

> continued
c. Ask Fred if he’s interested in becoming an assistant coach.

There is some merit to this solution, especially if he is knowledgeable about the game, but it could make matters worse! If you can’t communicate effectively with Fred as a parent, will you be able to control him as your assistant coach? Think carefully about what role you want him to play and what type of influence he will be before you put a whistle around his neck.

d. Call Fred at home and ask him for a private meeting in your office. Ask your athletic director to attend the meeting. When Fred arrives, thank him for coming and ask him about his playing career. Explain that you are concerned about Sue. She is losing her confidence and seems to be depressed most of the time. Tell Fred that you believe his comments and actions are having a negative effect on Sue and that you want to work things out to solve the problem. Let Fred know that your first concern is the well-being of his daughter.

Talking to Fred about the problem is a good step, and having your athletic director attend lets Fred know the severity of the problem. Start the meeting by acknowledging Fred’s accomplishments as a player and then let him know that his daughter is your first priority as a coach. Your job is to convince Fred that your philosophy of athletes first and winning second will provide Sue with an avenue to be the best she can be!

e. (add your response)

Scenario 3: Hot Head

Kandace, one of your starters, has a problem with authority. She’s a good player but constantly complains about calls made by the officials, even when they’re obviously correct. In overtime against your league rival, Tamika drives for the basket and is stripped of the ball by an opposing player. The official does not call a foul, and Kandace instantly begins complaining. The official on the other side of the court runs into the play and calls a foul on the defender. Kandace mouths off to the first official and begins beating her chest and is immediately hit with a technical foul.

1. What would you do? If you’d respond differently from the choices that follow, describe your response in the space provided.
   a. Confront the official and stand up for Kandace. Tell the official that he blew the call and deserved Kandace’s comments.

   Coaches should stand up for their players, but never when they are wrong. Nor is it appropriate to mouth off to an official. By failing to demonstrate proper respect, you are encouraging players to respond just as Kandace did, and that kind of behavior cannot be condoned.

   b. Confront the official and plead for mercy. Tell him that Kandace just got caught up in the moment and didn’t mean any harm.

   This isn’t a judgment call concerning the rules of the game; it’s a matter of respecting authority. Pleading for mercy isn’t going to change the official’s mind and will only delay the message you need to send to Kandace. A simple apology on behalf of your player is appropriate, but even more important is to reinforce your preseason pronouncement that you will tolerate no negative behavior toward officials. Kandace needs to accept the consequences of her inappropriate actions.
c. Pull Kandace aside while the opposing team shoots the technical fouls and read her the riot act. However, leave her in the game because you need her points to have any chance of winning the game.

This response sends a mixed message to Kandace. You’re upset about her actions, but not to the point of jeopardizing the outcome of the game. If you let her continue, you’re telling her and the community that winning at any cost is your priority! Also, by demonstrating your own inappropriate manner of handling this matter with a player in the public eye, you have compromised whatever respect and authority you might have brought to the situation.

d. Escort Kandace to the end of the bench and tell her that’s her seat for the rest of the game. After the game, remind your team of the importance of respecting authority. Deal with Kandace in a private meeting with her parents and your athletic director.

Though this may be an acceptable solution, the need to take such actions demonstrates some deficit in your preparation of players for competition. Assigning Kandace a seat on the bench might discourage her from acting similarly in subsequent games, but such lessons can get lost on young players. They will benefit more from observing proper, positive decorum on the bench and only respectful interactions with officials.

e. (add your response)
Activity 2.3  Coaching Successfully

INSTRUCTOR NOTE: Coaches should complete this activity individually.

REFER coaches to Activity 2.3, Coaching Successfully, on page 20 in Coaching Principles Workbook.

INTRODUCE the activity.

- Successful coaches know that when their athletes are actively involved in practices and in games, they learn more about the sport and about becoming better athletes.

- The same thing is true about learning to be a successful coach. The more you’re involved in your professional development as a coach, the more successful you’ll be.

- That’s the purpose of this activity: to consider goals for developing as a coach and how these goals relate to athlete-development goals.

EXPLAIN the activity instructions.

1. Use the Developmental Dozen table on page 21 to complete this activity.

2. Work individually.

3. Review the 12 coach-development goals in column 1 in the table and compare them with the related athlete-development goals in column 2.

4. In column 3, write a few words that describe your reaction to each coach-development goal. The words should describe what you honestly think about each goal, such as “agree,” “disagree,” “good,” “bad,” “easy to do,” “hard to do,” “need to do,” “great,” “I need to work on,” “never thought of that.”

5. Take three minutes to complete the activity.
ASK for questions about the activity instructions.

TELL coaches to begin the activity, and ANSWER any questions.

After three minutes, SUMMARIZE the activity.

- In this unit, we have addressed or will address the first two coach-development goals (Define My Coaching Philosophy and Style, and Develop Character).

- We’ll address each of the other coach-development goals sometime in the next four units, and I’ll tell you at the start of each unit which goals we’ll be addressing.

- In your workbooks at the end of units 2, 3, 4, 5, and 6 you’ll find a section called Coaching Successfully.

REFER coaches to Coaching Successfully on page 22 in Coaching Principles Workbook.

CONTINUE the activity summary.

- As you learn about goals during each unit, add notes on the Coaching Successfully pages—notes with information you want to refer to later.

- Long after the course is over, you can refer back to your Coaching Successfully notes, add to them, and use them to help guide your development as a successful coach.

ASK for final questions about the activity.

INSTRUCTOR NOTE: Your copy of the Developmental Dozen table is on page 76.
## Developmental Dozen

<table>
<thead>
<tr>
<th>Coach-development goals</th>
<th>Athlete-development goals</th>
<th>My reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Define my coaching philosophy and style:</strong> Develop and refine my coaching philosophy and style.</td>
<td><strong>1. Have fun.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Develop character:</strong> Model, teach, and expect appropriate citizenship behaviors.</td>
<td><strong>2. Develop character.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Communicate effectively:</strong> Model, teach, and expect honest and effective communication.</td>
<td><strong>3. Communicate effectively.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Guide athletes to develop self-confidence:</strong> Model and teach self-confident attitudes and behaviors and create situations in which athletes experience success.</td>
<td><strong>4. Develop self-confidence.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Teach the sport effectively:</strong> Teach the rules, systems, and defined plays of the sport.</td>
<td><strong>5. Learn the sport.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Teach technical skills effectively:</strong> Teach correct and safe techniques.</td>
<td><strong>6. Perform technical skills well and safely.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7. Teach sport decision-making skills effectively:</strong> Model and teach perception, attention, and concentration skills.</td>
<td><strong>7. Learn sport decision-making skills.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. Teach tactical skills effectively:</strong> Teach athletes how to process game situations to provide competitive advantage.</td>
<td><strong>8. Execute tactical skills well.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9. Challenge athletes in practice and competition:</strong> Develop season and practice plans to create optimally challenging, safe, and effective practices and competitions.</td>
<td><strong>9. Strive to be better in practice and competition.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>10. Physically prepare athletes:</strong> Model, teach, and expect appropriate physical training, nutrition, and drug-free habits</td>
<td><strong>10. Value physical preparation.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>11. Manage relationships effectively:</strong> Model, teach, and expect positive interactions with coaches, athletes, parents, administrators, medical personnel, officials, and media</td>
<td><strong>11. Manage relationships effectively.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12. Support scholastic achievement</strong> Expect commitment to academics and teach the value of education.</td>
<td><strong>12. Achieve scholastic potential.</strong></td>
<td></td>
</tr>
</tbody>
</table>
C. Examining Coaching Styles
(25 minutes)

**INTRODUCE** the section, Examining Coaching Styles.

- In the past hour or so, you’ve been considering what’s important in coaching, and you’ve probably starting defining or refining your coaching philosophy and what is important to you as a coach.

- Remember that your coaching philosophy is a work in progress. It won’t be developed overnight. You will grow and redefine your coaching philosophy along the way as you grow in the coaching profession.

- Your influence as a coach will etch a lasting mark on your student-athletes, and your coaching philosophy will determine what that mark looks like.

- In this section our focus turns to how you might coach.

- Specifically, we’ll talk about the styles of coaching used by your favorite coaches.

- Then we’ll review the styles of coaching used by successful coaches.

- Finally, we’ll compare the styles of coaching used by your favorite coaches and successful coaches.

**Activity 2.4 Part 1 Your Favorite Coach**

**INSTRUCTOR NOTE:** Coaches should complete the activity individually.

**INTRODUCE** the activity.

- Let’s start the activity by making a list of the styles of coaching used by your favorite coaches. They don’t have to be coaches you’ve played for or even know.
By “styles of coaching” I mean how the coach behaves—his or her characteristics. Is he a player’s coach? Is he a yeller? Does she listen to her athletes? Is he or she a coach who is respected by the players? Does she do the talking and expect her athletes to just listen?

Refer coaches to Activity 2.4, Your Favorite Coach, on page 22 in Coaching Principles Workbook.

Explain the activity instructions.

1. Work individually.

2. Think about your favorite coach. Think about how he or she coaches. What’s his or her style? How does he or she behave and act toward the athletes?

3. Write three words that describe the characteristics of the coach’s style.

4. Take two minutes and prepare to describe the coach’s style to the class.

Ask for questions about the activity instructions.

After two minutes, lead the following discussion.

Instructor note: During this discussion, if you notice that coaches are not identifying styles or characteristics of coaching, cue coaches to think along those lines. You might ask, “How does the coach you named behave?” or “What does the coach do?”

Lead the discussion as follows:

1. Write the heading “Coaching Styles” on the whiteboard or flipchart.

2. Ask a coach to name his or her favorite coach. Then ask the coach to list the three words that describe the style of his or her favorite coach.

3. Write the coach’s words on the whiteboard or flipchart.
4. **ASK** other coaches to name their favorite coaches. Then **ASK** the coaches to list the three words that describe the styles their favorite coaches use.

5. **WRITE** coaches’ words on the whiteboard or flipchart.

6. **CONTINUE** the discussion until you’ve listed 10 or more words.

7. **THANK** all coaches for their input, and **ASK** for final questions.

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**INSTRUCTOR NOTE:** You’ll use the list of coaching styles or characteristics you wrote on the whiteboard or flipchart in part 2 of the activity.

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**DVD 3  Styles of Successful Coaches**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 3, Styles of Successful Coaches.

- As we’ve been discussing, being a successful coach requires that you know what is important to you and what your coaching objectives are.

- It also requires that you determine the coaching style you want to use.

- The DVD we’re about to watch discusses three coaching styles described in *Successful Coaching*: the command, submissive, and cooperative styles of coaching.

- Certain characteristics of all three styles can be appropriate or inappropriate, depending on when, why, how, and with whom they’re used.

- Most successful coaches blend the three styles and use characteristics of all three with different athletes and in different situations. In this way, a coach’s style becomes athlete-centered, which is to say the coach adapts his or her style to each athlete.


Activity 2.4  Part 2 Your Favorite Coach

INSTRUCTOR NOTE: Coaches should complete this activity as a class.

INTRODUCE the activity.

- In the second part of this activity, we’ll compare the coaching styles of your favorite coaches with the coaching styles described in the DVD.
- We may find that coaching styles can be described as something other than command, cooperative, or submissive.

INSTRUCTOR NOTE: Use the list of coaching styles or characteristics you wrote on the whiteboard or flipchart in part 1 of the activity to complete the following discussion.

LEAD the discussion as follows:

1. **ASK** a coach to classify the first coaching style or characteristic listed on the whiteboard or flipchart. Is it the command, cooperative, or submissive style, **OR** is it another style? If it is another style, **ASK** the coach to name the style.

2. **WRITE** the coach’s response on the whiteboard or flipchart next to the first style or characteristic listed. **USE** “CMD” for command, “COOP” for cooperative, and “SUB” for submissive. **IF** the coach named a new style, **WRITE** it instead.

3. **ASK** other coaches to classify other styles or characteristics listed on the whiteboard or flipchart, and **DOCUMENT** their responses as described in step 2.

4. **CONTINUE** the discussion until you’ve classified all styles or characteristics.

5. **THANK** all coaches for their input.

SUMMARIZE the activity.
• Defining coaching styles in just a few words, like “command,” “cooperative,” or “submissive” is difficult.

• You may discover that another word or classification more effectively describes the coaching style you prefer.

• You’ll probably also discover that effective coaching styles borrow characteristics from several styles.

• You’ll surely discover that to reach each athlete you’ll need to use different approaches because each athlete is an individual who responds in individual ways.

• You’ll also discover that the style you use will be influenced by your personality and priorities.

ASK for questions about the activity.

D. Unit Summary (5 minutes)

INSTRUCTOR NOTE: As described in section 3 in Coaching Principles Instructor Guide, you should have identified the code of ethics that you want coaches to review during the Coaching Successfully activities they complete after taking the test. You also should have determined how they will access it; that is, will you make copies and hand them out, or will coaches go online and review a code of ethics there? If your school, district, or state has a coaches’ code of ethics, you should use that one. For specifics, see Instructor and Course Preparation: Several Weeks Before You Teach in section 3 (page 15).

REVIEW the key points of unit 2.

• The best coaches use an athlete-centered approach that emphasizes developing young people into responsible, respectful, and disciplined student-athletes.
Defining what is important to you as a coach will guide the development of your coaching philosophy. It will influence the importance you place on these three major objectives of sport:

1. To have a winning team
2. To help young people have fun
3. To help young people develop physically, psychologically, and socially

Examining your coaching style will guide your development as a successful coach. As you adapt your style to each athlete, you will blend different styles of coaching and become the best coach you can be with different athletes and in different situations.

**ASK** for questions about any topics covered in this unit.

**Test Preparation**

**REFER** coaches to the unit 2 test preparation assignment on page 22 in *Coaching Principles Workbook*.

**TELL** coaches to read the following chapters in *Successful Coaching* to prepare for the test:

- 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

**TELL** coaches to complete the units related to principles of coaching in *Coaching Principles Online Component* to prepare for the test.
Coaching Successfully

REFER coaches to the unit 2 Coaching Successfully activities on page 22 in Coaching Principles Workbook.

INSTRUCTOR NOTE: As described in section 3 in Coaching Principles Instructor Guide, you should have prepared to present your Coaching Successfully tips for this unit related to coach-development goals 1, Define My Coaching Philosophy and Style, and 2, Develop Character. Your presentation follows this note. For specifics, see Instructor and Course Preparation: Several Weeks Before You Teach (page 15).

INTRODUCE the Coaching Successfully activities for this unit.

• At the end of this unit and in units 3 through 6, we’ll revisit the coach-development goals we discussed earlier.

• Specifically, we’ll revisit the goals related to the unit we’re just ending.

• I’ll offer one or more tips to help you coach successfully based on these goals.

• For this unit, we’ll revisit goal 1, Define My Coaching Philosophy and Style, and goal 2, Develop Character.

• Several organizations have developed codes of ethics for coaches. These are guidelines arrived at by coaches and sport administrators. They describe what behaviors by coaches are acceptable and unacceptable.

• My first tip is this: You should read and understand our code of ethics.

INSTRUCTOR NOTE: HAND OUT the code of ethics if you made copies for coaches, or TELL them where they can access the code of ethics you want them to review.

CONTINUE with your Coaching Successfully tips for this unit.
DISCUSS your additional coaching tips for athlete-development goals 1 and 2.

INTRODUCE the second part of the Coaching Successfully activities for this unit, and EXPLAIN the activity instructions.

Now I’d like you to add your own Coaching Successfully notes, starting with step 3 in the activity.

- Step 3: Review the Developmental Dozen coach-development goals addressed in this unit and included in the table.

- Step 4: Use the space provided to briefly explain
  1. what you learned in this unit about the goals, and
  2. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving these goals.

- Step 5: Take a few minutes to complete your notes.

ASK for questions about the activity instructions, and TELL coaches to complete their notes.

After a few minutes, TELL coaches to revisit this page in their workbooks after the course and to add notes that will benefit their development as successful coaches.

ASK for questions about the test preparation assignment and about the Coaching Successfully activities.

INSTRUCTOR NOTE: Your copy of the Coaching Successfully activities for this unit follows this note.
## Coaching Successfully

1. Read the code of ethics that your instructor handed out or referred you to.
2. List other tips from the instructor here.
3. Review the coach-development goals addressed in this unit and included in the table on page 21.
4. Use the space provided to briefly explain
   a. what you learned in this unit about the goals, and
   b. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving these goals.
5. After the course, revisit this page and add notes that help you develop your coaching knowledge and career.

<table>
<thead>
<tr>
<th>Coach-development goals</th>
<th>Athlete-development goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What should I do to improve my ability to coach successfully and help my athletes develop?</strong></td>
<td><strong>What athletes should achieve</strong></td>
</tr>
<tr>
<td><strong>1. Define my coaching philosophy and style:</strong> Develop and refine my coaching philosophy and style.</td>
<td><strong>1. Have fun.</strong></td>
</tr>
<tr>
<td><strong>2. Develop character:</strong> Model, teach, and expect appropriate citizenship behaviors.</td>
<td><strong>2. Develop character.</strong></td>
</tr>
</tbody>
</table>
Principles of Management

(65 minutes)

PURPOSE To help coaches manage their relationships with people involved in the sport program, to help coaches meet their risk-management responsibilities and legal duties, and to help coaches manage their time.

Learning Objectives

In this unit coaches will learn

- the importance of managing relationships with parents, other coaches, administrators, officials, and other people involved in the sport program;
- the responsibility of managing the risks associated with the sport program and complying with their 10 legal duties; and
- how to effectively manage time in order to successfully plan, organize, and manage the team.

Materials Needed

- Whiteboard or flipchart
- Dry-erase or flipchart markers
- Coaching Principles DVD
- DVD player and monitor
## UNIT OVERVIEW

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit introduction</td>
<td>Instructor presentation:</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Unit introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Updating Coaching Successfully notes</td>
<td></td>
</tr>
<tr>
<td>B. Relationship management</td>
<td>Instructor presentation: Section introduction</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>DVD 4 Managing Relationships</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Activity 3.1 Part 1 Relationships Matter.</strong></td>
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<tr>
<td></td>
<td>In teams, coaches discuss a scenario and identify</td>
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<td></td>
<td>the people with whom they will interact in their</td>
<td></td>
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<td></td>
<td>role as coach.</td>
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<td></td>
<td><strong>Activity 3.1 Part 2 The Relationship List.</strong></td>
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<tr>
<td></td>
<td>Individually, coaches list the key people with</td>
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<td></td>
<td>whom they will interact so they can take steps</td>
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<td></td>
<td>to establish positive working relationships,</td>
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<tr>
<td></td>
<td>and then rank each relationship.</td>
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<tr>
<td>C. Risk management</td>
<td>Instructor presentation: Section introduction</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>DVD 5 Managing Risk</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Activity 3.2 10 Legal Duties.</strong></td>
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<td></td>
<td>In teams, coaches identify how coaches comply</td>
<td></td>
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<tr>
<td></td>
<td>with their 10 legal duties.</td>
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<tr>
<td>D. Time management</td>
<td>Instructor presentation: Section introduction</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 3.3 Time Well Spent.</strong></td>
<td></td>
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<tr>
<td></td>
<td>Individually, coaches identify and prioritize</td>
<td></td>
</tr>
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<td></td>
<td>their weekly coaching activities and how long</td>
<td></td>
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<td></td>
<td>it will take to complete them.</td>
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<tr>
<td>E. Unit summary</td>
<td>Instructor presentation:</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Unit summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coaching Successfully tips</td>
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<tr>
<td></td>
<td>Coach activity: Update Coaching Successfully</td>
<td></td>
</tr>
<tr>
<td></td>
<td>notes.</td>
<td></td>
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<tr>
<td><strong>Total minutes</strong></td>
<td></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>
A. Unit Introduction (5 minutes)

INSTRUCTOR NOTE: You can present the unit introduction, or you can refer coaches to the unit introduction in Coaching Principles Workbook and tell them to read it. However this section is presented, DISCUSS the Instructor Note directions related to the Coaching Successfully notes at the end of this section.

REFER coaches to the unit 3 learning objectives and unit overview on page 25 in Coaching Principles Workbook.

INTRODUCE unit 3.

In unit 3 we’ll discuss the principles of management. We’ll cover these principles in three sections: relationship management, risk management, and time management.

Sections one and two start with a DVD. The first DVD discusses the interpersonal skills you’ll use to manage the relationships with the people around you and the sport program. The second DVD discusses your responsibilities to manage the risks of the sport program—for example, responding to an athlete’s injury—and to comply with 10 legal duties.

When we’ve completed this unit, you should be able to

• describe why effectively managing relationships with your athletic director, parents, other coaches, administrators, officials, and other people involved in the sport program leads to highly respected program leadership;
• explain your responsibilities to manage the risks associated with the sport program and to comply with your 10 legal duties; and

• define daily coach-related priorities and time required to complete them.

**INSTRUCTOR NOTE:** Coaching Successfully

**REFER** coaches to the Coaching Successfully activity on page 35 in *Coaching Principles Workbook*.

**TELL** coaches that this unit includes information about coach-development goal 11, Manage Relationships Effectively.

**REMINDE** coaches to update their Coaching Successfully notes during this unit with information they’ll want to refer to later.

**B. Relationship Management (25 minutes)**

**INTRODUCE** the section, Relationship Management.

Duke University men’s basketball coach Mike Krzyzewski said, “Almost everything in leadership comes back to relationships. The only way you can possibly lead people is to understand people. And the best way to understand them is to get to know them better” (Janssen, J., and G. Dale. 2002. *The seven secrets of successful coaches*. Tucson, AZ: Janssen Peak Performance, Inc.; p. 131).

In this section we’ll start to explore what Coach K meant in DVD 4, with your master coaches sharing insights on the value of effectively managing relationships.
You will then confront a scenario involving another hypothetical athlete—Sophomore Sam.

When we’ve completed this section, you will have learned more about how many people you interact with as a coach, the importance of managing relationships with those people, and the importance of working effectively with your athletic director.

**DVD 4  Managing Relationships**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 4, Managing Relationships.

Many interpersonal skills are required to work successfully with others, but four are especially important for coaches. This DVD will discuss these skills, as follows:

1. Knowing and trusting yourself and others
2. Communicating effectively
3. Accepting and supporting others
4. Resolving conflict

**PLAY** DVD 4, Managing Relationships.

After the DVD, **ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.

**Activity 3.1  Part 1 Relationships Matter**

**INSTRUCTOR NOTE:** To start this activity, **GROUP** coaches into teams of two to four, depending on class size. Each team should include coaches of different sports.
INSTRUCTOR NOTE: In the Recordbook Rodney activity, we talked about making good decisions. In this activity we present another challenging decision but focus more on how the coaches’ relationships with key people matter and ultimately how those relationships influence decisions the coaches make. This should be viewed as a practical tool that reinforces the message of the video and motivates coaches to carefully consider the importance of managing relationships. In particular, we want coaches to understand the importance of the relationship that they have with their athletic director.

REFER coaches to Activity 3.1, Part 1 Relationships Matter, on page 26 in Coaching Principles Workbook.

INTRODUCE the activity.

We’ll continue this section about managing relationships with an activity that demonstrates how relationships matter.

You’ll learn the importance of identifying all the people with whom you might interact in your role as coach.

You’ll see evidence of the role that parents can play on behalf of their children. How you respond in managing these relationships will be critical to your long-term success.

You’ll understand the importance of the relationship that you forge with your athletic director.

In this activity, and throughout this unit and the rest of the course, you should begin to think about how you will develop and manage relationships with athletes, parents, fellow coaches, the athletic director, and other administrators.

EXPLAIN the activity instructions.
1. Use the scenario that follows the instructions in the workbook.

2. Work in teams.

3. Select a spokesperson to take notes and present the team’s answers to the class.

4. Read the scenario, and discuss and answer the questions posed. Document your answers in the table that follows the questions.

5. You’ll have about 10 minutes for this activity.

6. When you’re done, you should have read the scenario and answered two questions about it.

ASK for questions about the activity instructions.

TELL coaches to begin the activity, then CIRCULATE among them and COACH (listen, comment, and answer questions). ENCOURAGE the teams to finish in 10 minutes, helping to keep this activity on time.

After 10 minutes, DEBRIEF the activity as follows:

1. **ASK** one team how they responded to question 1 and to describe the people they listed.

2. **ASK** other teams if they agree and if they have anything to add.

3. **ACCEPT** coaches’ responses without judging them.

4. **ASK** teams how they responded to question 2 and to describe what recommendations they make.

5. **LEAD** the discussion to the sample solution.

6. **THANK** all coaches for their good insights, and **ASK** for final questions.

SUMMARIZE the activity.

In order to manage your program effectively you need to have support from key people, including athletes, parents, medical personnel, and assistant coaches.
You need to effectively communicate and interact with officials, opposing coaches, and the media.

Most importantly, you have to have a positive and effective relationship with your athletic director that includes regular communication and clear understanding of expectations. This will garner support in the best of times and ensure that your athletic director is there at your side in the most challenging of times.

At first, new coaches are often overwhelmed with the enormity of managing so many relationships. But veteran coaches will tell you that your athletic director can help immensely in navigating those waters.

Your ability to connect with parents and engage them in a positive way is also critical to your ultimate success.

Your awareness of the importance of all the relationships that have to be managed is a small step to a much more involved task of creating a comprehensive communication plan to meet the demands created by all those relationships.

INSTRUCTOR NOTE: The scenario with sample solutions follows this note. The sample solutions are in italics.
Sam is a sophomore and is new to Montgomery High School, having just moved to the area from another state. He loves soccer and has played on a travel team for the past four years and is looking forward to playing on the varsity squad this fall. He learns that there is a preseason camp at a nearby facility where the boys will stay overnight for three nights. Sam is excited that he will actually meet some of his fellow students before school even starts. Sam wants to fit in and be liked by his teammates, so after the first day at camp, he calls his older brother and asks him to bring him a case of beer. After Sam gets the beer from his brother, one of the assistant coaches finds Sam walking with the case behind the dorm where they are staying.

The coach confronts Sam and informs him that this is a serious violation of school and team policy. He has Sam open and empty every beer can. He calls the head coach and arranges to have a meeting. On the spot the head coach tells Sam that he is "retarded" for bringing beer to the preseason camp and informs him that he is off the team and that he needs to call his parents and get picked up.

The next day the head coach gets a call from his athletic director asking what happened with Sam. The athletic director tells the coach that Sam’s mother was so upset about the incident—that her son was called “retarded” and in general how it was handled—that she called the superintendent, who in turn called the athletic director. She cited the school policy that says a student who commits a first offense of this nature will be forced to miss one third of the season but can continue to practice with the team. The athletic director is not happy that he heard about this from the superintendent and demands to meet with the coach right away.

1. Who are the people affected by Sam’s actions and the coach’s decision?
2. What should the head coach have done differently?

<table>
<thead>
<tr>
<th>People affected</th>
<th>Recommendations for the head coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam (athlete)</td>
<td>We don’t have details on whether the team had yet met to review policies, but if they hadn’t, such a meeting would be important. When the incident occurred, the coach should not have called Sam “retarded.”</td>
</tr>
<tr>
<td>Sam’s parents</td>
<td>After consulting with the athletic director (see below), it would have been advisable for the coach to call the parents and let them know what happened, send Sam home, and schedule time to meet with the parents, Sam, the assistant coach, and the athletic director.</td>
</tr>
<tr>
<td>Athletic director</td>
<td>A call to the athletic director would have been a good first step to let him know the incident occurred, discuss the best way to approach the situation, ensure support from the athletic director for the coach’s actions, and allow the athletic director to contact the superintendent and inform him of the incident.</td>
</tr>
<tr>
<td>Superintendent</td>
<td>If the coach contacted the athletic director and they agreed on the consequence and how they would communicate to the parents, it is likely that the mother would not have contacted the superintendent. But in the worst-case scenario, the superintendent would have been contacted by the athletic director before the mother’s call, allowing the superintendent to be prepared for the call.</td>
</tr>
<tr>
<td>Assistant coaches</td>
<td>Keep them engaged in the process.</td>
</tr>
<tr>
<td>Team</td>
<td>We don’t have details on whether the team had yet met to review policies, but if they hadn’t, such a meeting would be important. At some point the coaching staff should address the entire team regarding what happened and the corresponding consequences.</td>
</tr>
<tr>
<td>School principal</td>
<td>Work with the athletic director to communicate this incident to the principal.</td>
</tr>
</tbody>
</table>
Activity 3.1  Part 2 The Relationship List

INSTRUCTOR NOTE: TELL the coaches that the previous part of this activity was designed to bring attention to the wide range of people with whom they will interact as a coach. TELL them that we are going to wrap up this session with a 5-minute activity, The Relationship List.

REFER coaches to Activity 3.1, Part 2, The Relationship List, on page 30 in Coaching Principles Workbook.

EXPLAIN the activity instructions.

1. Use the Relationship List worksheet that follows the instructions in the workbook. This worksheet is designed to help you identify the key people with whom you will interact so that you can take steps to establish positive working relationships.

2. Work individually.

3. List up to seven people with whom you expect to interact regularly in your role as coach.

4. Rank each relationship in order of importance as it relates to helping you be a successful coach.

5. You’ll have about four minutes for this activity.

6. When you’re done, you should have a completed and ranked relationship list.

ASK for questions about the activity instructions.

TELL coaches to begin the activity, then CIRCULATE among them and COACH (listen, comment, and answer questions).

After four minutes, ask for final questions.
C. Risk Management (15 minutes)

**INTRODUCE** the section, Risk Management.

This section starts with a DVD on risk management, and it concludes with an activity focusing on your 10 legal duties.

**DVD 5  Managing Risk**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 5, Managing Risk.

- The objective of risk management is to produce the safest environment possible for your athletes and others and to avoid litigation.

- As every coach knows, the best defense is a good offense.
• So don’t focus on protecting yourself from lawsuits. Rather, begin your risk-management program with the Athletes First, Winning Second perspective.

• You want to manage risk because you want to do what is best for your athletes. When you do this, you will minimize the risk of litigation.

• Remember, too, that the legal duties of coaches encourage coaches to be responsible and professional in order to protect athletes and others.

In this DVD we’ll discuss your 10 legal duties and the risk-management process.

**PLAY** DVD 5, Managing Risk.

**ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.

**Activity 3.2 10 Legal Duties**

**INSTRUCTOR NOTE:** To start this activity, **GROUP** coaches into teams of two to four, depending on class size. Each team should include coaches of different sports.

**REFER** coaches to Activity 3.2, 10 Legal Duties, on page 31 in *Coaching Principles Workbook*.

**INTRODUCE** the activity.

In this activity, you’ll see how well you understand your 10 legal duties.

**EXPLAIN** the activity instructions.

1. Use the Coaches’ 10 Legal Duties list and the What the Coach Said form that follow the instructions to complete this activity.

2. Work in teams.
3. Select someone to record the team’s answers.

4. For each quotation in column 1 of the form, determine which duty it relates to from the list of legal duties. Write the duty number in the second column.

5. You’ll have five minutes to complete this activity.

6. When you’re done, you should have indicated which legal duty relates to each quotation.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity, then **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After five minutes, **DEBRIEF** the activity as follows:

1. **ASK** the first team to answer this question: Which legal duty relates to quotation A?

2. If the team responds correctly, **TELL** the team their answer was correct.

3. If the first team answered the question incorrectly, **ASK** another team to answer the question.

4. **CONTINUE** asking other teams for their answers until a team answers correctly.

5. **CONTINUE** repeating steps 1 through 4 until you’ve covered all 10 coach quotations.

**REMEMBER** to start step 1 with a different team each time.

**REFER** coaches to the Legal Duties Inventory on page 34 in *Coaching Principles Workbook*.

**EXPLAIN** how coaches should use this form.

- Each school will have its own policies, procedures, resources, and responsibilities related to how coaches should comply with 10 legal duties.

- Use this form to guide a discussion with your athletic administrator or head coach to determine what you will be expected to do for each duty.
Coaches’ 10 Legal Duties

Duty 1: Properly plan the activity.
Duty 2: Provide proper instruction.
Duty 3: Warn of inherent risks.
Duty 4: Provide a safe physical environment.
Duty 5: Provide adequate and proper equipment.
Duty 6: Match your athletes appropriately.
Duty 7: Evaluate athletes for injury or incapacity.
Duty 8: Supervise the activity closely.
Duty 9: Provide appropriate emergency assistance.
Duty 10: Protect against physical and psychological harm from others.

What the Coach Said

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Legal duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Even though several athletes on my track team participated last year, they still need to have a preseason physical this year.”</td>
<td>7</td>
</tr>
<tr>
<td>“My athletic director approved the use of volunteer assistants, which allows me to give more individualized attention to all our athletes.”</td>
<td>2</td>
</tr>
<tr>
<td>“When we’re doing drills, I don’t have a problem matching a sophomore with a senior, as long as they’re of similar skill and size.”</td>
<td>6</td>
</tr>
<tr>
<td>“One of my athletes suffered a concussion during practice. We employed our standard procedure and sent him to the emergency room for observation. I filled out our medical incident report forms and worked with our medical team to monitor the athlete for return to play, which took another two weeks.”</td>
<td>9</td>
</tr>
<tr>
<td>“Last week we were scheduled to play at a city park field because our urban school doesn’t have a softball field. It rained all day, but the rain stopped by the time the game was scheduled. However, the field was a mess. I’ve never seen so much mud, and leaves and twigs were strewn all over. I asked the other coach if she and her team would help me and my team clean up the mess and together we got the field cleaned up and ready for play.”</td>
<td>4</td>
</tr>
<tr>
<td>“While equipment manufacturers have a responsibility to provide safe equipment, we do regular checks of all the equipment our players use in order to ensure that we minimize any risk of injury.”</td>
<td>5</td>
</tr>
<tr>
<td>“Believe me, we are fortunate to have a relationship with the golf course where our team plays. I make sure that the team understands their responsibility to maintain a safe distance from one another while taking full swings on the range. There can’t be any foolin’ around and I always stay at the course until the last player is picked up from practice. One player’s bad or unsafe behavior could jeopardize our team’s ability to practice and play there.”</td>
<td>8</td>
</tr>
</tbody>
</table>
“It’s critical to include a description of risks for injury in the player handbook that is
given out to each athlete to start the season. Our staff also covers this in our parent
orientation meeting.”

“Sometimes my athletes and I become bored with the same old routines, so I let
them work on advanced dives if the athletes are ready to start learning them.”

“My first year of coaching, the team captains came into my office and asked if they
could do a little ‘harmless initiation stuff’ with their new teammates, like ‘extra laps
and no showers after practice.’ I told them no, that there are more positive ways to
create a sense of team and that what often starts out as ‘harmless’ can turn bad.
There is no room for what amounts to negative initiation activity in our program.”

<table>
<thead>
<tr>
<th>Legal Duties Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10 legal duties</strong></td>
</tr>
<tr>
<td>Duty 1: Properly plan the activity.</td>
</tr>
<tr>
<td>Duty 2: Provide proper instruction.</td>
</tr>
<tr>
<td>Duty 3: Warn of inherent risks.</td>
</tr>
<tr>
<td>Duty 4: Provide a safe physical environment.</td>
</tr>
<tr>
<td>Duty 5: Provide adequate and proper equipment.</td>
</tr>
<tr>
<td>Duty 6: Match your athletes appropriately.</td>
</tr>
<tr>
<td>Duty 7: Evaluate athletes for injury or incapacity.</td>
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<td>Duty 8: Supervise the activity closely.</td>
</tr>
<tr>
<td>Duty 9: Provide appropriate emergency assistance.</td>
</tr>
<tr>
<td>Duty 10: Protect against physical and psychological harm from others.</td>
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</tbody>
</table>
INSTRUCTOR NOTE: Your copy of the Coaches’ 10 Legal Duties list and the What the Coach Said form with sample solutions starts on page 100. The sample solutions are in italics. Your copy of the Legal Duties Inventory form follows the What the Coach Said form.

**Time Management (15 minutes)**

**INTRODUCE** the section, Time Management.

- Coaching entails much more than teaching the sports skills and tactics so that athletes can compete. It involves an array of managerial duties designed to foster positive development and provide a quality of experience for each athlete, all in a safe environment.

- In the previous two sections of this unit we introduced the importance of managing relationships and your legal responsibilities, both of which require time. We haven’t even started discussing your role in leading practices and coaching in competition.

- This section reinforces how time influences your ability to be successful.

- The scope of your management responsibilities as a coach demands considerable time. The more specific you are in defining priorities and allocating time accordingly, the better equipped you will be to provide the best experience for your athletes, parents, program, school, community, and others interested in the team.

**Activity 3.3 Time Well Spent**

**INSTRUCTOR NOTE:** Coaches should complete this activity individually. About 15 minutes will be allocated for the activity (three minutes to introduce the activity, six minutes to
complete the activity, four minutes for the debriefing, and one minute to summarize).

REFER coaches to Activity 3.3, Time Well Spent, on page 35 in Coaching Principles Workbook.

INTRODUCE the activity.

• This activity is a group activity designed to help you focus on the specific circumstances related to your coaching role.

• You will go through the mental steps and take into consideration all the factors that coaches must consider to prioritize their actions in order to meet their goals and objectives.

• This should be viewed as a practical tool that helps you begin to understand the importance of effectively and efficiently using the time that you have available each day for your coaching responsibilities.

EXPLAIN the activity instructions.

1. Use the Time Well Spent steps and form that follow the instructions to complete this activity.

2. Work individually.

3. Complete the four steps, and document your responses to steps two through four in the table that follows the steps.

4. You’ll have six minutes to complete this activity.

5. When you’re done, you should have listed and prioritized your weekly activities and indicated how much time you’ll spend on each activity.

ASK for questions about the activity instructions.

TELL coaches to begin the activity, then CIRCULATE among them and COACH (listen, comment, and answer questions). After four minutes, provide a two-minute warning. After six minutes, move to discussing the key elements of the activity.
INSTRUCTOR NOTE: If coaches have trouble identifying activities, use the following examples to illustrate the type of activities we want them to think about:

- Practice management
- Practice planning (writing a practice plan before each practice; sharing it with assistant coaches and using it to lead practice)
- Competition management (typically two times per week)
- Postgame and postcompetition assessment and planning for the next game or competition
- Information management and dissemination that requires communication (communicating with coaches, athletes, parents, and administrators; meetings; texting; calling; Twitter; Facebook)
- Policies (athlete eligibility, school policies, team policies)
- Financial management (managing budget; completing purchase orders for equipment and uniforms)
- Logistics (coordinating transportation for away contests)
- Team civic functions (team fund-raising, team volunteer commitment)

After six minutes, DEBRIEF the activity as follows:

1. ASK a coach to describe his or her activity list, the priority for each activity, and the time he or she expects to spend on each activity.

2. ASK another coach to describe his or her activity list, the priority for each activity, and the time he or she expects to spend on each activity.

3. CONTINUE asking other coaches for their responses.

4. PROVIDE feedback and ENCOURAGE input from other coaches.

5. DISCUSS concerns about activities and time requirements.

6. THANK all coaches for their input, and ASK for final questions.

SUMMARIZE the activity.

- In order to manage your program effectively you need to first define how much time you are willing to commit to the job.

- Successful coaches define daily activities, identify any related concerns so they can be proac-
tive in addressing them in the weekly and daily plans, and then block time to effectively attend to each activity.

- At first, new coaches are often overwhelmed with the enormity of managing the many demands of running a program and the prospect of going through this process.

- But veteran coaches will tell you that time is a valuable and finite asset, so blocking time for priority activities and tasks helps coaches put systems and people in place to manage key functions.

- This activity was designed to heighten your awareness of the importance of time in managing your program. It is a small step to a much more involved task of creating a comprehensive season plan, weekly plans, and individual practice plans.

INSTRUCTOR NOTE: Your copy of the activity instructions and form is on page 106. There is no sample solution for the activity.

**E. Unit Summary (5 minutes)**

**INTRODUCE** the unit 3 summary.

I hope this unit provided some insight and tools you can use to manage your program.

**REVIEW** the key points of unit 3.

In this unit, you have learned about the following:

- Understanding and managing the relationships you have with the people around you can help make you a successful coach.
**Time Well Spent**

1. Indicate how many hours per week you expect to have available for your role as coach.

2. List up to seven activities that are necessary as part of your weekly plan for a successful season.

3. Prioritize the activities.

4. Estimate the amount of time you expect to spend each week on each activity.

<table>
<thead>
<tr>
<th>Weekly activities</th>
<th>Priority</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Meeting your 10 legal duties will help you manage the risks of your program and keep your athletes safe.

Understanding the time required to coach and managing your time will help you effectively complete what you’ll need to complete.

Many of the things we learned in this unit can be applied with your student-athletes.

Think about how you can teach relationship-management skills to your student-athletes in order to support their scholastic achievement.

Think about how you can apply these same skills with the parents, including discussing how you can help with their children’s scholastic achievement.

ASK for questions about any topics covered in this unit.

Test Preparation

REFER coaches to the unit 3 test preparation assignment on page 35 in Coaching Principles Workbook.

TELL coaches to read the following chapters in Successful Coaching to prepare for the test:

- Chapter 18: Managing Your Team
- Chapter 19: Managing Relationships
- Chapter 20: Managing Risk

TELL coaches to complete the units related to principles of management in Coaching Principles Online Component to prepare for the test.

Coaching Successfully

REFER coaches to the unit 3 Coaching Successfully activities on page 35 in Coaching Principles Workbook.
INSTRUCTOR NOTE: As described in section 3 in Coaching Principles Instructor Guide, you should have prepared to present your Coaching Successfully tips for this unit related to coach-development goal 11, Manage Relationships Effectively. Your presentation follows this note. For specifics, see Instructor and Course Preparation: Several Weeks Before You Teach (page 15).

INTRODUCE and DISCUSS the Coaching Successfully activities for this unit.

For this unit, we addressed coach-development goal 11, Manage Relationships Effectively. My coaching tips for this goal include the following:

- Review the Parent Orientation Program Agenda and the Postseason Parent Evaluation form in chapter 19 in your text, Successful Coaching, and consider how you can use them to learn more about what the parents of your athletes value in their children’s sport programs and in their children’s coach.

- Review all of the forms in chapter 20 in your text, Successful Coaching, and consider if you should discuss them when you talk with your athletic administrator or head coach about your 10 legal duties, which is my next tip.

- Talk to your athletic administrator or head coach about your 10 legal duties using the Legal Duties Inventory form from Activity 3.2, 10 Legal Duties, in unit 3.

DISCUSS your additional coaching tips for athlete-development goal 11.

INTRODUCE the second part of the Coaching Successfully activities for this unit and EXPLAIN the activity instructions.

Now I’d like you to add your own Coaching Successfully notes, starting with step 5 in the activity.
• Step 5: Review the Developmental Dozen coach-development goal addressed in this unit and included in the table.

• Step 6: Use the space provided to briefly explain
  1. what you learned in this unit about the goal, and
  2. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving this goal.

• Step 7: Take a few minutes to complete your notes.

ASK for questions about the activity instructions, and TELL coaches to complete their notes.

After a few minutes, TELL coaches to revisit this page in their workbooks after the course and to add notes that will benefit their development as successful coaches.

ASK for questions about the test preparation assignment and about the Coaching Successfully activities.

INSTRUCTOR NOTE: Your copy of the Coaching Successfully activities for this unit follows this note.
Coaching Successfully

1. Review the Parent Orientation Program Agenda and the Postseason Parent Evaluation form in chapter 19 in your text, *Successful Coaching*, and consider how you can use them to learn more about what the parents of your athletes value in their children’s sport programs and in their children’s coach.

2. Review all of the forms in chapter 20 in your text, *Successful Coaching*, and consider if you should discuss them when you talk with your athletic administrator or head coach about your 10 legal duties.

3. Talk to your athletic administrator or head coach about your 10 legal duties using the Legal Duties Inventory form from Activity 3.2, 10 Legal Duties, in unit 3.

4. List other tips from the instructor here.

5. Review the coach-development goal addressed in this unit and included in the table on page 37.

6. Use the space provided to briefly explain
   a. what you learned in this unit about the goal, and
   b. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving this goal.

7. After the course, revisit this page and add notes that help you develop your coaching knowledge and career.

<table>
<thead>
<tr>
<th>Coach-development goal</th>
<th>Athlete-development goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should I do to improve my ability to coach successfully and help my athletes develop?</td>
<td>What athletes should achieve</td>
</tr>
</tbody>
</table>

11. **Manage relationships effectively:**
Model, teach, and expect positive interactions with coaches, athletes, parents, administrators, medical personnel, officials, and media.

11. **Manage relationships effectively.**
Principles of Physical Training
(30 minutes)

**PURPOSE**
To help coaches understand their role in managing the physical preparation of their athletes.

**Learning Objectives**
In this unit coaches will learn about their role in managing the physical preparation of their athletes.

**Materials Needed**
- Whiteboard or flipchart
- Dry-erase or flipchart markers
- Coaching Principles DVD
- DVD player and monitor
### UNIT OVERVIEW

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit introduction</td>
<td>Instructor presentation:</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Unit introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Updating Coaching Successfully notes</td>
<td></td>
</tr>
<tr>
<td>B. Ensuring athletes’ physical preparation</td>
<td>Instructor presentation: Section introduction</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td><strong>Activity 4.1 Physical Preparation Quiz.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individually, coaches complete the Physical Preparation quiz.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>DVD 6 Physical Fitness</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Activity 4.2 Managing the Physical Preparation of Your Athletes.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor presentation on managing physical preparation of athletes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In preparation for discussing the checklist with the athletic administrator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or head coach, coaches individually review a checklist about providing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>appropriate physical training and nutritional guidance.</td>
<td></td>
</tr>
<tr>
<td>C. Unit summary</td>
<td>Instructor presentation:</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Unit summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coaching Successfully tips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach activity: Update Coaching Successfully notes.</td>
<td></td>
</tr>
<tr>
<td>Total minutes</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>
UNIT CONTENT

A. Unit Introduction (5 minutes)

INSTRUCTOR NOTE: You can present the unit introduction, or you can refer coaches to the unit introduction in Coaching Principles Workbook and tell them to read it. However this section is presented, DISCUSS the Instructor Note directions related to the Coaching Successfully notes at the end of this section.

REFER coaches to the unit 4 learning objectives and unit overview on page 39 in Coaching Principles Workbook.

INTRODUCE unit 4.

In unit 4 you’ll learn about your role in managing the physical preparation of your athletes.

- This unit will introduce you to the basics. When you read Successful Coaching after the class, you’ll learn about the specifics and you’ll learn how to use a variety of tools that will help you succeed.

- This unit has one primary section: Ensuring Athletes’ Physical Preparation.

- It begins with an activity that will test your understanding of some physical-preparation concepts.

- After the activity, we’ll watch a DVD that will provide an overview of the basics of physical fitness.

- It concludes with an activity that should get you started on managing the physical preparation of your athletes.

When we’ve completed this unit, you should be able to describe your role in managing the physical preparation of your athletes.
INSTRUCTOR NOTE: Coaching Successfully

- REFER coaches to the Coaching Successfully activity on page 44 in Coaching Principles Workbook.
- TELL coaches that this unit includes information about coach-development goal 10, Physically Prepare Athletes.
- REMIND coaches to update their Coaching Successfully notes during this unit with information they’ll want to refer to later.

B. Ensuring Athletes’ Physical Preparation (20 minutes)

INSTRUCTOR NOTE: For many new coaches, especially assistant coaches, physical training and related topics are new and perhaps not particularly exciting and are viewed as “something that someone else will take care of.” The primary purpose of this section is to create some interest and excitement among the coaches for their responsibilities in the physical preparation of their athletes. This is not a topic they should ignore.

INTRODUCE the section Ensuring Athletes’ Physical Preparation with the following question:

What happens when athletes are not physically prepared to participate in sport?

LEAD the discussion to appropriate answers, including the following:

- Athletes can’t perform the technical skills as well as they should.
- Athletes’ perception, attention, and concentration are not as good as they should be.
- Athletes can’t perform the tactical skills as well as they should.
- Athletes can’t be the best they could be.

Activity 4.1 Physical Preparation Quiz

INSTRUCTOR NOTE: Coaches should complete this activity individually.
REFER coaches to Activity 4.1, Physical Preparation Quiz, on page 40 in Coaching Principles Workbook.

INTRODUCE the activity.

Let’s see what you know about basic physical-preparation concepts.

EXPLAIN the activity instructions.

1. You’ll use the Physical Preparation quiz that follows the instructions in the workbook.
2. Work individually.
3. Answer the quiz questions.
4. You’ll have three minutes to complete this activity. Complete as much of the quiz as you can.
5. When you’re done, you should have answered 10 questions.

ASK for questions about the activity instructions.

TELL coaches to begin the activity, then CIRCULATE among them and COACH (listen, comment, and answer questions).

After three minutes, DEBRIEF the activity as follows:

1. TELL coaches to put an “X” next to the questions they missed and to circle the correct answers.
2. READ the correct answers, as follows:
   - The answer to question 1 is e. 640.
   - The answer to question 2 is c. more muscle soreness.
   - The answer to question 3 is a. 20% by muscles and 20% by the brain.
   - The answer to question 4 is d. anaerobic.
   - The answer to question 5 is b. from lowering the resistance.
   - The answer to question 6 is b. dynamic stretching.
   - The answer to question 7 is d. sugar.
○ The answer to question 8 is b. fat.
○ The answer to question 9 is c. abuse of prescription drugs.
○ The answer to question 10 is a. can lead to nicotine addiction.

INSTRUCTOR NOTE: Do NOT ask coaches how they did. If they ask about their scores, TELL coaches that their scores are for them only. TELL coaches that their scores might provide some guidance to the question, “Do I need to learn more about the physical preparation of my athletes?”

SUMMARIZE the activity.

• The point of the quiz was to give you a wake-up call.
• As assistant coaches, most of you will not be running the physical training programs for your athletes, so most of you will not have to be experts when it comes to physical training.
• However, to be a successful coach, you must understand the best ways to prepare your athletes physically. You must understand the following:
  ○ The basics of energy and muscular fitness and the principles of physical training
  ○ How to assess energy and muscular fitness and design energy and muscular fitness training programs
  ○ When and what your athletes should eat and drink
  ○ Your role in helping to prevent substance abuse

Why is this important? Here are several reasons:

• To develop your athletes to be the best they can be, you need to know about the physical training
and nutritional approaches that are optimal for your sport as well as the inherent risks related to drug use.

- To talk with and encourage your athletes about physical preparation, you need to understand the basics of physical preparation; otherwise, what can you talk about?
- To remind your athletes about the importance of living a healthy lifestyle after their athletic careers have ended, you need to discuss why being physically fit is a good thing at any time.
- In order to pass the Coaching Principles test and become certified to coach, you need to understand the basics of physical preparation.

**ASK** for final questions about the activity.

**INSTRUCTOR NOTE:** Your copy of the Physical Preparation quiz follows this note. The correct answers are bolded.

**DVD 6  Physical Fitness**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 6, Physical Fitness.

The purpose of this DVD is to get you started down the road to understanding physical fitness.

**PLAY** DVD 6, Physical Fitness.

After the DVD, **ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.
Physical Preparation Quiz

1. The human body has how many muscles?
   a. 120
e. 640
   b. 240
d. 480
   c. 360

2. Which is NOT a benefit of physical training?
   a. better performance
d. improved concentration
   b. less susceptibility to injury
e. greater self-confidence
   c. more muscle soreness

3. At rest, what percentage of the body’s energy is used by muscles and what percentage is used by the brain?
   a. 20% by muscles and 20% by the brain
c. 30% by muscles and 60% by the brain
   b. 40% by muscles and 20% by the brain
d. 50% by muscles and 50% by the brain

4. When first starting to exercise or when exercising intensely, which energy system supplies the primary energy to the body?
   a. respiratory
d. aerobic
   b. muscular
e. anaerobic

5. In resistance training (e.g., lifting weights), muscle soreness occurs
   a. from lifting the resistance
c. from lifting and lowering the resistance
   b. from lowering the resistance
d. all of the above

6. Which type of stretching before vigorous exercise helps performance and prevents injuries?
   a. ballistic stretching
c. static stretching
   b. dynamic stretching
d. all of the above

7. Which is NOT a basic nutrient?
   a. carbohydrate
d. sugar
e. water
   b. fat
   c. protein

8. Which basic nutrient provides the most calories of energy per gram?
   c. protein
   a. carbohydrate
d. fat

9. For 8th-, 10th-, and 12th-grade students in the United States, which activity increased from 1999 to 2009?
   c. abuse of prescription drugs
   a. tobacco use
   b. illegal drug use

10. Smokeless tobacco
   a. can lead to nicotine addiction
c. provides a competitive edge
   b. creates no cancer risk
Activity 4.2  Managing the Physical Preparation of Your Athletes

INSTRUCTOR NOTE: Coaches should complete this activity individually.

REFER coaches to Activity 4.2, Managing the Physical Preparation of Your Athletes, on page 43 in Coaching Principles Workbook.

INTRODUCE the activity.

During the test-preparation phase of the course, you’ll read five chapters in Successful Coaching related to physically preparing your athletes. Let’s take a quick look at the topics you’ll read about.

EXPLAIN the activity instructions.

1. Review the list of topics on the Athletes’ Physical Preparation: Questions to Ask form on the next two pages.

2. Work individually.

3. Take two minutes for your review.

4. As you review the list, use the space provided to identify the questions that are most important and relevant for your situation and which you will benefit from asking your athletic administrator or head coach.

ASK for questions about the activity instructions.

After two minutes, SUMMARIZE the activity.

- As you manage the physical preparation of your athletes, you’ll need to think about the following things:
  - Will your athletes do strength training, and will they need a strength coach?
○ How can the training equipment and facilities be accessed and used?

○ What kind of sport-appropriate conditioning should your athletes complete throughout the year, and how will it be provided?

○ How will your athletes get information about appropriate nutrition? Is there a nutrition expert supporting the program?

• As you read the topics in Successful Coaching listed in the left column, you’ll develop an understanding of what’s required.

• After you’ve developed this understanding, you need to talk to your athletic administrator or head coach about each of the topics indicated with the checkmark. The following are the key questions to ask:

  ○ Who is responsible for completing the work indicated by the topics?

  ○ Where, when, and how does this work get completed?

  ○ What is my role?

• Getting up to speed is going to take you some time, but it’s worth it—to your athletes and to you as a coach.

ASK for questions about the activity.

INSTRUCTOR NOTE: Your copy of the Athletes’ Physical Preparation: Questions to Ask form starts on page 121. There are no sample solutions for this activity.

C. Unit Summary (5 minutes)

INTRODUCE the unit 4 summary.

• We’ve just touched the surface of what it means to physically prepare your athletes.
### Athletes’ Physical Preparation: Questions to Ask

<table>
<thead>
<tr>
<th>Successful Coaching chapter topics</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapter 13: Training Basics</strong></td>
<td></td>
</tr>
<tr>
<td>How the body works</td>
<td></td>
</tr>
<tr>
<td>Fitness for sport and physical training</td>
<td></td>
</tr>
<tr>
<td>Coach’s role in physical training</td>
<td>✓</td>
</tr>
<tr>
<td>*Know sport physiology and training methods</td>
<td>✓</td>
</tr>
<tr>
<td>*Determine the physical demands of your sport</td>
<td>✓</td>
</tr>
<tr>
<td>*Assess the fitness of your athletes</td>
<td>✓</td>
</tr>
<tr>
<td>*Design a physical training program</td>
<td>✓</td>
</tr>
<tr>
<td>*Educate your athletes about the training program</td>
<td>✓</td>
</tr>
<tr>
<td>*Conduct the training program</td>
<td>✓</td>
</tr>
<tr>
<td>Training principles</td>
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<tr>
<td><strong>Chapter 14: Training for Energy Fitness</strong></td>
<td></td>
</tr>
<tr>
<td>Energy and energy fitness</td>
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</tr>
<tr>
<td>Physiology of energy systems</td>
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<tr>
<td>Energy demands of your sport</td>
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<tr>
<td>Measuring energy fitness</td>
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<tr>
<td>Designing an energy fitness training program</td>
<td>✓</td>
</tr>
<tr>
<td>*Training pyramid</td>
<td>✓</td>
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<tr>
<td>*Seasonal training plan for aerobic fitness</td>
<td>✓</td>
</tr>
<tr>
<td>*Types of exercise</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Chapter 15: Training for Muscular Fitness</strong></td>
<td></td>
</tr>
<tr>
<td>Muscular fitness defined</td>
<td></td>
</tr>
<tr>
<td>How muscles work</td>
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</tr>
<tr>
<td>Flexibility training</td>
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<tr>
<td>Resistance training</td>
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<tr>
<td>Muscular demands of your sport</td>
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<td>Testing muscular fitness</td>
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<tr>
<td>Designing a muscular fitness program</td>
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<tr>
<td><strong>Successful Coaching chapter topics</strong></td>
<td>Questions</td>
</tr>
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</table>
### Chapter 15: Training for Muscular Fitness (continued)

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<tbody>
<tr>
<td>*Flexibility training</td>
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<tr>
<td>*Resistance training</td>
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</tr>
<tr>
<td>*Muscular endurance training</td>
<td>✓</td>
</tr>
<tr>
<td>*Speed training</td>
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<tr>
<td>*Power training</td>
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</table>

### Chapter 16: Fueling Your Athletes

<table>
<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Coach’s role</td>
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</tr>
<tr>
<td>Six basic nutrients</td>
<td></td>
</tr>
<tr>
<td>The athlete’s diet</td>
<td></td>
</tr>
<tr>
<td>More about carbohydrate, protein, and fat</td>
<td></td>
</tr>
<tr>
<td>Nutritional supplements</td>
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<tr>
<td>Hydration</td>
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</tr>
<tr>
<td>How much to eat</td>
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<tr>
<td>When and what to eat</td>
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<tr>
<td>Eating disorders</td>
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</table>

### Chapter 17: Battling Drugs

<table>
<thead>
<tr>
<th>Topic</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drugs 101</td>
<td></td>
</tr>
<tr>
<td>Your role in prevention</td>
<td>✓</td>
</tr>
<tr>
<td>*Take an antidrug stance</td>
<td>✓</td>
</tr>
<tr>
<td>*Be a role model</td>
<td>✓</td>
</tr>
<tr>
<td>*Establish and enforce rules</td>
<td>✓</td>
</tr>
<tr>
<td>*Educate your athletes</td>
<td>✓</td>
</tr>
<tr>
<td>*Team culture</td>
<td>✓</td>
</tr>
<tr>
<td>When athletes have a drug problem</td>
<td>✓</td>
</tr>
</tbody>
</table>
• After you’ve spent some time reading Successful Coaching and talking with your athletic administrator or head coach, what you need to know and do will fall into place.

REVIEW the key points of unit 4.

• I want to repeat something we talked about before: why it is important for you to learn to manage the physical preparation of your athletes. It’s important for the following reasons:
  ○ To develop your athletes to be the best they can be, you need to know about the physical training they should complete, diet they should follow, and drugs they should avoid.
  ○ To talk with and encourage your athletes about physical preparation, you need to understand the basics of physical preparation; otherwise, what can you talk about?
  ○ To pass the Coaching Principles test and become certified to coach, you need to understand the basics of physical preparation.

ASK for questions about any topics covered in this unit.

Test Preparation

REFER coaches to the unit 4 test-preparation assignment on page 44 in Coaching Principles Workbook.

TELL coaches to read the following chapters in Successful Coaching to prepare for the test:
  • Chapter 13: Training Basics
  • Chapter 14: Training for Energy Fitness
  • Chapter 15: Training for Muscular Fitness
  • Chapter 16: Fueling Your Athletes
  • Chapter 17: Battling Drugs
TELL coaches to complete the units related to principles of physical training in *Coaching Principles Online Component* to prepare for the test.

### Coaching Successfully

REFER coaches to the unit 4 Coaching Successfully activities on page 44 in *Coaching Principles Workbook*.

INSTRUCTOR NOTE: As described in section 3 in *Coaching Principles Instructor Guide*, you should have prepared to present your Coaching Successfully tips for this unit related to coach-development goal 10, Physically Prepare Athletes. Your presentation follows this note. For specifics, see Instructor and Course Preparation: Several Weeks Before You Teach (page 15).

INTRODUCE and DISCUSS the Coaching Successfully activities for this unit.

For this unit, we addressed coach-development goal 10, Physically Prepare Athletes. My coaching tips for this goal include the following:

- Using the Athletes’ Physical Preparation: Questions to Ask form from Activity 4.2, Managing the Physical Preparation of Your Athletes, in unit 4, talk to your athletic administrator or head coach about your role in managing the physical preparation of your athletes.

[DISCUSS your additional coaching tips for athlete-development goal 10.]

INTRODUCE the second part of the Coaching Successfully activities for this unit and EXPLAIN the activity instructions.

Now I’d like you to add your own Coaching Successfully notes, starting with step 3 in the activity:

- Step 3: Review the Developmental Dozen coach-development goal addressed in this unit and included in the table.
• Step 4: Use the space provided to briefly explain (1) what you learned in this unit about the goal, and (2) what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving this goal.

• Step 5: Take a few minutes to complete your notes.

ASK for questions about the activity instructions and TELL coaches to complete their notes.

After a few minutes, TELL coaches to revisit this page in their workbooks after the course and to add notes that will benefit their development as successful coaches.

ASK for questions about the test-preparation assignment and about the Coaching Successfully activities.

INSTRUCTOR NOTE: Your copy of the Coaching Successfully activities for this unit follows this note.

Coaching Successfully

1. Using the Athletes’ Physical Preparation: Questions to Ask form from Activity 4.2, Managing the Physical Preparation of Your Athletes, in unit 4, talk to your athletic administrator or head coach about your role in managing the physical preparation of your athletes.

2. List other tips from the instructor here.

3. Review the coach-development goal addressed in this unit and included in the table on page 76.

4. Use the space provided to briefly explain
   a. what you learned in this unit about the goal, and
   b. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving this goal.

5. After the course, revisit this page and add notes that help you develop your coaching knowledge and career.

<table>
<thead>
<tr>
<th>Coach-development goal</th>
<th>Athlete-development goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11. Physically prepare athletes:</strong> Model, teach, and expect appropriate physical training, nutrition, and drug-free habits.</td>
<td>11. Value physical preparation.</td>
</tr>
</tbody>
</table>
Principles of Behavior
(95 minutes)

PURPOSE  To help coaches understand the influence they can have on athletes by using effective communication, motivation, and discipline, and to help coaches coach athletes of all types in an environment of respect.

Learning Objectives
In this unit coaches will learn

- how to communicate positively with athletes,
- how to use motivation and discipline to guide athletes’ behavior and to create an environment in which athletes can have fun and feel worthy, and
- how to manage relationships with athletes in an environment based on respect for the program and its athletes.

Materials Needed

- Whiteboard or flipchart
- Dry-erase or flipchart markers
- Coaching Principles DVD
- DVD player and monitor
## UNIT OVERVIEW

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activities</th>
<th>Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Unit introduction</td>
<td>Instructor presentation: Unit introduction Updating Coaching Successfully notes</td>
<td>5</td>
</tr>
</tbody>
</table>
| B. Engaging and encouraging athletes | Instructor presentation: Section introduction  
**DVD 7 Communication**  
**Activity 5.1 Effective Communication.** In teams, coaches match communication tips with problem coaches depicted in DVD 7. The activity concludes with a class debriefing.  
**DVD 8 Positive Energy**  
**Activity 5.2 Positive Energy.** Individually, and then as a class, coaches create a list of characteristics for two coaches depicted in DVD 8. Then, individually, coaches evaluate how the two coaches would affect the attitudes and performance of their athletes. The activity concludes with a class debriefing.  
**DVD 9 Positive Discipline**  
**Activity 5.3 Disciplining Athletes.** In teams, coaches determine how they would discipline athletes caught drinking and athletes caught bullying other athletes. The activity concludes with a class debriefing.  
**Activity 5.4 School Rules.** Instructor presentation about school rules with which coaches must comply. | 60         |
| C. Coaching athletes of all types | Instructor presentation: Section introduction  
**DVD 10 Respect Your Program**  
**Activity 5.5 Athlete Relations.** As a class, coaches develop a list of dos and don’ts for managing their relations with athletes. Then, individually, coaches review a related list of dos and don’ts.  
**Activity 5.6 A Little Respect.** In teams, coaches review one scenario about an athlete who seems different and wants to join the team. Then, coaches determine how they would respond. The activity concludes with a class debriefing. | 25         |
| D. Unit summary                | Instructor presentation: Unit summary Coaching Successfully tips Coach activity: Update Coaching Successfully notes. | 5          |
| **Total minutes**              |                                                                             | **95**     |
UNIT CONTENT

A. Unit Introduction (5 minutes)

INSTRUCTOR NOTE: You can present the unit introduction, or you can refer coaches to the unit introduction in Coaching Principles Workbook and tell them to read it. However this section is presented, DISCUSS the Instructor Note directions related to the Successful Coaching notes at the end of this section.

REFER coaches to the unit 5 learning objectives and unit overview on page 47 in Coaching Principles Workbook.

INTRODUCE unit 5.

In unit 5 we’ll discuss the principles of behavior. We’ll cover these principles in the following two sections:

- Engaging and Encouraging Athletes starts with a DVD and an activity about effective communication and how to improve the ineffective communication of three coaches.

- Then, in a DVD and a related activity, we’ll discuss what motivates athletes most: having fun and feeling worthy. You’ll learn why it’s important to help athletes achieve what psychologists call optimal activation, or “flow,” and what we’ll call positive energy.

- In another DVD and a related activity, we’ll cover disciplining athletes using positive, preventive, and corrective discipline. Then you’ll consider how to discipline two groups of athletes, one you catch drinking and one you catch bullying another athlete.

- Finally, we’ll discuss why you should read and understand school rules specifically related to disciplining and rewarding athletes and generally related to your treatment of athletes.
• Coaching Athletes of All Types starts with a DVD about respecting your program.

• Then in two activities, we’ll discuss what you can do to manage your relations with athletes and to create an environment of respect.

When we’ve completed this unit, you should be able to

• identify the keys for communicating positively with athletes,

• explain how to use motivation and discipline to guide athletes’ behavior and to create an environment in which athletes can have fun and feel worthy, and

• describe how to manage relationships with athletes in an environment based on respect for the program and its athletes.

INSTRUCTOR NOTE: Coaching Successfully

REFER coaches to the Coaching Successfully activity on page 62 in Coaching Principles Workbook.

TELL coaches that this unit includes information about the following coach-development goals: 3, Communicate Effectively; 4, Guide Athletes to Develop Self-Confidence; and 12, Support Scholastic Achievement.

REMIND coaches to update their Coaching Successfully notes during this unit with information they’ll want to refer to later.

B. Engaging and Encouraging Athletes (60 minutes)

INTRODUCE the section, Engaging and Encouraging Athletes.

This section focuses on how to engage and encourage your athletes. You’ll learn about the following:
- How to use effective communication, motivation, and discipline techniques in order to create an environment in which your athletes can have fun and feel worthy
- School rules that govern how you create this environment
- Your responsibility to support the academic achievement of your athletes

**DVD 7 Communication**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE DVD 7, Communication**

It takes practice to communicate well, and just like learning to play a sport, you have to know what to practice! In this DVD we’ll discuss the basic elements of communication.

**TELL** coaches to pay close attention to the three coaches depicted in the DVD. After the DVD, coaches will identify tips for helping these three problem communicators.

**PLAY DVD 7, Communication.**

After the DVD, **ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.

**Activity 5.1 Effective Communication**

**INSTRUCTOR NOTE:** To start this activity, **GROUP** coaches into teams of three or four people. Each team should include coaches of different sports. **REMIND** coaches that team activities help achieve one of the objectives of Coaching Principles, namely, learning how to work in teams.

**REFER** coaches to Activity 5.1, Effective Communication, on page 49 in *Coaching Principles Workbook.*
**INTRODUCE** the activity.

In the DVD, we saw three coaches who had communication problems. You may have even identified with some of the characteristics of these coaches. In this activity we’ll help the coaches in the DVD and learn how to improve our communication with athletes.

**EXPLAIN** the activity instructions.

1. Use the Help the Coach form that follows the instructions to complete this activity.
2. Work in teams.
3. Select a spokesperson to take notes and present the team’s answers to the class.
4. Determine which list of communication tips would help each coach in the DVD become a better communicator. Write the coach’s name in the left column of the table.
5. You’ll have five minutes to complete this activity.
6. When you’re done, you should have filled in the three coach names in the table.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity, then **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After five minutes, **DEBRIEF** the activity as follows:

1. **ASK** one team which coach’s name they wrote beside list 1.
2. **ASK** other teams if they agree, and, if not, why.
3. **LEAD** the discussion to the sample solution.
4. **CONTINUE** debriefing the other two lists of communication tips in the same way.

**EXPLAIN** the following:

- You can apply these improvement tips to your own communication skills, and you’ll have the
opportunity to do so when you read chapter 6 in Successful Coaching.

• Specifically, you should evaluate your communication skills in the Evaluating Your Communication Skills section in chapter 6.

• You also should consider how your communication strengths and weaknesses impact your ability to achieve your desired coaching style.

• I’ll remind you about this Coaching Successfully activity at the end of this unit.

THANK all teams for their work on this activity, and ASK for final questions.

INSTRUCTOR NOTE: Your copy of the Help the Coach form with sample solutions is on page 134. The sample solutions are in italics.

**DVD 8  Positive Energy**

INSTRUCTOR NOTE: Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

INTRODUCE DVD 8, Positive Energy.

• Many of us play sports because we have fun.

• That fun can come in the form of a kid-like joy resulting simply from immersing one’s self in an activity, or it can come from a sense of accomplishment after achieving a personal best performance.

• If we’ve quit playing sports, we likely quit because we stopped having fun.

• The same is true for our athletes. If their need for fun isn’t fulfilled, they’ll lose motivation and may quit playing.
In this DVD we'll learn more about this need for fun and the need to feel worthy and how we can help athletes experience these feelings.

**TELL** coaches to pay close attention to the two coaches depicted in the DVD. After the DVD, coaches will identify how each coach’s behavior probably affects the athletes’ motivation, sense of fun, and performance.

### Help the Coach

<table>
<thead>
<tr>
<th>Coach</th>
<th>Communication tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coach Clarmoore</strong></td>
<td></td>
</tr>
<tr>
<td><strong>List 1</strong></td>
<td>Recognize that much of what you communicate is in the form of nonverbal messages.</td>
</tr>
<tr>
<td></td>
<td>Send and receive effective messages. Use and read body position, body motion,</td>
</tr>
<tr>
<td></td>
<td>voice characteristics, and touching behaviors.</td>
</tr>
<tr>
<td></td>
<td>What you do influences athletes more than what you say.</td>
</tr>
<tr>
<td></td>
<td>Tell athletes how you plan to measure success and then provide feedback consistent</td>
</tr>
<tr>
<td></td>
<td>with expectations. Provide positive feedback that reinforces achieving success on a</td>
</tr>
<tr>
<td></td>
<td>skill or task that was a point of emphasis for improvement.</td>
</tr>
<tr>
<td><strong>Coach Wrotten</strong></td>
<td></td>
</tr>
<tr>
<td><strong>List 2</strong></td>
<td>Use language that your athletes will understand. Keep your vocabulary simple and</td>
</tr>
<tr>
<td></td>
<td>straightforward.</td>
</tr>
<tr>
<td></td>
<td>Think through your demonstrations before you present them. Break skills down into a</td>
</tr>
<tr>
<td></td>
<td>step-by-step process and then present them in an organized sequence.</td>
</tr>
<tr>
<td></td>
<td>Keep cues short and simple, such as “Stay on your man” or “Arms in the air.”</td>
</tr>
<tr>
<td></td>
<td>Strive hard to be consistent in your verbal messages. Ensure that your nonverbal</td>
</tr>
<tr>
<td></td>
<td>actions are consistent with your verbal messages.</td>
</tr>
<tr>
<td></td>
<td>Develop a sense of trust with your athletes by being consistent and positive.</td>
</tr>
<tr>
<td></td>
<td>Through trust you become a coach of character.</td>
</tr>
<tr>
<td></td>
<td>When you promise to do something, be sure to follow through.</td>
</tr>
<tr>
<td></td>
<td>Show the person speaking to you that you’re interested in listening and trying to</td>
</tr>
<tr>
<td></td>
<td>understand.</td>
</tr>
<tr>
<td></td>
<td>Once someone has spoken to you, check that you understand what was said. Paraphrase</td>
</tr>
<tr>
<td></td>
<td>not only the content of the message but also the emotion behind it.</td>
</tr>
<tr>
<td></td>
<td>By your attentiveness, show that you care and that you respect what the person</td>
</tr>
<tr>
<td></td>
<td>speaking to you has to say.</td>
</tr>
<tr>
<td><strong>Coach Alto</strong></td>
<td></td>
</tr>
<tr>
<td><strong>List 3</strong></td>
<td>Provide positive feedback for actions related to sportsmanship goals that help</td>
</tr>
<tr>
<td></td>
<td>athletes develop character.</td>
</tr>
<tr>
<td></td>
<td>Provide honest, direct, and constructive messages.</td>
</tr>
<tr>
<td></td>
<td>Tell athletes directly when you catch them doing good or right, and then share with</td>
</tr>
<tr>
<td></td>
<td>their teammates.</td>
</tr>
<tr>
<td></td>
<td>Engage in conversations focused on what can be done, not on what cannot be done.</td>
</tr>
<tr>
<td></td>
<td>Where appropriate collaborate with athletes on defining solutions to problems.</td>
</tr>
<tr>
<td></td>
<td>Provide specific information when communicating feedback to help athletes correct</td>
</tr>
<tr>
<td></td>
<td>mistakes. Try to always use positive language, even in the most stressful and</td>
</tr>
<tr>
<td></td>
<td>frustrating situations. Ask athletes to explain their actions before you judge their</td>
</tr>
<tr>
<td></td>
<td>behavior.</td>
</tr>
</tbody>
</table>
**Activity 5.2   Positive Energy**

**INSTRUCTOR NOTE:** Coaches should begin the activity working individually and then conclude the activity working as a class.

**REFER** coaches to Activity 5.2, Positive Energy, on page 52 in *Coaching Principles Workbook*.

**INTRODUCE** the activity.

- We learned on the DVD that if athletes experience optimal activation, they are experiencing just the right level of stimulation to have fun and play well. This will enhance the performance of an individual athlete as well as that of the entire team.

- Let’s spend a few minutes identifying how the two coaches in the DVD vignettes treated their athletes. Then we’ll discuss how you think their behavior will affect their athletes’ attitudes and performance.

**EXPLAIN** the activity instructions.

1. Use the Coach Behaviors form that follows the instructions to complete this activity.

2. Work individually.

3. List three or four words or phrases that describe how Coach Steele and Coach Thurston treated their athletes.

4. You’ll have two minutes to complete this activity.

5. When you’re done, you should have a list of words describing each coach’s behavior.
**INSTRUCTOR NOTE:** There is no sample solution for this part of the activity, but the form the coaches use follows this note for your information. In the video, Coach Steele could be characterized with these words: “controlling,” “constantly talking,” “critical,” and “not motivating.” Coach Thurston could be characterized with these words: “observant,” “uses positive feedback,” and “provides good instructions.”

---

**Coach Behaviors**

<table>
<thead>
<tr>
<th>Coach Steele</th>
<th>Coach Thurston</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

After two minutes, **LEAD** the discussion as follows:

1. **WRITE** the headings “Coach Steele” and “Coach Thurston” on the whiteboard or flipchart.

2. **ASK** a coach for one word to describe Coach Steele, and **WRITE** it on the whiteboard or flipchart below “Coach Steele.”

3. **ASK** another coach for one word to describe Coach Steele, and **WRITE** it on the whiteboard or flipchart below “Coach Steele.”

4. **CONTINUE** listing the words for Coach Steele until you have five to eight words.

5. **REPEAT** steps two through four for Coach Thurston.

6. **THANK** all coaches for their input, and **ASK** for questions.

**REFER** coaches to the instructions that follow the Coach Behaviors form, on page 52 in *Coaching Principles Workbook.*

**INTRODUCE** the next part of the activity.

Now let’s see how you think the behavior of Coach Steele and Coach Thurston will affect the attitudes and performance of their athletes.
EXPLAIN the activity instructions.

1. Use the Coach Evaluation table that follows the instructions to complete this activity.

2. Work individually.

3. Evaluate whether you think Coach Steele and Coach Thurston will have positive or negative effects on the attitudes and performance of their athletes. Add “+” for positive and “−” for negative in the blank cells in the table.

4. You’ll have one minute to complete this activity.

5. When you’re done, you should have evaluated each coach.

ASK for questions about the activity instructions.

After one minute, LEAD the discussion as follows:

1. CREATE the following table on the whiteboard or flipchart.

<table>
<thead>
<tr>
<th>Athletes’ attitudes and performance</th>
<th>Coach Steele</th>
<th>Coach Thurston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling worthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. ASK one coach for his or her evaluations of Coach Steele.

3. ASK others if they agree, and, if not, why.

4. LEAD the discussion to the sample solution.

5. ASK one coach for his or her evaluations of Coach Thurston.

6. ASK others if they agree, and, if not, why.

7. LEAD the discussion to the sample solution.

8. THANK coaches for their participation, and ASK for final questions.

SUMMARIZE the activity.

- The DVD we just watched and the activity we just completed touch on several important points that you should keep in mind.

- Coaching is not synonymous with controlling. Not only is trying to control everything in the hope of achieving perfection futile, it undermines athletes’ enthusiasm and can detract from their performance.

- Effective coaches understand that mistakes are part of the learning process.

- They also understand that all athletes have skill limitations. How well an athlete performs is directly related to the athlete’s mental and physical talents.

- Creating an environment that provides structure yet encourages spontaneity and creativity gives your athletes the opportunity to have fun and perform up to their potential.

- Such an environment enhances the athletes’ motivation and heightens their energy level. It allows them to achieve optimal activation.

- Such an environment also should be guided by the knowledge that athletes’ optimal activation levels may differ based on the individual, their sport, and their position.

TELL coaches that the list of Tips for Making Sport Challenging and Exciting at the end of Activity 5.2 is for their future reference and something they should read during the Coaching Successfully activities.

## Coach Evaluation

<table>
<thead>
<tr>
<th>Athletes’ attitudes and performance</th>
<th>Coach Steele</th>
<th>Coach Thurston</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Feeling worthy</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Activation</td>
<td>-</td>
<td>+</td>
</tr>
<tr>
<td>Performance</td>
<td>-</td>
<td>+</td>
</tr>
</tbody>
</table>
Tips for Making Sport Challenging and Exciting

You can help your athletes meet their need for fun by making the sport experience challenging and exciting, not boring or threatening. When athletes are bored, they don’t have enough activation. When they are threatened to the point of anxiety, they are experiencing too much activation. As a coach, you can work to ensure that your athletes are neither bored nor fearful, because where you want them to be is between these two extremes—experiencing optimal activation or flow. It’s a tall order, but it can be done. Here are some ideas for how to accomplish this.

1. What can coaches do to keep athletes from getting bored in practices and competitions?
   - Keep practices stimulating by using a wide variety of drills and activities to work on skills.
   - Keep everyone active rather than standing around for long periods while waiting for their turns.
   - Create a team environment that gives athletes the opportunity to interact with their teammates.
   - Try not to overstructure practices and contests—this greatly reduces opportunities for players to be spontaneous.
   - Try to create a practice environment that is not so competitive that players feel they are playing against each other rather than with each other.

2. What can coaches do to limit athletes’ anxiety or fear of failure?
   - Fit the difficulty of the skills to be learned or performed to the ability of the athletes.
   - Help athletes set goals related to personal performance rather than to winning (coach to learn instead of coach to perform).
   - Avoid putting the responsibility for winning a game on one athlete’s shoulders.
   - Use positive encouragement rather than negative or critical comments.
   - Give feedback that is high in information rather than high in judgment (coach to learn instead of coach to perform).

3. What else can coaches do to help athletes experience optimal arousal and, thus, flow?
   - Avoid constant instruction during practices and games.
   - Refrain from continuous evaluation of your athletes, especially during competitions. Young athletes will not experience flow when they know they are being critiqued.
**DVD 9  Positive Discipline**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 9, Positive Discipline.

- Encouraging appropriate and constructive behavior for your athletes is one of your more difficult tasks as a coach.
- Your athletes come to you with a wide range of behavioral issues.
- You’re faced with the challenge of managing an entire team’s actions in a way that is conducive to safe and effective learning and to developing the athletes.
- In this DVD you’ll learn about positive discipline and how you can use it to meet the challenge.

**PLAY** DVD 9, Positive Discipline.

After the DVD, **ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.

**Activity 5.3  Disciplining Athletes**

**INSTRUCTOR NOTE:** To start this activity, **GROUP** coaches into teams of three or four people. Coaches could stay in their same groups from Activity 5.1, or you could regroup them. Each team should include coaches of different sports.

**REFER** coaches to Activity 5.3, Disciplining Athletes, on page 56 in *Coaching Principles Workbook*.

**INTRODUCE** the activity.

- Occasionally your athletes will break an especially serious rule, and their behavior might even be illegal. When this occurs, you’ll have to make ethical decisions about how to discipline the athletes.
• You’ll need to base your decisions on the law, on school policies and rules, on team rules, and on your judgment about what occurred and how it should be dealt with.

• Your athletes watch how you make these decisions and learn about your character as you do so. Coaches are role models, and athletes often follow what their role models teach them, so how you approach these situations has a significant effect on your athletes’ character education.

**EXPLAIN** the activity instructions.

1. You’ll use the Smoking and Drinking scenario or the Hazing and Bullying scenario that follows the instructions in the workbook.

2. Work in teams.

3. Select a spokesperson to take notes and present the team’s answer to the class.

**INSTRUCTOR NOTE:** **ASSIGN** the Smoking and Drinking scenario to half the teams and **ASSIGN** the Hazing and Bullying scenario to the other half.

**CONTINUE** explaining the activity instructions.

1. Read the scenario, and discuss and answer the question posed.

2. You’ll have eight minutes for this activity.

3. When you’re done, you should have responded to your assigned scenario and be prepared to share your answer with the class.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity.

After coaches have started the activity, **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).
After eight minutes, **DEBRIEF** the activity as follows:

1. **ASK** one team to summarize the Smoking and Drinking scenario and to explain how they would respond.
2. **ASK** other teams if they agree, and, if not, why.
3. **LEAD** the discussion to the sample solution.
4. **ASK** one team to summarize the Hazing and Bullying scenario and to explain how they would respond.
5. **ASK** other teams if they agree, and, if not, why.
6. **LEAD** the discussion to the sample solution.
7. **THANK** all teams for their participation, and **ASK** for final questions.

**SUMMARIZE** the activity.

- Throughout your coaching career you’ll be faced with situations similar to the ones we just discussed. Some of these situations will test your ethics and your ethical orientation.

- To be prepared for these situations, it’s important that you understand these principles:
  - You should define—for yourself and for your athletes—how you expect your athletes to behave and what the consequences for their misbehavior will be.
  - You should distinguish between corrective discipline and punishment.
  - You should enforce the rules consistently and fairly, though in rare instances, when it is warranted, you also should be flexible.
  - Your responses to inappropriate athlete behavior should be consistent with your school guidelines and with your own values.
  - You should anticipate these situations when you can, and you should attempt to prevent them before they occur.
Disciplining Athletes

Scenario 1: Smoking and Drinking

Rules
Your school has a policy that forbids smoking, drinking, or use of illegal drugs on school property. Depending on the frequency and severity of the behavior, students can serve detentions, be suspended, or be expelled. The team rules for your girls’ lacrosse team extends this policy to prohibit athletes from smoking, drinking, or using illegal drugs at any time. The rule clearly states that consequences for drinking and drug use can be assigned simply for being in the presence of such behavior. The first offense is a three-game suspension. Depending on the frequency and severity of the behavior, athletes can be removed from the team.

Situation
The girls’ lacrosse team just won its fifth conference game in a row and has two regular-season games left before the conference tournament. If they win the remaining two games, they’ll win the conference regular-season title and be the number-one seed for the tournament. After the game, six seniors—all starters—shower, get dressed in their prom gowns, and board a rented bus with their dates, headed for the prom. When they arrive, the prom chaperones—teachers and school administrators—board the bus to greet the girls and their dates. On the bus, the chaperones find a cooler with beer and wine, empty beer cans, soda cans, an open bottle of vodka, and an open bottle of whisky. Shortly after that, one of the chaperones calls you with the bad news.

1. What actions would you take in response to what the six starters did?

Given what you know, what you do should be based on the following principles:

As the head coach, you should inform the athletic director when athletes break serious rules.

Knowing that the chaperones included teachers and administrators, you and the athletic director should consult with these chaperones to gather the facts. You should also coordinate with the chaperones to inform the principal or other school administrators of this violation. The athletes weren’t drinking or smoking on school property, but they were breaking the law and the team rule.

As the head coach, work with the athletic director and other school administrators to define the approach and final consequences. One recommended approach is to gather the girls as quickly as possible and conduct individual interviews to gather facts from which to make informed and appropriate decisions. Whenever possible, you first should confront the athletes with the facts as you know them and try to determine what actually happened.

Work with the athletic director to determine when and how you communicate with the parents of these athletes. Assume that the chaperones and school administrators have already notified the parents of this transgression, so your communication will relate specifically to the consequences resulting from the rules violation. If rules were broken, you should enforce them by applying the appropriate consequences—in this case, a three-game suspension for each player involved, which would mean missing the last two regular-season games and the first tournament playoff game.
Scenario 2: Hazing and Bullying

Rules
Your school forbids hazing or bullying on school property, and the football team took it one step further by establishing a rule that hazing and bullying are not allowed anywhere at any time. In recent years the school took a progressive stance to include cyberbullying in the policies. Depending on the frequency and severity of the behavior, students can serve detentions, be suspended, or be expelled. The team rules for your boys’ football team prohibit hazing or bullying of any kind toward any person. The rules also prohibit athletes from watching the hazing or bullying of anyone on or off school grounds. Depending on the frequency and severity of the behavior, athletes can be suspended or removed from the team.

Situation
As the head coach for the football team, you receive a call from the mother of Jerry, a freshman who is a shot putter on the high school’s track team. The student has complained to his mother that members of the football team have been making fun of him for being a nerd and being fat. At lunch they take his lunch, throw it on the ground, step on it, hand it back to him, and tell him that he is so fat that he doesn’t need the food. She goes on to say that before practice after school, about five players frequently corner Jerry in the hallway and taunt him, sometimes even slapping him in the face. She indicates that someone videotaped the players harassing her son and posted it to one of the player’s Facebook page with the message “fat nerd of the day.” Finally, she tells you that her son has been getting extremely hurtful e-mails and text messages from some of these players. She’s asking for your help in addressing the matter.

1. What actions would you take in response to Jerry’s allegations?

Assuming the mother’s account is accurate, what you do should be based on the following principles:

As the head coach, you should inform the athletic director that this alleged incident has been brought to your attention.

As the head coach, work with the athletic director and other school administrators to define the approach and final consequences. One recommended approach is to gather the accused boys as quickly as possible and conduct individual interviews to gather facts from which to make informed and appropriate decisions. Whenever possible, you first should confront the athletes with the facts as you know them and try to determine what actually happened.

You and your athletic director should inform the principal or other school administrators when students break serious rules like this. In this case, it should be reported immediately because school and team rules were broken.

Work with the athletic director to determine when and how you communicate with the parents of these athletes. Your communication will relate specifically to the action and consequences resulting from the rules violation. If rules were broken, you should enforce them by applying appropriate consequences that are fair and consistent with the school and team policies. You need to be objective and assign consequences to the athletes consistently without any bias based on their importance to the team.
INSTRUCTOR NOTE: Your copy of the scenarios with sample solutions starts on page 143. The sample solutions are in italics.

Activity 5.4 School Rules

INSTRUCTOR NOTE: As described in section 3 in Coaching Principles Instructor Guide, you should have determined how coaches can access the school rules related to disciplining and rewarding athletes. You also should have developed presentation points for your discussion below about smoking, drinking, hazing, bullying, discipline and rewards, and other critical information. For specifics, see Instructor and Course Preparation: A Few Days Before You Teach and the Day You Teach on page 19.

INTRODUCE school rules.

It’s probably obvious by now that you must understand and follow school rules. With respect to the issues we’ve discussed so far in this unit, you need to understand the following rules.

- [DISCUSS] school rules related to smoking and drinking.
- [DISCUSS] school rules related to hazing and bullying.
- [DISCUSS] school rules related to disciplining and rewarding athletes.
- [DISCUSS] school rules related to other critical issues, including
  a. who should be informed when a serious rule is broken,
  b. who should be informed when a law is broken, and
  c. the procedures for reporting rule violations and filing related grievances.]
• [**Discuss** websites relevant to the previous points, including the governing association’s website.]

• [**Discuss** the importance of ensuring that team rules align with school rules.]

• **Discuss** the coach’s responsibility to support the scholastic achievement of athletes.

As a coach, you have the responsibility to help your athletes learn your sport. You have another responsibility to help your athletes learn in the classroom. You’ll read about the following in *Successful Coaching* (Adapted from R. Martens, 2012. Champaign, IL: Human Kinetics):

• There is a positive relationship between sport participation and academic achievement. Athletes perform better in the classroom than non-athletes. Why is this?

• One reason is that schools use sport participation as an incentive for students’ good performance in the classroom. The right to play depends on maintaining a minimum grade-point average.

• Another reason is that many coaches—coaches just like you—encourage athletes to achieve academically.

• You should do everything you can to support the scholastic achievement of your student-athletes.

• Show an interest in their schoolwork. Ask them what subjects they’re taking.

• Show an interest in their performance. Ask them what they’re learning and what comes easy and what is more difficult. Encourage teammates to talk to each other about their classes.
• Emphasize that the most important task the athletes have is becoming better students. Make it clear that school comes first and sport comes second.

**INSTRUCTOR NOTE: HAND OUT** the school rules related to disciplining and rewarding athletes if you made copies for coaches, or **TELL** coaches how they can access these rules. **TELL** coaches how to access the websites you mentioned above. **TELL** coaches that one of their Coaching Successfully activities is to read these rules.

**ASK** for questions about school rules.

**C. Coaching Athletes of All Types (25 minutes)**

**INTRODUCE** the section, Coaching Athletes of All Types.

• This section focuses on coaching athletes of all types; for example, athletes of the opposite sex, or athletes whose sexual orientation is different than yours, or athletes with disabilities.

• Setting the stage for coaching all athletes begins with respect, and that’s how this section begins—with a DVD about respecting your program.

• After the DVD, we’ll complete two activities, one about managing relations with your athletes and one about creating an environment of respect for all athletes.

**DVD 10  Respect Your Program**

**INSTRUCTOR NOTE**: Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 10, Respect Your Program.
As you know, not all coaches behave appropriately. However, they should, and you should. Consider both sides of this coin as presented in this DVD, Respect Your Program.

PLAY DVD 10, Respect Your Program.

After the DVD, ASK for questions and LEAD a brief discussion about the important points in the DVD.

**Activity 5.5 Athlete Relations**

**INSTRUCTOR NOTE:** Coaches should complete this activity as a class.

**INTRODUCE** the activity.

Chapter 5 in your text, *Successful Coaching*, provides a comprehensive discussion of what you should know, do, and not do as you manage relationships with athletes. In this activity, we’ll explore one aspect of these relationships—relations between the sexes.

Let’s start with these quotations from *Successful Coaching* (R. Martens, 2012. Champaign, IL: Human Kinetics):

• “When coaching, you develop close relationships with your players and experience many powerful emotions with them. These relationships give you the opportunity to be a powerful positive role model, but they can also lead to sexual intimacy. This is a line in the coach–player relationship, though, that you must not cross. Close is good, but sexually intimate is not.” (p. 72)

• “It is illegal to have sex with your players if you coach for an educational organization, regardless of the age of the player or whether the player consents to having sex. It is illegal for adults
to have sex with minors, and for good reason. It is an abuse of power, unethical, and grossly irresponsible. Everybody involved loses from such behavior—it’s harmful emotionally to the player; it can destroy a coach’s career; it can lead to legal action against the coach and sport organization; and it usually devastates a team’s cohesiveness.” (p. 72)

**EXPLAIN** the activity instructions.

- With these quotations as background, let’s list the dos and don’ts for managing your relationships with athletes of the opposite sex. For example, what’s considered appropriate touching? Should or how should you conduct private meetings?

**ASK** for questions about the activity instructions.

**LEAD** the discussion as follows:

1. **WRITE** the headings “Dos” and “Don’ts” on the whiteboard or flipchart.
2. **ASK** a coach for a do and a don’t.
3. **SUMMARIZE** the coach’s response on the whiteboard or flipchart.
4. **ASK** another coach for his or her do and don’t.
5. **SUMMARIZE** the coach’s response on the whiteboard or flipchart.
6. **CONTINUE** the discussion until you have listed 8 or 10 dos and don’ts.
7. **THANK** all coaches for their input, and **ASK** for final questions.

**REFER** coaches to Activity 5.5, Athlete Relations, on page 57 in *Coaching Principles Workbook*.

**TELL** coaches to take a few minutes to review the Coaching Recommendations.

After a few minutes, **ASK** for questions about the Coaching Recommendations.
SUMMARIZE the activity.

- It’s critical that you establish and maintain appropriate, positive relations with athletes.

- Your relations should be based on respect for the athletes and on promoting their development, not on boosting your ego or pleasure.

- Whenever you’re not sure what is appropriate, consult someone you trust—such as the athletic administrator or head coach—before you engage in any behavior that seems even remotely questionable. And be especially careful with the terminology you use in referring to one sex or the other, even in jest.

- Establish appropriate safeguards and routines to avoid potentially inappropriate situations. Those who believe they could never be accused of improprieties and who don’t guard against them are often most susceptible to these situations. These safeguards should include having a staff or faculty member of the opposite sex present in any individual meetings you might have with an athlete of the opposite sex.

INSTRUCTOR NOTE: Your copy of Activity 5.5, Coaching Recommendations, follows this note.
Coaching Recommendations

Follow these recommendations to avoid any implication or formal charges of sexual harassment, sexual relations, and homophobia on your program.

1. Not only must you not sexually harass your athletes or assistants, but you must also guard against any action that has the slightest appearance of harassment.

2. In addition to not engaging in sexual harassment, you have a duty as a coach not to let your athletes or assistants engage in this action. Watch for this especially with mixed-sex teams. In the past, sexual harassment has been dismissed as harmless teasing, but ignoring it sends a message that sexually abusing an athlete is acceptable behavior or at least not a serious matter.

3. Review the list in chapter 5 in Successful Coaching of what is considered harassment and review your behaviors as a coach to identify any actions that could possibly be interpreted as sexual harassment.

4. To avoid unintentional sexual harassment claims, discuss this issue at the preseason meeting with athletes and parents, and ask them to notify you immediately if they experience or perceive any action on your part as harassment. And of course ask them to also notify you if they experience or perceive sexual harassment by another athlete or anyone associated with the team.

5. False accusation of sexual harassment has become an occupational hazard of employers and professionals, including coaches. Here are some things you can do to minimize the risk of being falsely accused:
   a. Try to always have others present when interacting with athletes. If that is not possible, leave the door open so it does not appear that you’re trying to talk secretly.
   b. Be extra careful about any physical contact. Although psychologists call for more human contact (we all need more hugs), our litigious society makes touching risky. Sometimes you may need to touch athletes to guide their movements to learn a skill or treat an injury. Do so only with others present. Otherwise touch your athletes only in socially responsible ways. A pat on the fanny by a male coach to a male player is common, but it is not appropriate with a female player. A high-five or pat on the back is a wiser choice.
   c. If you accidentally touch an inappropriate body part during your coaching, don’t just ignore it. Apologize and make it clear that the action was unintentional.
   d. If you are accused of sexual harassment, listen carefully to the complaint and don’t try to make light of the accusation. Instead, respect the other person’s viewpoint, identify the offending behavior, and stop it.
   e. Work with your sport administrator to develop a sexual harassment policy.

6. It is unethical, and perhaps illegal, for you to have sexual relationships with any athletes on your team. JUST DON’T DO IT!

7. Whenever possible, have another adult present when interacting with your athletes.

8. If the athlete is a consenting adult and you decide to have a sexual relationship with the athlete, either you or the athlete should resign from the team in the best interest of the other athletes.

9. Provide a safe and fair environment for athletes of all sexual orientations.

10. Apply the Athletes First, Winning Second approach by taking time to understand who your athletes are. If you have any existing prejudices, take steps to grow personally and professionally to eradicate those points of view, so you can treat all your athletes with the dignity and respect they deserve.

11. Establish and enforce policies that stop your athletes from engaging in antigay or homophobic behavior, explaining why it is harmful.

12. Consistently portray lesbians and gay people in neutral, matter-of-fact language.

13. Encourage your sport organization to adopt a nondiscrimination policy prohibiting bias, stereotyping, and harassment on the basis of sexual orientation.
Activity 5.6  A Little Respect

INSTRUCTOR NOTE: To start this activity, GROUP coaches into teams of three or four people. Coaches could stay in their same groups from previous activities in this unit. Each team should include coaches of different sports.

REFER coaches to Activity 5.6, A Little Respect, on page 61 in Coaching Principles Workbook.

INTRODUCE the activity.

• Most of us don’t have formal training in dealing with people who seem different from us. As a coach you will interact with people who are different. Your athletes may have different cultural backgrounds or religious beliefs or speak a different language. They could even have a disability.

• Given these differences, it is important to take positive action to avoid the trap of not feeling comfortable or qualified to coach them.

• Accept coaching as a challenge to respect—indeed, seek out—the diversity of backgrounds and opinions of your student-athletes and coaching staff.

• In this activity you’ll get some practice on how to create an environment of respect in your program, not only among and between the athletes, but also for opposing teams and athletes and the community at large.

EXPLAIN the activity instructions.

1. You’ll use the Different Cultural Backgrounds scenario or the Athlete With Cognitive Disabilities scenario that follows the instructions in the workbook.

2. Work in teams.
3. Select a spokesperson to take notes and present the team’s answer to the class.

**INSTRUCTOR NOTE:** ASSIGN the Different Cultural Backgrounds scenario to half the teams and ASSIGN the Athlete With Cognitive Disabilities scenario to the other half.

**CONTINUE** explaining the activity instructions.

1. Read the scenario, and discuss and answer the question posed.
2. You’ll have five minutes for this activity.
3. When you’re done, you should have responded to your assigned scenario and be prepared to share your answer with the class.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity.

After coaches have started the activity, **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After five minutes, **DEBRIEF** the activity as follows:

1. **ASK** one team to summarize the Different Cultural Backgrounds scenario and to explain how they would respond.
2. **ASK** other teams if they agree, and, if not, why.
3. **LEAD** the discussion to the sample solution.
4. **ASK** one team to summarize the Athlete With Cognitive Disabilities scenario and to explain how they would respond.
5. **ASK** other teams if they agree, and, if not, why.
6. **LEAD** the discussion to the sample solution.
7. **THANK** all teams for their participation, and **ASK** for final questions.

**INSTRUCTOR NOTE:** Your copy of the scenarios with sample solutions starts on the next page. The sample solutions are in italics.
A Little Respect

Scenario 1: Different Cultural Backgrounds

Mike shows up for your first preseason workout and wants to try out for your basketball team. After watching him for just a few minutes, it’s clear he’s a talented athlete who could be a starter. He is a junior and has just moved to the United States from another country. At the end of the workout, as you work your way through the locker room as athletes shower and head out to catch their rides, you notice that no one is making an effort to speak with Mike. You have always talked to your team about the importance of respecting each other as teammates, but this group has never before played with someone from another country.

1. List five actions you can take as a coach to influence your team to get to know and respect Mike.
   a. Make a special point of talking with Mike about his basketball experience, his family, where’s he’s living, and the classes he’s taking and explain the team rules.
   b. Take the team out for a “welcome, Mike” snack. Have players introduce themselves and share a unique trait that not many people know.
   c. Follow the team policy of appointing an upperclass mentor to each new player. In this case, consider assigning one of the captains to take on this role, which includes helping Mike get acclimated to the team as well as the school.
   d. Ask the team captains to introduce themselves to Mike, ask if there’s anything they can help him out with, and have them take a leadership role in inviting Mike to eat lunch with them and other teammates.
   e. Ask the team captains to encourage other athletes to have lunch with Mike, invite him out for a movie or other social function, and start to get to know him.
   f. Have team captains review team systems with Mike to accelerate his learning.

Scenario 2: Athlete With Cognitive Disabilities

Brian shows up at your preseason practices with great enthusiasm and ready to respond to your every command. He struggles to follow directions because he has learning disabilities associated with attention-deficit hyperactivity disorder. During practices, Brian shows some pretty good skills, but he often either doesn’t appear to understand the strategy of the sport or fails to execute strategy correctly. You have concerns about his safety and his ability to have a meaningful experience. You also recognize that including him as a member of the team could be beneficial to him and to the rest of your team, but you’re not sure if you can provide the type of teaching and coaching he will need throughout the season.

1. Describe steps that you could take that would help you decide whether or not to include Brian on your team.
   a. Schedule a meeting with Brian’s parents to discuss Brian’s desire to be on the team and define the best way to provide a safe and healthy experience.
   b. Schedule a meeting with Brian’s special education teacher to learn more about the type of environments in which Brian performs best. Ask if Brian has an Individualized Education Plan (IEP). If yes, ask the teacher to identify strategies and tactics that have been successful in connecting with Brian.
2. Assume that you have decided to have Brian be part of the team. Describe steps to help accommodate Brian’s needs and provide a meaningful experience for him and the rest of the team.

   a. Meet with Brian individually and outline an individualized athlete development plan (IADP) that would work in much the same way as his IEP. Make sure he understands and agrees to his responsibilities and expectations.

   b. As much as possible, coach Brian just as you would anybody else, but make sure you have his attention when instructing, repeat the instruction several times, and invite Brian to summarize what you just said. Try teaching him some basic strategies and see if he catches on.

   c. Understand that Brian may require more one-on-one teaching and coaching, so be committed to providing it.

   d. In offering instruction or performance feedback, always make sure you have the athlete’s attention before beginning.

   e. Keep instructional or coaching points brief.

   f. Repeat central instructional or coaching points.

   g. Ask the athlete to repeat instructional points.

   h. Meet with your team captains to discuss their role as team leaders to make sure that the team supports Brian and treats him as a respected member of the team.

   i. Measure success by providing feedback during practice and with periodic one-on-one meetings to review his progress against the goals outlined in his IADP.
D. Unit Summary (5 minutes)

**REVIEW** the key points of unit 5.

How you communicate with your athletes directly affects how they perceive you and how they feel about themselves. And remember: More than 70 percent of communication is nonverbal. Your gestures, body positions, facial expressions, and actions are more important than what you say.

- Athletes need to have fun and feel worthy. If these needs aren’t fulfilled, athletes will lose their motivation for and interest in sport.

- You can help athletes experience optimal levels of activation that should be neither too low nor too high.

- Positive discipline creates respect among athletes and coaches, encourages performance without fear of failure, and inspires excitement and enthusiasm for sport.

- Corrective discipline should be based on the law, on school policies and rules, on team rules, and on your judgment about what occurred and how it should be dealt with.

- You have a responsibility to ensure that your team follows school rules.

- You have a responsibility to support the scholastic achievement of your athletes.

- Your program should be all about respect, starting with your respect for all athletes no matter their backgrounds, beliefs, or disabilities.

**ASK** for questions about any topics covered in this unit.
Test Preparation

REFER coaches to the unit 5 test preparation assignment on page 62 in Coaching Principles Workbook.

TELL coaches to read the following chapters in Successful Coaching to prepare for the test:

- Chapter 6: Communicating With Your Athletes
- Chapter 7: Motivating Your Athletes
- Chapter 8: Managing Your Athletes’ Behavior

TELL coaches to complete the units related to principles of behavior in Coaching Principles Online Component to prepare for the test.

Coaching Successfully

REFER coaches to the unit 5 Coaching Successfully activities on page 62 in Coaching Principles Workbook.

INSTRUCTOR NOTE: As described in section 3 in Coaching Principles Instructor Guide, you should have prepared to present your Coaching Successfully tips for this unit related to these coach-development goals: 3, Communicate Effectively; 4, Guide Athletes to Develop Self-Confidence; and 12, Support Scholastic Achievement. Your presentation follows this note. For specifics, see Instructor and Course Preparation: Several Weeks Before You Teach on page 15.

INTRODUCE and DISCUSS the Coaching Successfully activities for this unit.

For this unit, we addressed the following coach-development goals: 3, Communicate Effectively; 4, Guide Athletes to Develop Self-Confidence; and 12, Support Scholastic Achievement. My coaching tips for these goals include the following:

- Evaluate your communication skills using the evaluation in the Evaluating Your Communication Skills section in chapter 6 in Successful Coaching. Consider how your communication strengths and weakness affect your ability to achieve your desired coaching style.
• Read the Tips for Making Sport Challenging and Exciting from Activity 5.2, Positive Energy, in unit 5.

• Review the websites that I referred you to earlier in this unit related to disciplining and rewarding athletes.

• Read the school rules for disciplining and rewarding athletes.

• [DISCUSS your additional coaching tips for athlete-development goals 3, 4, and 12.]

INTRODUCE the second part of the Coaching Successfully activities for this unit and EXPLAIN the activity instructions.

Now I’d like you to add your own Coaching Successfully notes, starting with step 6 in the activity.

• Step 6: Review the Developmental Dozen coach-development goals addressed in this unit and included in the table.

• Step 7: Use the space provided to briefly explain
  a. what you learned in this unit about the goals, and
  b. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving these goals.

• Step 8: Take a few minutes to complete your notes.

ASK for questions about the activity instructions, and TELL coaches to complete their notes.

After a few minutes, TELL coaches to revisit this page in their workbooks after the course and to add notes that will benefit their development as successful coaches.

ASK for questions about the test preparation assignment and about the Coaching Successfully activities.

INSTRUCTOR NOTE: Your copy of the Coaching Successfully activities for this unit follows this note.
Coaching Successfully

1. Evaluate your communication skills using the evaluation in the Evaluating Your Communication Skills section in chapter 6 in *Successful Coaching*. Consider how your communication strengths and weaknesses affect your ability to achieve your desired coaching style.


3. Review the websites that the instructor referred you to in unit 5 related to disciplining and rewarding athletes.

4. Read the school rules that the instructor handed out or referred you to in unit 5 for disciplining and rewarding athletes.

5. List other tips from the instructor here.

6. Review the coach-development goals addressed in this unit and included in the table on page 159.

7. Use the space provided to briefly explain
   a. what you learned in this unit about the goals, and
   b. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving these goals.

8. After the course, revisit this page and add notes that help you develop your coaching knowledge and career.

<table>
<thead>
<tr>
<th>Coach-development goals</th>
<th>Athlete-development goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What should I do to improve my ability to coach successfully and help my athletes develop?</strong></td>
<td><strong>What athletes should achieve</strong></td>
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<tr>
<td><strong>3. Communicate effectively:</strong></td>
<td><strong>3. Communicate effectively.</strong></td>
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<tr>
<td>Model, teach, and expect honest and effective communication.</td>
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<tr>
<td><strong>4. Guide athletes to develop self-confidence:</strong></td>
<td><strong>4. Develop self-confidence.</strong></td>
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<tr>
<td>Model and teach self-confident attitudes and behaviors and create situations in which athletes experience success.</td>
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<tr>
<td><strong>12. Support scholastic achievement:</strong></td>
<td><strong>12. Achieve scholastic potential.</strong></td>
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<td>Expect commitment to academics and teach the value of education.</td>
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Principles of Teaching
(140 minutes)

PURPOSE To help coaches learn how to develop the technical and tactical skills of their athletes, to review the traditional and games approaches to coaching, to help coaches develop season plans, and to help coaches develop and evaluate practice plans.

Learning Objectives
In this unit coaches will learn
• how to teach technical and tactical sport skills effectively;
• how to evaluate and provide feedback for athletes’ learning and performance;
• techniques for developing athletes’ attention, concentration, and decision-making skills;
• the differences and similarities between the traditional and games approaches to coaching; and
• how to develop and evaluate a practice plan.

Materials Needed
• Whiteboard or flipchart
• Dry-erase or flipchart markers
• Coaching Principles DVD
• DVD player and monitor
## UNIT OVERVIEW

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<th>Topic</th>
<th>Activities</th>
<th>Time (min)</th>
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<td>Instructor presentation:</td>
<td>5</td>
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<tr>
<td></td>
<td>Unit introduction</td>
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<tr>
<td></td>
<td>Updating Coaching Successfully notes</td>
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<tr>
<td><strong>B. Developing athletes’ skill sets</strong></td>
<td>Instructor presentation: Section introduction</td>
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<td><strong>DVD 11 Technical Skills</strong></td>
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<tr>
<td></td>
<td><strong>Activity 6.1 Teaching Technical Skills.</strong></td>
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<td>In teams, coaches discuss and present plans to teach a technical skill for their sport, with class evaluations.</td>
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<td><strong>DVD 12 Tactical Skills</strong></td>
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<td></td>
<td><strong>Activity 6.2 Attention and Concentration</strong></td>
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<td>(With DVDs 13-16).</td>
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<td>As a class, coaches watch four coaching clips and evaluate how well the coach did in improving his athletes’ attention and concentration.</td>
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<td><strong>DVD 17 Tactical Knowledge and Decision-Making Skills</strong></td>
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<td></td>
<td><strong>Activity 6.3 Teaching Tactical Skills.</strong></td>
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<td></td>
<td>In teams, coaches discuss and present plans to teach a tactical skill for their sport.</td>
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<tr>
<td><strong>C. Creating effective practices</strong></td>
<td>Instructor presentation: Section introduction</td>
<td>55</td>
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<tr>
<td></td>
<td><strong>DVD 18 The Games Approach</strong></td>
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<td></td>
<td><strong>Activity 6.4 Use What Works.</strong></td>
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<td></td>
<td>In teams, coaches discuss and present revised plans to teach either the technical or tactical skill they addressed in section B.</td>
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<td></td>
<td><strong>DVD 19 Annual, Season, and Practice Planning</strong></td>
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<td></td>
<td><strong>Activity 6.5 Practice Plan Evaluation.</strong></td>
<td></td>
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<tr>
<td></td>
<td>In teams, coaches evaluate practice plans for their sport.</td>
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<tr>
<td><strong>D. Unit summary</strong></td>
<td>Instructor presentation:</td>
<td>5</td>
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<td>Unit summary</td>
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<tr>
<td></td>
<td>Coaching Successfully tips</td>
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<tr>
<td></td>
<td>Coach activity: Update Coaching Successfully notes.</td>
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</tr>
</tbody>
</table>

**Total minutes** 140
UNIT CONTENT

A. Unit Introduction (5 minutes)

**INSTRUCTOR NOTE:** You can present the unit introduction, or you can refer coaches to the unit introduction in Coaching Principles Workbook and tell them to read it. However this section is presented, **DISCUSS** the Instructor Note directions related to the Successful Coaching notes at the end of this section.

**REFER** coaches to the unit 6 learning objectives and unit overview on page 65 in Coaching Principles Workbook.

**INTRODUCE** unit 6.

In unit 6 we’ll discuss the principles of teaching. We’ll cover these principles in the following two sections:

- Developing Athletes’ Skill Sets starts with a DVD and a related activity about teaching the technical skills of your sport.

- Then we’ll watch a DVD about tactical skills. We’ll also evaluate how well a coach did in improving his athletes’ attention and concentration in four DVD clips of his practice session.

- Next we’ll watch a DVD and complete a related activity about teaching the tactical skills of your sport, including tactical knowledge and decision-making skills.

- Creating Effective Practices starts with a DVD and a related activity about using the games and traditional approaches to teach sport skills.

- In the final DVD of the unit, we’ll cover season and practice planning.

- In the final activity of the unit, you’ll evaluate a practice plan for your sport.
When we’ve completed this unit, you should be able to

- describe how to teach technical and tactical sport skills effectively;
- evaluate and provide feedback for athletes’ learning and performance;
- identify techniques for developing athletes’ attention, concentration, and decision-making skills;
- discuss the differences and similarities between the traditional and games approaches to coaching; and
- evaluate a practice plan.

**INSTRUCTOR NOTE:** Coaching Successfully

**REFER** coaches to the Coaching Successfully activity on page 100 in *Coaching Principles Workbook.*

**TELL** coaches that this unit includes information about the following coach-development goals: 4, Guide Athletes to Develop Self-Confidence; 5, Teach the Sport Effectively; 6, Teach Technical Skills Effectively; 7, Teach Sport Decision-Making Skills Effectively; 8, Teach Tactical Skills Effectively; and 9, Challenge Athletes in Practice and Competition.

**REMINDE** coaches to update their Coaching Successfully notes during this unit with information they’ll want to refer to later.

### B. Developing Athletes’ Skill Sets (75 minutes)

**INTRODUCE** the section, Developing Athletes’ Skill Sets.

One of your most important responsibilities is teaching athletes the technical and tactical skills of your sport. That’s what we’re going to cover in this section.
DVD 11  Technical Skills

INSTRUCTOR NOTE: Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

INTRODUCE DVD 11, Technical Skills.

• Technical skills are the specific procedures to move one’s body to perform the task that needs to be accomplished. It might be catching the ball for a punt return in football, defending the goal in basketball, or landing squarely on both feet after a dismount in gymnastics.

• To teach technical skills effectively, you need to understand the three stages athletes go through to learn a skill, and you need to understand the four essential steps to teach the skill.

• You’ll learn what this means and more in the next DVD called Technical Skills.

PLAY DVD 11, Technical Skills.

After the DVD, ASK for questions and LEAD a brief discussion about the important points in the DVD.

REFER coaches to the Sport Skills table on page 68 in Coaching Principles Workbook, and TELL them to review it.

After two minutes, ASK for questions about what technical and tactical skills are, and LEAD a brief discussion about examples of each. TELL coaches they’ll learn more about tactical skills later in this unit.

INSTRUCTOR NOTE: Your copy of the Sport Skills table follows this note.
Activity 6.1 Teaching Technical Skills

INSTRUCTOR NOTE: If you have two or more coaches from the same sport, GROUP those coaches into teams of two to four by sport. If not, have the coaches work individually and focus on their sport. For these activities, it’s best if coaches are split strictly by sport even if that means having only one or two coaches in a group.

REFER coaches to Activity 6.1, Teaching Technical Skills, on page 67 in Coaching Principles Workbook.

INTRODUCE the activity.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Technical skill</th>
<th>Tactical skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Throwing from the outfield</td>
<td>Cutoff and relays</td>
</tr>
<tr>
<td>Basketball</td>
<td>Bounce pass</td>
<td>Give and go</td>
</tr>
<tr>
<td>Field hockey</td>
<td>Goal shooting</td>
<td>Lob or scoop shot</td>
</tr>
<tr>
<td>Football</td>
<td>Quarterback’s three-step drop</td>
<td>Reading a flat defender</td>
</tr>
<tr>
<td>Golf</td>
<td>Full swing</td>
<td>Fade tee shot</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>Forehand shot</td>
<td>Backdoor shot</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Shooting</td>
<td>Bounce shot</td>
</tr>
<tr>
<td>Skiing (alpine)</td>
<td>Carving a turn</td>
<td>See fast line through a delay</td>
</tr>
<tr>
<td>Skiing (cross country)</td>
<td>Balance and glide on one ski</td>
<td>Downhill passing</td>
</tr>
<tr>
<td>Snowboarding</td>
<td>Linking turns</td>
<td>Get angle for trick amplitude</td>
</tr>
<tr>
<td>Soccer</td>
<td>Passing</td>
<td>Flighted pass</td>
</tr>
<tr>
<td>Softball</td>
<td>Hitting</td>
<td>Hit and run</td>
</tr>
<tr>
<td>Swimming</td>
<td>Freestyle</td>
<td>Control, build, maintain, sprint</td>
</tr>
<tr>
<td>Tennis</td>
<td>Forehand</td>
<td>Drop shot</td>
</tr>
<tr>
<td>Track and field</td>
<td>Sprinter’s start</td>
<td>Sprinting from the pack</td>
</tr>
<tr>
<td>Volleyball</td>
<td>High-outside set</td>
<td>Two-player serve–receive</td>
</tr>
<tr>
<td>Water polo</td>
<td>Two-hand save</td>
<td>Recognizing offenses</td>
</tr>
<tr>
<td>Water polo</td>
<td>Two-hand save</td>
<td>Recognizing offenses</td>
</tr>
<tr>
<td>Weightlifting</td>
<td>Bench press</td>
<td>Maxing out</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Single-leg attack</td>
<td>Reading a level change</td>
</tr>
</tbody>
</table>
Teaching technical skills effectively takes good planning. In this activity you’ll plan how to teach one technical skill in your sport.

**EXPLAIN** the activity instructions.

1. You’ll use the Technical Skill Teaching Plan form that follows the instructions in the workbook.

2. As indicated, work in teams of two to four coaches by sport. If you are the only coach for a particular sport, it is best for you to work individually on your sport.

3. Take notes and be prepared to present your plan to the class.

4. Quickly identify one technical skill from your sport to teach. This is step 1 on the form. If you have trouble identifying a technical skill, ask me for help immediately.

5. Spend most of your time completing steps 2 through 7 on the Technical Skill Teaching Plan form. Your responses should describe your plan. It’s OK to write only key words or short notes.

6. You’ll have 10 minutes to complete this activity. Complete as much of your plan as you can.

7. When you’re done, you should be ready to explain to the class how you would teach the technical skill you identified.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity, then **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After 10 minutes, **DEBRIEF** the activity as follows:

1. **REFER** coaches to the Technical Skill Teaching Plan Evaluation on page 70 in *Coaching Principles Workbook.*
2. **TELL** coaches to answer the questions on the form as they listen to the other coaches’ plans for teaching a technical skill.

3. **ASK** one coach to present the plan they designed by describing responses to steps 1 through 7 on the Technical Skill Teaching Plan form.

4. **ASK** other coaches if they have any questions or suggestions for the coach.

5. As appropriate, **ASK** the coach questions about the plan and **ADD** your evaluative comments.

6. **CONTINUE** debriefing other plans, covering as many coaches as possible in the time available.

7. **THANK** coaches for sharing their good insights into how to teach technical skills, and **ASK** for final questions.

8. **TELL** coaches to carefully read chapter 10, Teaching Technical Skills, in *Successful Coaching* as they prepare for the test because this chapter provides a comprehensive overview.

**INSTRUCTOR NOTE:** Your copy of the Technical Skill Teaching Plan form is on page 169. Your copy of the Technical Skill Teaching Plan Evaluation form is on the two pages after the planning form. You may want to use it for the activity debriefing. There are no sample solutions for this activity.

### DVD 12  Tactical Skills

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE** DVD 12, Tactical Skills.

- A tactic is a plan to gain an advantage in competition.

- A tactic can occur at an individual level of play, such as when a quarterback pump fakes right but passes left.

- A tactic can also occur at a team level, such as using zone rather than man-to-man defense.
Technical Skill Teaching Plan

1. Identify a technical skill from your sport to teach.
2. Determine whether you will teach the whole skill or break it into parts and teach the parts. If you decide to break it into parts, describe the parts.
3. Determine the approaches you will use to teach the skill. Describe what those approaches will look like, including the drills you will use and the games you might play.
4. Determine and list the teaching tips you will use during the mental stage of learning.
5. Identify the types of errors you expect to see during the mental stage, and explain the feedback approaches you will use for those errors.
6. Determine and list the teaching tips you will use during the practice stage of learning.
7. Identify the types of errors you expect to see during the practice stage, and explain the feedback approaches you will use for those errors.
# Teaching Skill Teaching Plan Evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching approach</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What approach was used?</td>
<td></td>
<td></td>
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<tr>
<td>Might a different approach have worked better?</td>
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<tr>
<td><strong>Mental stage</strong></td>
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<tr>
<td>Was the number of teaching tips limited to avoid overload?</td>
<td></td>
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<tr>
<td>Was a high number of errors expected?</td>
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<tr>
<td><strong>Practice stage</strong></td>
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<tr>
<td>Were more teaching tips identified than were identified for the mental stage?</td>
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<tr>
<td>Was feedback withheld when the learner would already sense his or her errors?</td>
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<tr>
<td>Was positive reinforcement included for correct skill performance?</td>
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<tr>
<td>Team 4</td>
<td>Team 5</td>
<td>Team 6</td>
<td>Team 7</td>
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</table>
• Tactics also apply to individual sports. In golf, for example, a tactic would be a player hitting an iron rather than a driver from the tee on a short par four in order to increase the likelihood of hitting the fairway. In alpine ski racing, a tactic is choosing the “best” line.

• In this DVD you’ll learn about tactics, the tactical triangle, and the importance of perception, attention, and concentration.

PLAY DVD 12, Tactical Skills.

After the DVD, ASK for questions and LEAD a brief discussion about the important points in the DVD. CONFIRM that coaches understand what a tactical skill is by asking the following questions:

• What is an important tactical skill in your sport?
• For team-sport coaches: What tactical skill is often used to change the momentum of a game?
• For individual-sport coaches: What tactical skill can change the momentum of a competition?

REMIND coaches that the Sport Skills table they reviewed earlier on page 68 in Coaching Principles Workbook contains several examples of tactical skills. TELL coaches to carefully read chapter 11, Teaching Tactical Skills, in Successful Coaching as they prepare for the test because this chapter provides a comprehensive overview.

Activity 6.2 Attention and Concentration (With DVDs 13-16)

INSTRUCTOR NOTE: Coaches should complete this activity individually.

INSTRUCTOR NOTE: Make certain that all coaches can see and hear the DVD. You’ll play four segments on the DVD, and the DVD will stop automatically at the end of each segment.

REFER coaches to Activity 6.2, Attention and Concentration (With DVDs 13-16), on page 72 in Coaching Principles Workbook.
INTRODUCE the activity.

As you saw on the DVD, you have an important role to play in improving your athletes’ attention to and concentration on the tactical cues of your particular sport. In this activity we’ll apply that knowledge to an actual competitive situation.

EXPLAIN the activity instructions.

1. Use the Attention and Concentration worksheet that follows the instructions in the workbook to complete the activity.

2. Work individually.

3. We’ll watch four DVD segments of a basketball coach working with his team during a game.

4. After each segment, you’ll answer the questions on the Attention and Concentration worksheet, and then we’ll discuss what the coach did well and not so well.

5. When we’re done, we’ll have viewed four DVD segments and discussed the questions on the Attention and Concentration worksheet.

ASK for questions about the activity instructions.

LEAD the activity as follows:

1. TELL coaches to read the two introductory paragraphs at the top of the Attention and Concentration worksheet to set the stage for the DVD.

2. PLAY DVD 13.

3. TELL coaches to take two minutes to answer the First DVD Segment questions on the worksheet.

4. After two minutes, ASK one coach to present his or her answers to the questions.

5. ASK other coaches if they agree, and, if not, why.

6. LEAD the discussion to the sample solution.

7. REPEAT steps 2 through 6 for DVD segments 14, 15, and 16.
SUMMARIZE the activity with the following points:

- What you say and do can enhance or disrupt your athletes’ attentional focus and concentration.

- The same stimulus used in an alternative way—for example, a loud, excited voice—may have different effects on the attention and concentration of athletes.

- To reinforce your athletes’ effort and progress toward meeting performance objectives, state the objective, describe the appropriate actions to meet it, and ask the athletes if they understand what to do.

- Take advantage of teachable moments in games.

THANK coaches for their participation, and ASK for final questions.

INSTRUCTOR NOTE: Your copy of the Attention and Concentration worksheet with sample solutions starts on page 175. The sample solutions are in italics.

DVD 17 Tactical Knowledge and Decision-Making Skills

INSTRUCTOR NOTE: Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

INTRODUCE DVD 17, Tactical Knowledge and Decision-Making Skills.

Athletes make better tactical decisions when they know the key elements of the game. Through good coaching, you can help athletes to develop this knowledge and make good decisions, as we’ll see in this next DVD.

PLAY DVD 17, Tactical Knowledge and Decision-Making Skills.
Attention and Concentration

Coach Pierce’s team is taking a beating from their cross-town rival. The team’s offense has been in trouble, mostly because the guards aren’t making good decisions with the ball. When the guards receive passes, they aren’t looking for cues while holding the triple-threat position. In the triple-threat position, the ball handler holds the ball and maintains a stance that allows him to shoot, dribble, or pass. This keeps the opponent guessing while the ball handler looks for cues about what to do next.

Coach Pierce knows that it’s not enough for him to simply explain moving from the triple-threat position. His players need to receive the ball and make good decisions quickly. He wants them to develop their ability to read the cues of the game.

First DVD Segment

1. How could Coach Pierce more effectively engage Cooper and retain his attention?
2. How does Coach Pierce’s approach affect the concentration and attention of the other athletes?

Coach Pierce was distracting Cooper, the guard, with advice while Cooper was playing. You should avoid distracting your athletes with comments while they’re playing. You can still talk to them while they’re on the court, but keep instructions simple, perhaps including reminders of earlier coaching points.

Most coaches distract their players far too often and for the wrong reasons.

In this case, Coach Pierce is trying to accomplish way too much in one shouted set of instructions while Cooper needs to be thinking about defense!

Second DVD Segment

1. What’s your initial reaction to Coach Pierce’s approach?
2. Would you do anything differently?
3. How do his athletes seem to respond?

Coach Pierce used a teachable moment to give advice to a player.

Instead of bombarding Cooper, the playing guard, with shouted, distracting advice, Coach Pierce used the teachable moment to teach the tactical decision point to the guard on the bench. When that guard substitutes in to the game, he will have had the opportunity to first think about the advice Coach Pierce gave him.

Coach Pierce also might have suggested using a quick entry pass before the defense could recover rather than holding the triple-threat position. This demonstrates recognition of another opportunity.

> continued
Third DVD Segment

1. How could Coach Pierce more effectively engage Cooper and retain his attention?
2. Could Coach Pierce use more positive language?
3. How does Coach Pierce’s approach affect the concentration and attention of the other athletes?

Coach Pierce was right to wait for the time-out to give advice to his guard. Coach Pierce was wrong to give such public, negative feedback to his guard.

The coach wasn’t practicing positive coaching. Younger players tend to be especially vulnerable to distraction when their self-esteem is at risk. If you really want your players to learn the skills, you’ll do more harm than good with this approach!

Fourth DVD Segment

1. How could Coach Pierce more effectively engage Cooper and retain his attention?
2. How does Coach Pierce’s approach affect the concentration and attention of the other athletes?
3. Do games provide teachable moments?

Coach Pierce was positive. He helped to put players’ focus in the right place. Coach Pierce made a few great moves as he talked to his players, as follows:

He helped them identify what to attend to (teammates, movement, guard spacing) and what to ignore (opposing forwards, crowd, score board).

He delivered his comments to his guard in a “compliment sandwich.”

He encouraged his players to focus on the situation and their performance, not on the outcome (score board).
After the DVD, **ASK** for questions and **LEAD** a brief discussion about the important points in the DVD.

**Activity 6.3 Teaching Tactical Skills**

**INSTRUCTOR NOTE:** To start this activity, **GROUP** coaches into teams of three to four by sport. Coaches could stay in the same groups from previous activities in this unit. For this activity, it’s best if coaches are split strictly by sport even if that means having only one or two coaches in a group.

**REFER** coaches to Activity 6.3, Teaching Tactical Skills, on page 75 in *Coaching Principles Workbook*.

**INTRODUCE** the activity.

Teaching a tactical skill effectively takes good planning. In this activity you’ll get a chance to plan how to teach one tactical skill in your sport.

**EXPLAIN** the activity instructions.

1. You’ll use the Tactical Skill Teaching Plan form that follows the instructions in the workbook.

2. Work in teams. As we discussed with Activity 6.1, if you are the only coach for your sport, it is best for you to work individually on this activity.

3. For teams, select a spokesperson to take notes and present the team’s plan to the class.

4. Quickly identify a tactical skill from your sport to teach. This is step 1 on the form. If you have trouble identifying a tactical skill, ask me for help immediately.

5. Spend most of your time completing steps 2 through 6 on the Tactical Skill Teaching Plan form. Your responses should describe your plan. It’s OK to write only key words or short notes.

6. You’ll have 10 minutes to complete this activity. Complete as much of your plan as you can.
7. When you're done, you should be ready to explain to the class how you would teach the tactical skill you identified.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity, then **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After 10 minutes, **DEBRIEF** the activity as follows:

1. **ASK** one team to present their plan by describing their responses to steps 1 through 6 on the Tactical Skill Teaching Plan form.

2. **ASK** other coaches if they have any questions or suggestions for the first team.

3. As appropriate, **ASK** the team questions about the plan and **ADD** your evaluative comments.

4. **CONTINUE** debriefing other plans until all teams have explained their plans.

5. **THANK** coaches for sharing their good insights into how to teach tactical skills, and **ASK** for final questions about teaching tactical or technical skills.

**INSTRUCTOR NOTE:** Your copy of the Tactical Skill Teaching Plan form IS ON PAGE 179. There are no sample solutions for this activity.

**Creating Effective Practices**

(55 minutes)

**INTRODUCE** the section, Creating Effective Practices.

- As a coach, you’ll spend a lot of time early in your career determining the technical and tactical skills you’ll teach your athletes.

- In its simplest terms, coaching is the transfer of information from coach to athlete.

- Your ability to transfer your knowledge to your athletes and to motivate them to perform the technical and tactical skills to the best of their abilities is what coaching is all about.
Tactical Skill Teaching Plan

1. Identify one tactical skill from your sport to teach your athletes. This tactical skill should be an important decision that your athletes need to make as they play the sport.

2. Identify the tactical knowledge your athletes need in order to decide when to use the tactical skill. Consider rules of the sport, the game plan, playing conditions, strengths and weaknesses of opponents, and the athletes’ own strengths and weaknesses.

3. Identify a situation in which your athletes might use this tactical skill. For this situation, identify the cues your athletes should attend to in order to read the situation. Identify the cues that they should not attend to. Describe the situation and list both types of cues.

4. Identify the tactical options, guidelines, or rules your players should follow to use the tactical skill appropriately.

5. Design one practice game that would give your athletes the opportunity to practice decision-making skills by reading the situation and selecting the appropriate tactic.

6. Identify the types of errors you expect to see, and explain the feedback approaches you’ll use for those errors.
Throughout your career, you’ll spend a lot of time determining how you’ll teach these skills in practice.

This section is about how you can create practices that challenge your athletes to be the best they can be.

It begins with a DVD and a related activity about using the games and traditional approaches to teach sport skills.

It includes a second DVD about season and practice planning.

It concludes with an activity in which you’ll evaluate a practice plan for your sport.

**DVD 18  The Games Approach**

**INSTRUCTOR NOTE:** Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

**INTRODUCE DVD 18, The Games Approach.**

- The DVD we’re about to watch presents a coach attempting to use the games approach in his practice.

- The games approach isn’t new, and most of you probably understand what it is.

- When it’s used appropriately, it requires players to think for themselves and learn the game thoroughly and allows them to enjoy practice sessions almost as much as games.

- As the DVD will describe, there are differences between the traditional approach and the games approach. Both approaches can be very effective when they’re used appropriately.
PLAY DVD 18, The Games Approach.

After the DVD, ASK for questions and LEAD a brief discussion about the important points in the DVD.

**Activity 6.4 Use What Works**

**INSTRUCTOR NOTE:** To start this activity, GROUP coaches in the same teams they were in for Activities 6.1 and 6.3 (the technical and tactical skill teaching plans). For this activity, it’s best if coaches are split strictly by sport even if that means having only one or two coaches in a group.

REFER coaches to Activity 6.4, Use What Works, on page 77 in *Coaching Principles Workbook*.

INTRODUCE the activity.

- You might think the traditional approach is better than the games approach, or you might think the games approach is better than the traditional approach.
- In reality, the best approach depends on the specific skill you’re teaching and the teaching situation you’re in.
- For example, especially in the first practices of the season, “athletes coached by the traditional approach typically develop technical skills more quickly than athletes coached with the games approach” (Martens, R. 2012. *Successful Coaching*. 4th ed. Champaign, IL: Human Kinetics).
- If it’s early in the season and you don’t have the practice time the athletes need before the next game or match or meet, using a more traditional approach might be better.
- In this activity, you’ll think through some of the decisions you’ll need to make to decide which aspects of the traditional and games approaches you’ll use as a coach.
**EXPLAIN** the activity instructions.

1. You’ll use the Use What Works form that follows the instructions in the workbook. You’ll also refer to your team’s Technical Skill Teaching Plan from Activity 6.1 and your team’s Tactical Skill Teaching Plan from Activity 6.3.

2. Work in teams.

3. Select a spokesperson to take notes and present the team’s new plan to the class.

4. Quickly identify the skill your team will address. This is step 1 on the form.

5. If you selected the technical skill, complete step 2. If you selected the tactical skill, complete step 3. It’s OK to write only key words or short notes.

6. You’ll have 10 minutes to complete this activity. Complete as much as you can.

7. When you’re done, you should be ready to explain to the class how you changed your approach to teaching the skill you identified.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity, then **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After 10 minutes, **DEBRIEF** the activity as follows:

1. **ASK** one team to describe their new teaching approach.

2. **ASK** other coaches if they have any questions or suggestions for the first team.

3. **CONTINUE** debriefing until all teams have explained their new approaches.

4. **THANK** coaches for sharing their good insights into selecting other teaching approaches, and **ASK** for final questions.

**INSTRUCTOR NOTE:** Your copy of the Use What Works form with sample solutions follows this note. The sample solutions are in italics.
Use What Works

Select **either** the technical skill from your team’s technical skill teaching plan from Activity 6.1 or the tactical skill from your team’s tactical skill teaching plan from Activity 6.3.

**If** you chose the technical skill:

- Use your teaching plan from Activity 6.1.
- Summarize steps 1 and 2 of your plan.
- Identify your teaching approach in step 3. Is it traditional, games, a combination of both, or something else?
- Select a different approach for step 3 and describe it. It should be as effective as your first approach. **IF** it isn’t as effective, or **IF** you think your first approach was better, explain why.
- Review step 7. Revise the expected errors and feedback as necessary.

**If** you chose the tactical skill:

- Use your teaching plan from Activity 6.3.
- Summarize steps 1 through 4 of your plan.
- Identify your teaching approach in step 5. Is it traditional, games, a combination of both, or something else?
- Select a different approach for step 5 and describe it. It should be as effective as your first approach. **IF** it isn’t as effective, or **IF** you think your first approach was better, explain why.
- Review step 6. Revise the expected errors and feedback as necessary.
INSTRUCTOR NOTE: As you listen to the team presentations, use the following list as possible sample solutions to provide feedback. The list is from the section Step 5: Select the Methods for Teaching in chapter 12 of Successful Coaching.

- The traditional approach is an efficient means of instruction when there is one clearly accepted best way to perform a technical skill that involves little decision making in its use.
- The traditional method of instruction is appropriate when the risk of injury is significant or the skill is too complex to be mastered as a whole.
- The traditional approach is better when you have very limited time to prepare for a competitive event and your focus is on the short-term outcome of winning.
- The games approach is more effective when it is important that athletes learn the principles underlying a technique. For example, in teaching takedowns in wrestling, guided discovery helps the wrestler learn to identify the critical principles (such as balance, center of gravity, misdirection, and leverage) that must be employed to take an opponent down. Through this approach the wrestler comes to understand takedowns as a dynamic, flexible skill rather than as a series of isolated techniques.
- The games approach of course is the most effective way to learn tactical skills, especially in complex, rapidly changing sport environments.
- The games approach is superior for helping athletes learn responsibility and leadership and for helping athletes learn how to learn so that they can function more independently.

**DVD 19 Annual, Season, and Practice Planning**

INSTRUCTOR NOTE: Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

INTRODUCE DVD 19, Annual, Season, and Practice Planning.

- Taking the time to plan pays off in big ways for your athletes … and for you!
- This DVD will remind us of the benefits of planning.
• It will also cover annual, season, and practice planning and the factors that affect the success and failure of practice plans.

• Finally, it will let you know about resources you can use as you plan for teaching.

PLAY DVD 19, Annual, Season, and Practice Planning.

After the DVD, ASK for questions and LEAD a brief discussion about the important points in the DVD.

Activity 6.5 Practice Plan Evaluation

INSTRUCTOR NOTE: For this activity, GROUP coaches into teams of three to four by sport. Coaches could stay in the same groups from previous activities in this unit. For this activity, it’s best if coaches are split strictly by sport even if that means having only one or two coaches in a group.

INSTRUCTOR NOTE: Five practice plans are included in the workbook—one each for basketball, football, volleyball, soccer, and track and field. If possible, each team should evaluate the practice plan for their sport, even if several teams evaluate the same plan. For teams who coach a sport for which no practice plan is available, ASSIGN them a practice plan that is not being evaluated by other teams or TELL them to join other teams.

REFER coaches to Activity 6.5, Practice Plan Evaluation, on page 185 in Coaching Principles Workbook.

INTRODUCE the activity.

Good planning is easier said than done. In this activity you’ll use the Practice Plan Evaluation form to evaluate an actual practice plan and determine whether or not it includes each key component. There is at least one component missing from each plan. Once you have identified the component, use the space provided to describe how you would include the component in the plan.
**EXPLAIN** the activity instructions.

1. You’ll use the Practice Plan Evaluation form and one of the practice plans provided that follows the instructions in the workbook. Evaluate a practice plan for your sport if possible.

2. Work in teams.

3. Select a spokesperson to take notes and present the team’s evaluation to the class.

4. Review the practice plan.

5. Identify whether the practice plan includes each of the 11 components listed on the Practice Plan Evaluation form.

6. For components not included, describe how you would include the component in the plan.

7. You’ll have eight minutes to complete this activity.

8. When you’re done, you should have evaluated one practice plan and described how you will include the missing component in the plan.

**ASK** for questions about the activity instructions.

**TELL** coaches to begin the activity, then **CIRCULATE** among them and **COACH** (listen, comment, and answer questions).

After eight minutes, **DEBRIEF** the activity as follows:

1. **TELL** coaches:
   
   • Begin your report by naming the practice plan you evaluated, including the workbook page number of the plan.

   • Follow along with the practice plan in the workbook as you listen to the report.
2. **ASK** one team to report its evaluation of the plan and whether or not it includes the components. Then have the team share feedback on the one component that was missing and how they would include it.

3. **ASK** other teams if they agree, and, if not, why.

4. **LEAD** the discussion to the sample solution. **ACKNOWLEDGE** different and equally valid opinions.

5. **CONTINUE** debriefing until all teams have explained their evaluations.

6. **THANK** coaches for sharing their good insights, and **ASK** for final questions about practice plans.

**INSTRUCTOR NOTE:** Your copy of the Practice Plan Evaluation form follows this note. The practice plans begin on page 189. Each practice plan is followed by its evaluation sample solution. The sample solution answers are designated with Xs and describe how the missing component could be included. Feedback from coaches and athletic administrators indicates that the most common practice plan omission is instruction on individual and team tactics. As a result, each of the five plans omits this component. Coaches should consider how to incorporate this component in the practice plans.
### Practice Plan Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Component in plan?</th>
<th>If no, how could component be included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice objectives are clearly stated.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>The format is easy to follow and contains pertinent information for each period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice time is used efficiently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A warm-up and stretching period is included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ample breaks for fluid and rest are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual skill techniques are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the techniques in gamelike conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual and team tactics are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the tactics in gamelike conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A cool-down period is included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A period for closing comments and announcements is included.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:
**Practice Plan 1: Basketball**

Date: December 12  
Level: Varsity  
Point in season: In-season  
Practice start time: 2:45 p.m.  
Length of practice: 115 minutes  
Practice objectives: (1) Reinforce technical skills: dribbling, passing, shooting; (2) develop motion offense; and (3) work on transition defense.  
Equipment: North Gym, six baskets, and basketballs

<table>
<thead>
<tr>
<th>Time</th>
<th>Name of activity</th>
<th>Description</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:45-2:50</td>
<td>Prepractice</td>
<td>Shoot 25 free throws and record number made.</td>
<td>Set percentage goal for each week.</td>
</tr>
<tr>
<td>2:50-3:00</td>
<td>Team stretch</td>
<td>Warm-up and stretching</td>
<td>Elevate heart rate. Dynamic stretching</td>
</tr>
<tr>
<td>3:00-3:02</td>
<td>Pitino Dribble drill</td>
<td>Jog, speed, cross, back</td>
<td>Keep eyes up. Push the ball ahead of you. Do not look at the ball.</td>
</tr>
<tr>
<td>3:02-3:08</td>
<td>Carolina Passing game</td>
<td>Passing game</td>
<td>Run at game speed. Pass and catch while saying the name of the passer or receiver on every pass.</td>
</tr>
<tr>
<td>3:08-3:14</td>
<td>Texas Conversion</td>
<td>Push tempo game</td>
<td>Make the easy pass. Get the ball to the basket.</td>
</tr>
<tr>
<td>3:14-3:20</td>
<td>3-on-3 Full-Court games</td>
<td>3 consecutive stops</td>
<td>Communicate on offense and defense. Offense: Pass and cut/screen; catch every pass ready to shoot (triple threat). Defense: Communicate screens; cut cutters; close out quickly with high hands; box out.</td>
</tr>
<tr>
<td>3:20-3:22</td>
<td>Free Throw drill</td>
<td>Shoot 4; 2 at a time; make 3 out of 4.</td>
<td>Elbow in front Wide thumb Ball on fingertips Find the W on the front of the rim. No stinkin’ thinkin’!</td>
</tr>
<tr>
<td>3:22-3:28</td>
<td>30-Second Shot drill</td>
<td>Shooter: Catch with inside pivot foot, show target; do not drop ball below point where you catch. Passer (rebounder): Pass to inside shoulder.</td>
<td>No talking; elbow to elbow. Right wing to right baseline; left wing to left baseline.</td>
</tr>
<tr>
<td>Time</td>
<td>Name of activity</td>
<td>Description</td>
<td>Key teaching points</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3:28-3:30</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>3:30-3:34</td>
<td>5-Man Weave</td>
<td>Pass and go behind 2 players. Middle players shoot at both.</td>
<td>Emphasize first opportunity attack; look for best attack in each rotation.</td>
</tr>
<tr>
<td>3:34-3:40</td>
<td>5-Man Weave Elimination</td>
<td>Rotate to your right 1 line. Last 2 to touch ball, back on defense.</td>
<td></td>
</tr>
<tr>
<td>3:40-3:56</td>
<td>Jarvis Secondary Break</td>
<td>4-1-5 lob pass; run down mid. 4-1 make a move and penetrate. 4-1-4 for a shot, 1 screen for 2, etc.</td>
<td>Push the ball. 1 pass early to 5. 1 keep the ball. Make a move at the wing. Get to the basket. 1 push to wing, pass to 4 for a shot, and screen for 2.</td>
</tr>
<tr>
<td>4:04-4:06</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>4:06-4:14</td>
<td>Basic 5-on-0</td>
<td>Man offense, 5-on-0, on the half court. Practice entries: Wing entry High-post entry Dribble entry</td>
<td>Add screen and roll when go to corner. Work on timing and spacing.</td>
</tr>
<tr>
<td>4:14-4:25</td>
<td>Basic 5-on-5</td>
<td>Play 5-on-5 on the half court, working on the 3 entries. Defense has to get 3 stops to get on offense, and once they do, they run the secondary break 5-on-0 the other way. With a rebound or made basket, possession changes and players run the secondary break.</td>
<td>Proper spacing. “Head hunt” on screens. Curl off of screens. Be patient when setting screens. Take proper angles when setting screens.</td>
</tr>
<tr>
<td>4:25-4:30</td>
<td>Cool-down</td>
<td>Slow jogging, dribbling, easy play</td>
<td></td>
</tr>
<tr>
<td>4:30-4:35</td>
<td>Cool-down and drink break</td>
<td>Main muscle group stretch Everyone drinks 4 to 8 oz sport drink or water.</td>
<td>Emphasize slow and complete stretch.</td>
</tr>
<tr>
<td>4:35-4:40</td>
<td>Coach’s comments</td>
<td>End-of-practice comments from the coach</td>
<td>General comments on how the whole team practiced; recognize any outstanding efforts or performances; point out what the team needs to improve; announcements.</td>
</tr>
</tbody>
</table>

The basketball plan and its outcome (evaluation) were developed in collaboration with John Woods, athletic director, Champaign Central High School, Champaign, Illinois.
### Practice Plan Evaluation: Basketball

<table>
<thead>
<tr>
<th>Component</th>
<th>Component in plan?</th>
<th>If no, how could component be included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice objectives are clearly stated.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The format is easy to follow and contains pertinent information for each period.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Practice time is used efficiently.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A warm-up and stretching period is included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ample breaks for fluid and rest are included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual skill techniques are included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the techniques in game-like conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual and team tactics are included.</td>
<td>X</td>
<td>Add activity focused on individual and team tactics (e.g., Cut and Screen game) and simulate the opponent’s defense. This period will provide the offensive side the opportunity to practice the individual and team tactics that are needed to make smart decisions. Review the situations with the players that determine when to flash-cut, pick and roll, or cross screen. Set the standard by playing 4-on-4 where offensive players use one of the three options to gain an advantage over their defenders. After the offensive team scores 3 baskets they go on defense, the defense goes off the floor, and a new offensive group comes on. Reinforce communication among offensive team to reinforce offensive decision making that can be applied in a live game—like the 5-on-5 activity scheduled for 4:14. Consider replacing the Basic 5-on-0 activity scheduled at 4:06 or add it before this activity and extend the practice by 10 min.</td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the tactics in game-like conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A cool-down period is included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A period for closing comments and announcements is included.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:
Practice Plan 2: Football

Date: August 26
Level: Varsity; offensive practice
Point in season: Preseason; one week before first game
Practice start time: 3:45 p.m.
Length of practice: 135 minutes
Practice objectives: Solidify the basics for the first game of the season: opposing team’s coverages and blitz package, pass protection, passing game, running game
Equipment: Stand-up and hand-held dummies, pull-overs, and footballs

<table>
<thead>
<tr>
<th>Time</th>
<th>Name of activity</th>
<th>Description</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:45-3:50</td>
<td>Prepractice</td>
<td>Special team walk through</td>
<td>Punt formation and assignments</td>
</tr>
<tr>
<td>3:50-4:00</td>
<td>Team stretch</td>
<td>Warm-up and stretching</td>
<td>Elevate heart rate. Dynamic stretching</td>
</tr>
<tr>
<td>4:00-4:05</td>
<td>Special teams practice: Punt team</td>
<td>Team 1. Spread punt 2. Tight punt</td>
<td>Interior line splits and footwork Personal protector responsibilities Wide out's alignment and release techniques Punter postpunt responsibilities</td>
</tr>
<tr>
<td>4:05-4:15</td>
<td>Run Blocking</td>
<td>WRs 1. Perimeter run plays 2. Inside run plays</td>
<td>Stance: Inside arm and leg back in sprinter’s stance Start: Explode off the LOS and get in the DB’s cushion. If the DB turns his hips and runs, run him off. If the DB squats, break down and attack his numbers. Keep a wide base with both your feet and hands.</td>
</tr>
<tr>
<td>4:15-4:18</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>4:18-4:35</td>
<td>11-on-11 Running game</td>
<td>Team 1. 32 Dive vs. 50 Front 2. 32 Trap vs. 40 Front 3. 28 Sweep vs. 50 Front 4. 27 Sweep vs. 40 Front</td>
<td>O-line: Check alignment–stance–start before each play. Maintain blocks to the echo of the whistle. RBs: Check alignment–stance–start before each play. Lower your pad level, read your block, and run through arm tackles. QB: Check stance and footwork on each play. Look the ball into the RB’s hands and carry out all run fakes. WRs: Check alignment–stance–start before each play. Stalk block the man over or greatest threat.</td>
</tr>
<tr>
<td>Time</td>
<td>Name of activity</td>
<td>Description</td>
<td>Key teaching points</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4:35-4:40</td>
<td>Drink break</td>
<td>Everyone drinks 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>4:40-4:50</td>
<td>Blitz Package</td>
<td>QB, HB, FB, O-line</td>
<td>O-line slide protection; center and FB read Mike.</td>
</tr>
<tr>
<td></td>
<td>Walk Through</td>
<td>1. 5-3 Mike Blitz</td>
<td>O-line slide protection; QB responsible for Will.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 5-3 Mike/Will Blitz</td>
<td>O-line slide protection; tackles and HB responsible for Sam and Safety.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 4-4 Sam/Safety Blitz</td>
<td></td>
</tr>
<tr>
<td>4:50-5:00</td>
<td>Blitz/Hot/Read</td>
<td>Team 1. 5-3 Mike Blitz</td>
<td>Slant route sight adjustment by HBs</td>
</tr>
<tr>
<td></td>
<td>Segment</td>
<td>2. 5-3 Mike/Will Blitz</td>
<td>Slant route sight adjustment by WRs and stop route by HBs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. 4-4 Sam/Safety Blitz</td>
<td>Stop route sight adjustment by FB and slant route sight adjustment by HBs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>QB recognition, audible, and adjustment</td>
</tr>
<tr>
<td>5:00-5:05</td>
<td>Drink break</td>
<td>Everyone drinks 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>5:05-5:15</td>
<td>5-Step Routes</td>
<td>QB, HBs, WRs</td>
<td>Option route #2 strong.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Michigan Right</td>
<td>6 route flat at 12 yards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 687-S-9</td>
<td>7 route under 8 route</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Dash Left 87</td>
<td></td>
</tr>
<tr>
<td>5:05-5:15</td>
<td>Pass Protection</td>
<td>O-line 1. Slide Protection</td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Gangster Protection</td>
<td>Alignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Footwork</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 687-S-9</td>
<td>FB: Check pass-pro responsibility and check release.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Dash Left 87</td>
<td>QB: Presnap read, then follow progression. Deliver the ball on time to the open receiver.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HBs: Run designated route or check release if assigned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WRs: Run the routes at the proper depth, look the ball into your hands, and then look for positive yards.</td>
</tr>
<tr>
<td>5:25-5:30</td>
<td>Drink break</td>
<td>Everyone drinks 8 oz sport drink or water.</td>
<td></td>
</tr>
</tbody>
</table>
Practice Plan Evaluation: Football

<table>
<thead>
<tr>
<th>Component</th>
<th>Component in plan?</th>
<th>If no, how could component be included?</th>
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<tbody>
<tr>
<td>Practice objectives are clearly stated.</td>
<td>YES</td>
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</tr>
<tr>
<td>Practice time is used efficiently.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>A warm-up and stretching period is included.</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

The football practice plan was written by Coach Jerry Reeder, Eastern Illinois University.
<table>
<thead>
<tr>
<th>Component</th>
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<th>If no, how could component be included?</th>
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</thead>
<tbody>
<tr>
<td>Ample breaks for fluid and rest are included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual skill techniques are included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the techniques in gamelike conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual and team tactics are included.</td>
<td>X</td>
<td>Add an activity for offensive linemen and running backs to practice the running plays that will be included in the full-team period 11-on-11 Running game scheduled to begin at 4:18. This period will provide the offensive linemen and the running backs an opportunity to practice the individual and team tactics that are needed to run the football successfully. The new activity is called Inside Run game. A scout defense consisting of just the inside 7 will simulate the opponent’s defense. The Inside Run period should be positioned before the 11-on-11 Run period.</td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the tactics in gamelike conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A cool-down period is included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A period for closing comments and announcements is included.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:
Practice Plan 3: Volleyball

Date: October 20
Level: Junior varsity
Point in season: In-season
Practice start time: 4:00 p.m.
Length of practice: 90 minutes

Practice objectives: (1) Practice core ball-control skills of passing and setting: flat forearm platforms that redirect the ball to the target (minimize swinging) and setting “hands position” at forehead early, with contact point on finger pads and thumbs closest to forehead; (2) enhance player communication: calling first ball (“me” or “mine”), where to attack (line or angle), and how many blockers are up against the hitter; (3) continue first opportunity attack emphasis, looking for one-on-one situations; and (4) develop physical recovery skills with short, intense physical bursts and timed recovery.

Equipment: Coach brings stopwatches, balls, net, and cones; players need knee pads and court shoes.

<table>
<thead>
<tr>
<th>Time</th>
<th>Name of activity</th>
<th>Description</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00-4:10</td>
<td>Warm-up</td>
<td>Shuffle Passing drill 10 to target and change direction</td>
<td>Emphasize posture and “quiet” passing platform.</td>
</tr>
<tr>
<td>4:10-4:20</td>
<td>Warm-up</td>
<td>Dynamic stretching</td>
<td>Emphasize full range of motion in stretches.</td>
</tr>
<tr>
<td>4:20-4:25</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>4:25-4:55</td>
<td>Ball control</td>
<td>Weave Passing drill in teams of 3; 15 to target (both sides)</td>
<td>Emphasize adjusting platform and movement to the ball.</td>
</tr>
<tr>
<td>4:55-5:00</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>5:00-5:03</td>
<td>Ball control</td>
<td>Line races (sprint, shuffle/back)</td>
<td>Physical training</td>
</tr>
<tr>
<td>5:03-5:18</td>
<td>6-on-6 Scrimmage</td>
<td>Attack or Tip/Roll</td>
<td>Emphasize first opportunity attack; look for best opportunity (1-on-1) to attack in each rotation. Can attack only when a 1-on-1 situation is created. If hitter has 2 or 3 blockers on her, she MUST tip or roll.</td>
</tr>
</tbody>
</table>
### Practice Plan Evaluation: Volleyball

<table>
<thead>
<tr>
<th>Component</th>
<th>Component in plan?</th>
<th>If no, how could component be included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice objectives are clearly stated.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>The format is easy to follow and contains pertinent information for each period.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Practice time is used efficiently.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>A warm-up and stretching period is included.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Ample breaks for fluid and rest are included.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual skill techniques are included.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the techniques in gamelike conditions.</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Time</th>
<th>Name of activity</th>
<th>Description</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:23-5:25</td>
<td>Cool-down and drink break</td>
<td>Main muscle group stretch Everyone drinks 4 to 8 oz sport drink or water.</td>
<td>Emphasize slow and complete stretch.</td>
</tr>
<tr>
<td>5:25-5:30</td>
<td>Coach’s comments</td>
<td>End-of-practice comments from the coach</td>
<td>General comments on how the whole team practiced; recognize any outstanding efforts or performances; point out what the team needs to improve; announcements.</td>
</tr>
<tr>
<td>Component</td>
<td>YES</td>
<td>NO</td>
<td>If no, how could component be included?</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Periods for instruction of individual and team tactics are included.</td>
<td></td>
<td>X</td>
<td>The Weave Passing drill could be done in a shorter amount of time. Redefine that as a 10-min segment. Add a 10-min activity to the practice plan focused on individual and team tactics (e.g., Maxwell Tip drill) and simulate the opponent’s defense. This activity will provide the offensive side the opportunity to practice the individual and team tactics that are needed to make smart decisions. Review with the players the situations that determine when to attack and when to tip or roll. Set the standard that in order to attack, the player must have a one-on-one situation; otherwise the player should employ the tip or roll tactic. Have defending team create one-on-one and double-blocker situations and have offensive team execute against them. Reinforce communication among offensive team to hitter’s team to indicate how many blockers she is facing. This activity will reinforce offensive decision making to attack or tip/roll that will be reinforced in a live game—like 6 vs. 6 Attack or Tip/Roll practice activity scheduled for 5:03.</td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the tactics in game-like conditions.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A cool-down period is included.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A period for closing comments and announcements is included.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:
Practice Plan 4: Soccer

Date: August 25, hot and humid
Level: Varsity (high school)
Point in season: Fall preseason
Practice start time: 3:00 p.m.
Length of practice: 130 minutes

Practice objectives: (1) Continue to improve conditioning and speed-endurance; (2) work on passing with a purpose: maintaining possession of the ball and improving players’ tactical awareness off the ball; and (3) improve individual defending (tackling).

Equipment: Ideally 1 ball per player, goals or flags, cones and disc cones, scrimmage vests (at least 2 colors)

<table>
<thead>
<tr>
<th>Time</th>
<th>Name of activity</th>
<th>Description</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00-3:05</td>
<td>Warm-up</td>
<td>Easy jogging</td>
<td></td>
</tr>
<tr>
<td>3:05-3:15</td>
<td>Warm-up</td>
<td>Dynamic stretching</td>
<td>Emphasize full range of motion.</td>
</tr>
<tr>
<td>3:15-3:20</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water</td>
<td></td>
</tr>
<tr>
<td>3:20-3:30</td>
<td>Slalom drill</td>
<td>Stagger cones far apart for 180-degree turns; have players go as fast as they can.</td>
<td>Keep ball close, emphasizing touch and moving faster through the cones.</td>
</tr>
<tr>
<td>3:30-3:40</td>
<td>Heads-Up drill</td>
<td>Players dribble randomly in the penalty area and call out number of fingers coach is holding up.</td>
<td>Keep head up to look for passes or oncoming defenders.</td>
</tr>
<tr>
<td>3:40-3:45</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water</td>
<td></td>
</tr>
<tr>
<td>3:45-4:00</td>
<td>Wind Sprints</td>
<td>Players run full-field sprints. Have players complete in 20 sec or less. Players jog back to start in 60 sec or less (a 3-to-1 ratio for their active recovery time).</td>
<td>Make sure recovery is active. Have individuals try to improve their time over the previous practice.</td>
</tr>
<tr>
<td>4:00-4:05</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Name of activity</td>
<td>Description</td>
<td>Key teaching points</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4:05-4:15</td>
<td>2 vs. 2 scrimmages: Passing</td>
<td>Set up multiple 15 × 20-yard grids. All players play at the same time in separate areas. Focus on passing, movement, and combination. 3 consecutive passes earn 1 point. Once the ball goes across the line, the opposing team gets the ball and begins at own end line. Play 2 min and then have teams switch grids to compete against other pairs. Allow 1 min of rest between scrimmages.</td>
<td>Make sure passes have a pace. Pass into space with accuracy. Work on timing the pass and the run. Freeze play when it’s obvious players aren’t providing passing options or reading each other.</td>
</tr>
<tr>
<td>4:15-4:30</td>
<td>4 vs. 4 scrimmages: Passing and tackling</td>
<td>Set up multiple 25 × 30-yard or 35 × 40-yard grids. All players play at the same time in separate areas. Incorporate passing and tackling. Tackles in which the ball is taken directly from a player earn 2 points. Linking together three passes earns 1 point. Once the ball goes across the line, the opposing team gets the ball and begins at own end line.</td>
<td>Positioning for tackling: weight and stance, looking at the ball, knees slightly bent. Decision making</td>
</tr>
<tr>
<td>4:30-4:35</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>4:35-4:55</td>
<td>8 vs. 8 game</td>
<td>Play game in real time, but still with modified scoring: Tackles in which possession is gained and combined with a pass earn 3 points. Combinations of 5 passes earn 1 point. Goals earn 2 points. Variation: To emphasize passing, combinations of 5 passes could earn 3 points and tackles in which possession is gained and combined with a pass could earn 1 point. If time, allow players to play without restrictions.</td>
<td>Offensive: Combination passing. Defensive: Positioning for tackling, decision making, and maintaining possession after the tackle</td>
</tr>
<tr>
<td>4:55-5:05</td>
<td>Cool-down and drink break</td>
<td>Easy jogging while dribbling; stretching. Everyone drinks 4 to 8 oz sport drink or water.</td>
<td>Stretch, ice, and massage any tight muscles.</td>
</tr>
<tr>
<td>5:05-5:10</td>
<td>Coach’s comments</td>
<td>End-of-practice comments from the coach.</td>
<td>General comments: review what was learned; point out positives; announcements.</td>
</tr>
</tbody>
</table>

The soccer practice plan and its sample solution evaluation were developed in collaboration with Bill Schranz, former head women’s soccer coach, Concordia University, Seward, Nebraska.
## Practice Plan Evaluation: Soccer

<table>
<thead>
<tr>
<th>Component</th>
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<th>If no, how could component be included?</th>
</tr>
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<tbody>
<tr>
<td>Practice objectives are clearly stated.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>The format is easy to follow and contains pertinent information for each period.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Practice time is used efficiently.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A warm-up and stretching period is included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ample breaks for fluid and rest are included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual skill techniques are included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the techniques in game-like conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual and team tactics are included.</td>
<td>X</td>
<td><em>Add a 10-min activity focused on individual and team tactics (e.g., 5 vs. 2 Keep Away). This activity will reinforce offensive decision making to make efficient, successful passes. This activity will provide the offensive side the opportunity to practice the individual and team tactics that are needed to make smart decisions. Review the situations with the players. Reinforce how players taking a step closer to receive a pass cause the defenders to react, creating distribution options for the player with the ball. Explain options if the defenders cut off passing lanes. Set the standard by starting with no touch restrictions and progress to 2 and 1 touch restrictions. Reinforce communication among offensive team to facilitate successful passes. This could replace the 2 vs. 2 activity scheduled for 4:05.</em></td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the tactics in game-like conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A cool-down period is included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A period for closing comments and announcements is included.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:
Practice Plan 5: Track and Field, Middle-Distance Runners

Date: March 12
Level: Varsity
Point in season: Preseason
Practice start time: 3:00 p.m.
Length of practice: 100 minutes

Practice objectives: (1) Reinforce technique skills: lifting the knees high, raising the foot directly under the butt, “pawing” the track on foot strike, avoiding overstriding, and driving the arms powerfully; (2) develop speed endurance, or the ability to run fast when tired; (3) practice concentrating on efficient running form when tired; and (4) develop the tactical skills of accelerating in the middle of a race and kicking at the end.

Equipment: Workout takes place on a 400-meter track; coach must bring stopwatches and water; runners need their racing spikes.

<table>
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<tr>
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<th>Description</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3:00-3:10</td>
<td>Warm-up</td>
<td>Easy jogging</td>
<td></td>
</tr>
<tr>
<td>3:10-3:20</td>
<td>Warm-up</td>
<td>Dynamic stretching</td>
<td>Emphasize full range of motion in dynamic stretches.</td>
</tr>
<tr>
<td>3:20-3:30</td>
<td>Warm-up</td>
<td>5 × 100-m strides at 3/4 effort with 100-m walk recovery</td>
<td>Emphasize technique skills during strides.</td>
</tr>
<tr>
<td>3:30-3:35</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
</tbody>
</table>
| 3:35-4:00| Technique drills | 4 × 30-m High Knee drill with 1-min recovery  
4 × 30-m Butt Kick drill with 1-min recovery  
4 × 30-m Fast Feet drill with 1-min recovery  
4 × 1-min Arm Pumping drill with 1-min recovery | Emphasize lifting the knees to be parallel to the track.  
Emphasize keeping the foot close to the body and under the butt.  
Emphasize “pawing” action, landing with the foot moving backward.  
Emphasize “fast hands.” |
<p>| 4:00-4:03| Drink break      | Everyone drinks 4 to 8 oz sport drink or water. |                                                                                     |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Name of activity</th>
<th>Description</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:03-4:23</td>
<td>Speed endurance interval workout</td>
<td>3 sets of $1 \times 300$ m and $1 \times 200$ m with 1-min recovery between the 300 and 200 and 5-min recovery between sets</td>
<td>For the 300s, keep the runners on 1600-m race pace.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>For the 200s, encourage a controlled, building sprint, adding a notch of speed every 50 m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cue the runners to hold their form on the 200s.</td>
</tr>
<tr>
<td>4:23-4:25</td>
<td>Drink break</td>
<td>Everyone drinks 4 to 8 oz sport drink or water.</td>
<td></td>
</tr>
<tr>
<td>4:25-4:35</td>
<td>Cool-down</td>
<td>10 min easy jogging</td>
<td>Stretch, ice, and massage any tight or sore muscles.</td>
</tr>
<tr>
<td>4:35-4:40</td>
<td>Coach’s comments</td>
<td>End-of-practice comments from the coach</td>
<td>General comments on how the whole team practiced; recognize any outstanding efforts or performances; announcements.</td>
</tr>
</tbody>
</table>

**Practice Plan Evaluation: Track and Field Middle-Distance Runners**

<table>
<thead>
<tr>
<th>Component</th>
<th>Component in plan?</th>
<th>If no, how could component be included?</th>
</tr>
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<tbody>
<tr>
<td>Practice objectives are clearly stated.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>The format is easy to follow and contains pertinent information for each period.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Practice time is used efficiently.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>A warm-up and stretching period is included.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Ample breaks for fluid and rest are included.</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual skill techniques are included.</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>
### Practice Plan 5 Evaluation: Track and Field, Middle-Distance Runners

<table>
<thead>
<tr>
<th>Component</th>
<th>Component in plan?</th>
<th>If no, how could component be included?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletes are given the opportunity to practice the techniques in game-like conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Periods for instruction of individual and team tactics are included.</td>
<td>X</td>
<td>Add a 10-min tactical period after the 4:25 drink break for middle-distance runners. Divide the runners into equal groups of 3 or 4, depending on the number of runners on the team. Select a runner to be the rabbit or front runner for each group to leave the pack, setting a fast pace early in the race. The remaining runners are to stay on a steady pace until the final lap before making their sprint to the finish line.</td>
</tr>
<tr>
<td>Athletes are given the opportunity to practice the tactics in gamelike conditions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A cool-down period is included.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A period for closing comments and announcements is included.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Additional notes:
D. Unit Summary (5 minutes)

**INTRODUCE** the unit 6 summary.

As a coach, you have the responsibility to help your athletes learn the technical and tactical skills of your sport.

**REVIEW** the key points of unit 6.

- Many of the things we learned in this unit can be applied by your student-athletes. As we review the key points in this unit, think about how your student-athletes could apply some of these concepts to their schoolwork.

- Learners pass through a continuum of three stages as they learn technical skills—the mental stage, the practice stage, and the automatic stage. Each stage of learning requires different instructional strategies.

- The four basic steps of teaching technical skills are
  1. introduce the technical skill,
  2. demonstrate and explain the technical skill,
  3. have the athletes practice the technical skill, and
  4. correct errors.

- To improve their tactical skills, athletes need the ability to read the situation, tactical knowledge, and decision-making skills.

- You can teach athletes the skills needed to read the situation by helping them to improve their attention and concentration.

- The single best way to help your athletes learn to make good, timely decisions is to have them play practice games designed for this purpose.
• In the games approach, the emphasis is on learning the sport through game-like practice activities that create realistic and enjoyable learning situations.

• The six steps of instruction planning are as follows:
  Step 1: Identify the skills your athletes need.
  Step 2: Know your athletes.
  Step 3: Analyze your situation.
  Step 4: Establish priorities.
  Step 5: Select the methods for teaching.
  Step 6: Plan practices.

• Taking the time to plan pays off in big ways for your athletes and for you. Through planning you are far more likely to
  1. keep your athletes actively involved;
  2. teach skills in the appropriate progression to maximize learning and safety;
  3. pace the learning and conditioning so that athletes are not overloaded or overtrained;
  4. make the best use of available time, space, and equipment; and
  5. minimize discipline problems.

ASK for questions about any topics covered in this unit.

Test Preparation

REFER coaches to the unit 6 test preparation assignment on page 100 in Coaching Principles Workbook.

TELL coaches to read the following chapters in Successful Coaching to prepare for the test:

• Chapter 9: The Games Approach
• Chapter 10: Teaching Technical Skills
• Chapter 11: Teaching Tactical Skills
• Chapter 12: Planning for Teaching
Coaching Successfully

**TELL** coaches to complete the units related to principles of teaching in *Coaching Principles Online Component* to prepare for the test.

**REFER** coaches to the unit 6 Coaching Successfully activities on page 100 in *Coaching Principles Workbook*.

**INSTRUCTOR NOTE:** As described in section 3 in *Coaching Principles Instructor Guide*, you should have prepared to present your Coaching Successfully tips for this unit related to the following coach-development goals: 4, Guide Athletes to Develop Self-Confidence; 5, Teach the Sport Effectively; 6, Teach Technical Skills Effectively; 7, Teach Sport Decision-Making Skills Effectively; 8, Teach Tactical Skills Effectively; and 9, Challenge Athletes in Practice and Competition. Your presentation follows this note. For specifics, see Instructor and Course Preparation: Several Weeks Before You Teach on page 15.

**INTRODUCE** and **DISCUSS** the Coaching Successfully activities for this unit.

For this unit, we addressed the following coach-development goals: 4, Guide Athletes to Develop Self-Confidence; 5, Teach the Sport Effectively; 6, Teach Technical Skills Effectively; 7, Teach Sport Decision-Making Skills Effectively; 8, Teach Tactical Skills Effectively; and 9, Challenge Athletes in Practice and Competition. My coaching tips for these goals include the following:

- Start developing a list of resources to determine the technical and tactical skills you should teach and how to teach them.

- Review the resources listed in these two sections in chapter 12: Sources for Identifying Skills (covered in Step 1: Identify the Skills Your Athletes Need) and To Learn More.

- **[DISCUSS** your additional coaching tips for athlete-development goals 4, 5, 6, 7, 8, and 9.]**
INTRODUCE the second part of the Coaching Successfully activities for this unit and EXPLAIN the activity instructions.

Now I’d like you to add your own Coaching Successfully notes, starting with step 4 in the activity.

- **Step 4:** Review the Developmental Dozen coach-development goals addressed in this unit and included in the table.

- **Step 5:** Use the space provided to briefly explain
  1. what you learned in this unit about the goals, and
  2. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving these goals.

- **Step 6:** Take a few minutes to complete your notes.

ASK for questions about the activity instructions, and TELL coaches to complete their notes.

After a few minutes, TELL coaches to revisit this page in their workbooks after the course and to add notes that will benefit their development as successful coaches.

ASK for questions about the test preparation assignment and about the Coaching Successfully activities.

INSTRUCTOR NOTE: Your copy of the Coaching Successfully activities for this unit follows this note.
Coaching Successfully

1. Start developing a list of resources to determine the technical and tactical skills you should teach and how to teach them.
2. Review the resources listed in these two sections in chapter 12: Sources for Identifying Skills (covered in Step 1: Identify the Skills Your Athletes Need) and To Learn More.
3. List other tips from the instructor here.
4. Review the coach-development goals addressed in this unit and included in the table on page 101.
5. Use the space provided to briefly explain
   a. what you learned in this unit about the goals, and
   b. what you feel you should do to improve your ability to coach successfully and help your athletes develop by achieving these goals.
6. After the course, revisit this page and add notes that help you develop your coaching knowledge and career.

<table>
<thead>
<tr>
<th>Coach-development goals</th>
<th>Athlete-development goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Guide athletes to develop self-confidence:</strong></td>
<td><strong>4. Develop self-confidence.</strong></td>
</tr>
<tr>
<td><em>Model and teach self-confident attitudes and behaviors and create situations in which athletes experience success.</em></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Teach the sport effectively:</strong></td>
<td><strong>5. Learn the sport.</strong></td>
</tr>
<tr>
<td><em>Teach the rules, systems, and defined plays of the sport.</em></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Teach technical skills effectively:</strong></td>
<td><strong>6. Perform technical skills well and safely.</strong></td>
</tr>
<tr>
<td><em>Teach correct and safe techniques.</em></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Teach sport decision-making skills effectively:</strong></td>
<td><strong>7. Learn sport decision-making skills.</strong></td>
</tr>
<tr>
<td><em>Model and teach perception, attention, and concentration skills.</em></td>
<td></td>
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<tr>
<td>8. <strong>Teach tactical skills effectively:</strong></td>
<td><strong>8. Execute tactical skills well.</strong></td>
</tr>
<tr>
<td><em>Teach athletes how to process game situations to provide competitive advantage.</em></td>
<td></td>
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<tr>
<td>9. <strong>Challenge athletes in practice and competition:</strong></td>
<td><strong>9. Strive to be better in practice and competition.</strong></td>
</tr>
<tr>
<td><em>Develop season and practice plans to create optimally challenging, safe, and effective practices and competitions.</em></td>
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Coaching Principles Wrap-Up

(15 minutes)

**PURPOSE** To help coaches review what they have learned in the class and understand the process and procedures for completing the rest of the Coaching Principles course.

**Learning Objectives**
In this unit coaches will learn about

- the importance of their roles as professional coaches, and
- the next steps for completing the Coaching Principles course.

**Materials Needed**

- Whiteboard or flipchart
- Dry-erase or flipchart markers
- Coaching Principles DVD
- DVD player and monitor
- Coaching Principles classroom test package, which includes the following:
  1. Coaching Principles classroom test
  2. ASEP Test Answer Form A to record test answers
  3. Coaching Principles test instructions
  4. Preaddressed ASEP mailing envelope for the coach to mail the completed ASEP Test Answer Form A
  5. Cardboard insert to ensure that the test form is not damaged in the mail
  6. Key code letter with the key code to access Coaching Principles Online Component
UNIT CONTENT

A. Coaching Is a Profession (5 minutes)

REFER coaches to the unit 7 learning objectives and unit overview on page 103 in Coaching Principles Workbook.

INTRODUCE unit 7.

In unit 7 we’ll do a quick wrap-up of what we’ve covered today and review what you need to do after today to complete the Coaching Principles course.

When we’ve completed this unit, you should be able to

- describe the importance of your roles as professional coaches, and
- explain your next steps for completing the Coaching Principles course.
Activity 7.1  Why Coaching?

INSTRUCTOR NOTE: Coaches should complete this activity individually.

INTRODUCE the activity.

I’d like you to spend a minute or two and revisit why you wanted to be a coach when this course started.

REFER coaches to Activity 7.1, Why Coaching?, on page 104 in Coaching Principles Workbook.

EXPLAIN the activity instructions.

1. Review your reasons for wanting to coach and the importance you placed on each reason.

2. Take a minute and consider this: Have your reasons changed from the start of this course? Has what you think is important about coaching changed?

ASK for questions about the activity instructions.

TELL coaches to begin the activity.

After one minute, ASK coaches to explain if their reasons for coaching have changed or if the importance they place on these reasons has changed.

DVD 20  Coaching Is a Profession

INSTRUCTOR NOTE: Make certain that all coaches can see and hear the DVD. The DVD will stop automatically at the end of the segment.

INTRODUCE DVD 20, Coaching Is a Profession.
Let’s watch our last DVD, Coaching Is a Profession. Our master coaches will summarize the course and tell us why coaching has been such an important profession for them.

PLAY DVD 20, Coaching Is a Profession.

After the DVD, ASK for questions and LEAD a brief discussion about the important points in the DVD.

INSTRUCTOR NOTE: Take a few minutes to tell coaches what coaching has meant to you.

B. Next Steps (5 minutes)

REFER coaches to the second-to-last page in Coaching Principles Workbook.

INSTRUCTOR NOTE: Be prepared to REMIND coaches what you told them in unit 1 regarding the following: the completion date for the test; your ID number, last name, organization code, and last date of the course, which they’ll need to enter to take the test; and your contact information.

INTRODUCE the discussion of the test preparation, testing, and Coaching Successfully phases of the course.

As we’ve discussed previously, there are two steps you must do next, and there is a third step you should do later.

To prepare to take the test, you should do the following:

1. Read all chapters in Successful Coaching, and read them carefully, because all of the test questions are based on content in the book.
2. Complete all units in *Coaching Principles Online Component*. Your key code to access the online component is on the key code letter included in the Coaching Principles classroom test package. *While you’re in the online component, please also complete the course evaluation* because your opinions are very important in helping to improve the course.

To **complete the test**, you should do the following:

1. Review pages 1 and 2 of the Coaching Principles test instructions and determine whether you’ll take the online test or the paper–pencil test.

2. Refer to the last page in the workbook for the information you’ll need to enter to start the test.

3. When you’re ready to take the test, follow the instructions in the Coaching Principles test instructions:
   
a. **If** you’re taking the online test, follow the instructions in part B;
   
b. **If** you’re taking the paper–pencil test, follow the instructions in part C.

You should plan to complete these two steps by [instructor-provided date, or one year from today’s date].

If you do not successfully pass your Coaching Principles test within one year of the last date of your course (today), you will have to take the entire course over again and pay all of the course fees again.

ASK coaches for questions about the test procedures; about your ID number, last name, organization code, and the last date of the course; and about your contact information.
CONTINUE the discussion of the Coaching Successfully phase of the course.

After you’ve completed the test, you should do the following:

- Complete the Coaching Successfully activities listed at the end of units 2 through 6 in your workbook.
- Remember that completing the Coaching Successfully activities will help you become a successful coach.

ASK coaches for questions about their Coaching Successfully activities.

Thanks and Good Luck! (5 minutes)

ASK coaches for final questions about the course.

THANK coaches for attending the course and for their commitment to coaching and WISH them good luck in their coaching careers.

INSTRUCTOR NOTE: In the next two days, please complete the ASEP Course Report form, including the course roster with coaches’ names and ID numbers. Transmit this form to ASEP. Please see specific instructions for completing the ASEP Course Report form in section 3 of this instructor guide.