



## **COACHING STUDENT ATHLETES SERIES**

### **Developing Successful Life Skills through Athletics**

**EDUO 9722 One Semester Unit**

**Instructors Dick Bach & Ernie Shaffer**

#### **Course description**

All coaches want their student/athletes to see themselves as winners throughout their lives regardless of their sports performances. This class will help the teacher/coach focus on that goal.

**Required Text:** Successful Coaching-4th Edition by Rainer Martens, Human Kinetics; 4 edition (February 17, 2012)

#### **Course Objectives**

By the end of this course, the participants will have had the opportunity to examine a style of coaching that:

- Places an athlete's well-being above winning events or games.
- Emphasizes the development of the student athlete into a mentally and physically healthy adult.
- Assists individual athletes in setting personal goals for their sports as well as rewarding life goals.
- Develops a rewards system for the athlete that is both extrinsic and intrinsic.
- Creates a participation flow, for both starters and substitutes that enhances the athlete's enthusiasm for the sport.
- Promotes the change from thinking as a "loser" to thinking as a "winner".

## Grading Rubric

<b>Exemplary: A+ to A-</b>	<b>Acceptable: B+ to B-</b>	<b>Unacceptable: Must be resubmitted</b>
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 complete and/or relevant.
Overall appearance is very well organized and free of spelling and/or grammatical errors.	Overall appearance is generally organized with limited spelling and/or grammatical errors.	Overall appearance shows little organization and has spelling and/or grammatical errors. Difficult to read.

### Assignments

1. Read pages 115-116 and respond to the following:

1a. What is meant by extrinsic and intrinsic rewards?

1b. List the extrinsic and intrinsic rewards that your program will use and show how those you have listed will be carried out.

2. Read pages 108-110

2a. Explain the term “flow experience” as used in the textbook?

2b. How can you use this concept in motivating young athletes?

3. According to Rainer Martens, we are able to differentiate how winners and losers think. After reading pages 111-112, respond to the following:

3a. How do “winners” think? (List the elements)

3b. How do “losers” think? (List the elements)

3c. Write a profile of an athlete you have known whose thought pattern was or is that of a “loser” (don’t use real name). Describe how your athletic program could transform this person into thinking as a “winner”.

4. Read pages 28-41 According to Rainer Martens, the “cooperative” rather than the “command” style of coaching is the prerequisite for putting the wellbeing of athletes first and winning second.

4a. If “winning” is not success, what is? Define success in coaching.

4b. How are you going to put “success in coaching” into practice?

5. Read pages 114-122

5a. Individual and team goal setting is a must for any successful team. How would you go about helping your players set individual goals?

5b. How will you assist your young athletes to move toward successful lifetime goals?

6. Read pages 106-124

6a. List every negative saying or sarcastic remark you can think of that might be detrimental in motivating and/or coaching student-athletes.

6b. What is the coach’s desired outcome of each of the negative and sarcastic remarks listed above?

6c. Now turn each comment listed in B6a into a positive and encouraging remark that would accomplish the same or a better outcome.

6d. How are you going to develop a positive and encouraging program for your staff and your student-athletes?

7. Examine the 17 Key Points listed below.

List the numbers of those that support the athlete’s well-being rather than placing winning above all.

### **Key Points to Remember (for Assignment 7)**

1. Athletes are motivated to play sports to fulfill their need for fun and to feel worthy.
2. People need optimal amounts of arousal.
3. When one is optimally aroused, the “flow experience” is more likely to occur.
4. You can help athletes experience optimal arousal and thus flow by matching the difficulty of the skill to the ability of the athlete, keeping practices varied and all players active, and avoiding continually instructing and evaluating your athletes.
5. Sports are potentially threatening to young athletes because athletes equate their achievement with their self-worth.
6. Success-oriented athletes see winning as a consequence of their ability, blaming failure on insufficient effort.
7. Failure-oriented athletes attribute losing to a lack of ability and infrequent wins to luck, thus blaming themselves for losing yet not taking credit for winning.
8. Failure-oriented athletes attempt to protect their self-worth by putting forth only token effort so others will not discover their feared lack of ability. Coaches often mistake this lack of effort as lack of motivation, but in actuality, failure-oriented athletes are highly motivated to avoid the threat to their self-worth.
9. Coaches develop expectancies of athletes that, when conveyed, may become self-fulfilling prophecies.
10. Failure-oriented athletes are most vulnerable to coaches’ negative expectancies.
11. Athletes learn to fear failure because mistakes and errors that are a natural part of the learning process are misinterpreted as failures; Competitive pressures result in youngsters’ setting unrealistically high goals that ensure failure; and athletes begin playing for extrinsic rewards rather than to attain personal goals.
12. The most important way you can enhance your athletes’ motivation is to teach them that success means achieving their personal performance goals rather than the goals of others.

13. You can play a vital role in helping athletes to set realistic goals, those that motivate athletes to achieve their finest but to recognize their limitations as well.
14. Athletes perform best when they are optimally aroused or motivated. Too little or too much arousal impairs performance.
15. Optimal arousal differs from skill to skill and from athlete to athlete.
16. Athletes become anxious when they are uncertain about whether they can meet the demands placed on them when meeting these demands is important to them. The greater the uncertainty, and the more important the outcome, the greater the anxiety.
17. You can help alleviate athletes' anxiety by decreasing uncertainty and helping reduce the importance of the outcome.

**8.** Create a letter that you would like to receive in 20 years from an imaginary adult who is a student-athlete in your program now. The letter praises you for helping him/her to become a whole healthy person. It illustrates that your program indeed emphasizes the athlete's well-being over winning.

*We believe that future feedback such as this will be far more meaningful to you in your retirement than the winning of championships! We suggest that you put a great deal of thought, effort and sweat into this letter. Once it is written, keep it as a beacon to guide you in making daily decisions in your program that will encourage many such letters during your lifetime.*

Your instructors,

Ernie & Dick

### **Instructions for coursework submission:**

When you have completed your assignments, post all coursework at one time in the Completed Coursework DropBox at the top of the course page. You are allowed 9 months to complete the course. If you have questions about the course, you can reach your graders by email or phone.

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- For questions involving your registration, contact Steve Horning ([shorning@dominicancaonline.com](mailto:shorning@dominicancaonline.com)) or Karianne Pulli ([kpulli@dominicancaonline.com](mailto:kpulli@dominicancaonline.com)) or see <http://dominicancaonline.com/faq.htm> for more information.

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EDUO 9707	Look Before you Leap
EDUO 9705	Let's Look at this Another Way

### REFLECTIVE READING EDUO 9000 – BOOKS THAT MAY INTEREST COACHES

Baseball's Great Experiment (Jackie Robinson	Jules Rygiel
Best Year Ever	Bill Cecil
Eleven Rings: the Soul of Success	Phil Jackson
The Essential Wooden	Steve Jamison
Inside Out Coaching	Joe Ehrmann
How Sports Can Transform Lives	Gregory Jordan
Open	Andre Agassi