



Coaching is More Than Xs and Os

EDUO 9703

3 Semester Credits/Units

Instructors Dick Bach & Ernie Shaffer

dbach@dominicancaonline.com eshaffer@dominicancaonline.com

A well thought out philosophy will help the coach communicate and motivate using effective skills to prepare the young athlete for a successful life beyond the playing field.

Resources needed:

Reading assignments will be from given website resources.

You will need to be able to view one movie from the list linked below.

Open and read the Syllabus which includes Objectives and a Grading Rubric. You may want to print it. It is available in both Word and PDF form. You may also simply scroll down the page to view all course assignments. For each Session 1, 2 and 3 and the Final Assignment read and complete assignments. You will type your responses offline in your own Word document that you will later upload for grading.

When you have completed your assignments, post all coursework at one time in the Completed Coursework DropBox at the top of the course.

Objectives:

1. Motivate the athlete to develop personal goals that will have carryover value from today's competition into developing a mentally and physically healthy adult life style.
2. Instill into the athletic the importance of positive communication (both verbal and nonverbal) in team competition as well as in all aspects of life.
3. Direct the athletic coach in the development of a philosophy of coaching that will help his/her athletes compete for a successful life.

Standards:

- Promoting self-directed, reflective learning for all students
- Drawing on and valuing students' backgrounds, interests and developmental learning needs
- Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful

- Promoting social development and group responsibility • Establishing and articulating goals for student learning

Grading Rubric:

Exemplary A+-A-	Acceptable B+- B-	Unacceptable
All assignments are complete and accurate.	All assignments are complete and accurate.	Assignments are incomplete and/or contain inaccurate or inappropriate responses.
All assignments are reflective, thoughtful, clearly identifiable and relevant.	All assignments are complete, identifiable and relevant.	Assignments are not thoughtful or irrelevant.
Overall appearance is very well organized and free of spelling and grammatical errors	Overall appearance is generally organized with limited spelling and grammatical errors.	Overall appearance shows little organization and has spelling and grammatical errors.

READING ASSIGNMENTS:

There will be a number of given website readings to study and analyze.

WRITTEN ASSIGNMENTS:

- Session One-Motivation
- Session Two-Communication
- Session Three - Philosophy
- Class Culminating Assignment

Session One-Motivation:

Intrinsic & Extrinsic

Read the following resource:

<http://psychology.about.com/od/motivation/f/difference-between-extrinsic-and-intrinsic-motivation.htm>

1. Write your own definition of the meaning of extrinsic and intrinsic motivation without involving athletics.
2. In your own words write a contrast & comparison of these two types of motivation. Again, do not involve athletes.

3. Write about a non-athletic moment when you were greatly motivated intrinsically and /or extrinsically. What was the outcome?
4. Write about a time when you, having nothing to do with athletics, intrinsically and/or extrinsically motivated an individual or a group of people. What was the outcome?
5. How did goal setting and positive reinforcement help to accomplish 4?

Read and study this resource: <http://www.humankinetics.com/excerpts/excerpts/balance-intrinsic-andextrinsic-motivation-for-success>

6. Describe an athlete with whom you have been personally involved as either a coach, teammate or an observer whose success was due at least in part to she/he perfecting a balance of intrinsic and extrinsic motivation.
7. Explain the term “flow experience” as used in the resource?

The resource gives four tips relating to flow. How will you use the four in your program?

8. The resource gives four tips relating to flow. How will you use the four in your program? ***Immersion effect, chart, self-talk, seeing is believing***

Motivational Techniques

Resource – this is written for basketball but it pertains to any athletic endeavor -

<http://www.breakthroughbasketball.com/mental/motivate-players.html>

9. a-e From this resource list five techniques that are extremely valuable and that you need to work on. State why and how you are going to improve in these areas.
10. Select one technique from the 36 in this resource as the most important one of all – if you could only use one – it would be your poster motivating technique- state why.

Have fun with this resource!

<http://www.leadershipsports.com/programs/youth-development>

11. [How can you use these quotes to motivate your athletics?](#)

Goal Setting_– two resources to study <http://iyca.org/goal-setting-for-your-young-athletes/> <http://coachsci.sdsu.edu/csa/vol22/fisdel.htm>

12. How well do you motivate your athletes through goal setting?

Positive Reinforcement Resource

<http://www.warriormindcoach.com/blog/2011/07/28/positivereinforcement-for-athletic-performance/>

13. You have worked hard in this class and your efforts will show as you motivate your athletics through positive reinforcement. Tell how you are going to do that.

Summing up motivation

14. A parent has approached you about their child who loves participating in the sport you are coaching but the parent does not see the long term payoff. If the time given to the sport could be directed to another life preparation, wouldn't their child prosper later in life? You believe strongly that participating in athletics helps one develop motivational skills that will help in every aspect of life. What can you say to the parent to bring her/him around to your way of thinking?

This statement should connect all aspects of the session on Motivation.

Session Two - Communication

Read and study this resource

[Communication Skills http://www.brianmac.co.uk/commun.htm](http://www.brianmac.co.uk/commun.htm)

Describe four (non-athletic) incidents in your life when communications were not effective because:

1. the messenger did not get your attention
2. you did not understand the message
3. you did not accept the message
4. the nonverbal message differed from the verbal one
5. To motivate your athletes you must avoid communication blocks. How are you going to do this throughout your program?

A resource on communication styles

<http://www.clairenewton.co.za/my-articles/the-five-communication-styles>

6. Which style most fits your personality-why?
7. What communication blocks will you have to be aware of because of your chosen style?
8. How are you going to turn this awareness into a positive motivational experience for your athletes?

Resource-Negative vs. Positive Style of Communication

<http://oureverydaylife.com/positive-negative-communication-skills-8758093.html>

9. Describe an incident when you personally were motivated by a negative communication style of coaching
10. What was the outcome?
11. What do you think the outcome would have been if you had been motivated by a positive communication style?
12. List the most destructive negative statements you have heard coming from a coach to a player or team
13. Match the statements in #12 with corresponding positive statements
14. What can you do to prepare yourself so that you use the statements in #13 and not the ones in #12?

Read and Study this Resource on active listening

<http://www.mindtools.com/CommSkill/ActiveListening.htm>

15. Show by giving examples that you understand that "active" listening is listening for the athlete's feelings (not necessarily the words they say) and giving feedback that indicates you understand his/her concerns.

17. Give at least one example in your life when someone important to you did not “actively” listen to you. What was the outcome?
18. How are you going to prepare yourself to be a good communicator with effective listening skills?

Bringing it Together Sessions One and Two

View one of the movie videos listed below. Each of these movies has a part where a coach plays a major role.

1. List and comment upon the communication techniques that the coach used to motivate the athlete(s) and especially the ones presented in Sessions One & Two of this course
2. Name a movie, play, or TV show that you have seen or a book that you have read, not about athletes, which uses the same or similar communication techniques in order to motivate an individual or a group of people. Explain the comparison.

Forever Strong (Rugby)

Rick Penning, the 17-year-old star player on his coach/father's rugby team, lands inside the Wasatch County Juvenile Detention Center following his second drunk driving conviction (and where his father leaves him to rot). Mistrust and dislike of the situation makes Rick anything but a model prisoner, but counselors at the center nonetheless hook him up with the Highland Rugby Team, a team renowned for its long string of successive state championships. Its coach, Larry Gelwix, has a surprisingly unexpected philosophy: train boys to be champions in life first, then on the field. Rick doesn't buy into this, which could earn him some time in State Prison if he doesn't turn his life and attitude around by the time he turns 18.

Moneyball (Baseball)

Oakland A's GM Billy Beane is handicapped with the lowest salary constraint in baseball. If he ever wants to win the World Series, Billy must find a competitive advantage. Billy is about to turn baseball on its ear when he uses statistical data to analyze and place value on the players he picks for the team.

Prefontaine or Without Limits (Track)

The film follows the life of famous 1970s runner Steve Prefontaine from his youth days in Oregon to the University of Oregon where he worked with the legendary coach Bill Bowerman, later to Olympics in Munich and his early death at 24 in a car crash.

Blind Side (Football)

Based on the true story of Leigh Anne and Sean Tuohy who take in a homeless teenage African-American, Michael "Big Mike" Oher. Michael has no idea who his father is and his mother is a drug addict. Michael has had little formal education and few skills to help him learn. Leigh Anne soon takes charge however, as is her nature, ensuring that the young man has every opportunity to succeed. When he expresses an interest in football, she goes all out to help him, including giving the coach a few ideas on how best to use Michael's skills. They not only provide him with a loving home, but hire a tutor to help him improve his grades to the point where he would qualify for an NCAA Division I athletic scholarship. Michael Oher was the first-round pick of the Baltimore Ravens in the 2009 NFL draft.

Miracle (Ice Hockey)

The inspiring story of the team that transcended its sport and united a nation with a new feeling of hope. Based on the true story of one of the greatest moments in sports history, the tale captures a time and place where differences could be settled by games and a cold war could be put on ice. In 1980, the United States Ice Hockey team's coach, Herb Brooks, took a ragtag squad of college kids up against the legendary juggernaut from the Soviet Union at the Olympic Games. Despite the long odds, Team USA carried the pride of a nation yearning from a distraction from world events. With the world watching the team rose to the occasion, prompting broadcaster Al Michaels' now famous question, to the millions viewing at home: Do you believe in miracles? Yes!

Inning by Inning : A Portrait of a Coach (baseball)

An intimate look inside the world of University of Texas baseball coach Augie Garrido, the winningest coach in NCAA Division I history in any sport. He is the winner of five National Championships (3 at Cal State Fullerton and 2 at UT) and the only coach to win National Championships in four different decades and at two different schools. The film examines this remarkable coach's career and unique approach to teaching the game with unprecedented access to his team meetings, practices, and conversations with players during games.

HOOSIERS (Basketball)

Based on the true story of a small-town Indiana team that made the state finals in 1954, this movie chronicles the attempts of a coach with a spotty past, and the town's basketball-loving drunk to lead their high school team to victory.

REPLACEMENTS (Football)

A comedy based on the 1987 professional football players' strike. Gene Hackman plays the coach of the team, Jack Warden is the owner, Brett Cullen is the All-Pro quarterback that goes on strike and Keanu Reeves is the "scab" who replaces the star QB.

Remember the TITANS (Football)

Suburban Virginia schools have been segregated for generations, in sight of the Washington Monument over the river in the nation's capital. One Black and one White high school are closed and the students sent to T.C. Williams High School under federal mandate to integrate. The year is seen through the eyes of the football team where the man hired to coach the Black school is made head coach over the highly successful white coach. Based on the actual events of 1971, the team becomes the unifying symbol for the community as the boys and the adults learn to depend on and trust each other.

Session Three - Philosophy

1. Read the resource below and then state your philosophy in eight words or less

<http://coachdawnwrites.com/can-you-sum-up-your-coaching%20%E2%80%93-philosophy-in-8-words-or-less/>

Let's go beyond eight words. First read this resource

http://www.uscanow.com/user_baseball/motivational-coaching/articles225.htm

Using the structure in the above resource, write out a very brief statement for each section

2.a. Introduction

b. Outline of Coaching Philosophy

c. Application of Theoretical Models

d. Stages of the Coaching Process

e. Conclusion

3. Using the three resources below and what you have written in the above assignments as a guide, develop a complete written philosophy that reflects what you truly believe would be the best direction for you to take in helping your athletes be successful in X's & O's and beyond.

[Coaching Philosophy Examples of coaches](#)

[Coaching philosophy examples - how to develop yours](#)

[Coaching Quotes, Inspiring Quotations](#)

Read and study this resource <http://www.coachwooden.com>

4. You have been recognized as another John Wooden and a web site like the one above will be published online. What will it say about your philosophy?

Class Culminating Assignment

You are applying for a director of athletics job at a very high profile school in the community. The school is located in an affluent neighborhood where the parents are expecting that their children will become local, state and national leaders someday. Write a letter to the principal of that school and tell him/her how you can help the school because of your coaching philosophy and your ability to motivate and communicate beyond X's & O's and that the student athletes will also be introduced to similar skills that will help them succeed in the game of life.

Instructions for coursework submission:

When you have completed your assignments, post all coursework at one time in the Completed Coursework DropBox.

Dick Bach: dbach@dominicancaonline.com / (916) 962-3329

Ernie Shaffer: eshaffer@dominicancaonline.com / (916) 387-1311

For questions involving your registration, contact us at info@dominicanCAonline.com or see <http://dominicancaonline.com/faq.htm> for more information.

This course is one of five Athletic Coaching courses developed by George Pickett for Dominican University of California.

- **Coaching is More Than Xs and Os - EDUO 9703**
- **Athletics - A Positive Path Through the Journey of Life - EDUO 9704**
- **Let's Look At This Another Way - EDUO 9705**
- **Creating a Healthy Lifestyle - EDUO 9706**
- **Look Before you Leap - EDUO 9707**