

Principles of Coaching-PE 497

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Class location: Web Class

Required textbook: Martens, Rainer. 2012. *Successful coaching*. 4th ed. Champaign, IL: Human Kinetics.

Supplemental readings: See References and To Learn More sections at the end of chapters in the textbook.

Course Description

This course is a comprehensive introduction to the coaching profession. Emphasis is placed on sport at the high school and serious club levels. Consideration is also given to coaching at other levels, such as youth, recreational, and intercollegiate sport programs. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. The instructional format and schedule for the course closely follow the organization of the textbook for the course, *Successful Coaching, Fourth Edition* by Rainer Martens. The course and textbook combine sport science theory and research with the practical knowledge and methods of expert coaches in the five essential categories of coaching education and professional practice. Principles and practical applications are presented and thoroughly explained for each of these five important dimensions of coaching.

Course Objectives

At the conclusion of this course, students are expected to be able to do the following:

1. Understand the value of and be able to develop a coaching philosophy
2. Understand the three major objectives of coaching and factors that are involved in selecting a coaching style
3. Be familiar with principles for coaching with character, for developing good character and sportsmanship in athletes, and for coaching athletes who have diverse backgrounds, characteristics, and abilities

4. Understand psychological principles and applications for effectively communicating with and listening to athletes, for optimally motivating athletes, and for managing behavior problems in a positive and effective manner
5. Recognize and be able to apply information and methods in using the games approach for teaching technical and tactical skills
6. Be qualified to develop instructional plans for team practices and plans for an entire sport season
7. Be knowledgeable about physiological principles and applications for physical training in sport, including training for energy fitness and training for muscular fitness, and have the ability to develop physical training programs for athletes
8. Understand the principles of good nutrition for health and performance and how to address the problem of drug abuse by athletes
9. Understand the principles and issues related to planning, organizing, staffing, and directing functions that are commonly considered a coach's responsibilities
10. Have the ability to apply methods for effective team management, for managing interpersonal relationships in coaching, and for protecting athletes from risk and coaches from liability problems

Course Topics

Part I: Principles of Coaching

Part I will help you develop a coaching philosophy, achieve the three major objectives of coaching, and select your coaching style. Principles and guidelines are presented for coaching with character, developing good character and sportsmanship in athletes, and coaching athletes who are diverse in maturation, cultural heritage, gender, sexual orientation, and abilities.

Textbook chapters included in part I are as follows:

- 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

Part II: Principles of Behavior

Part II will help you become a skillful communicator, motivator, and behavior manager.

Psychological principles and recommendations are offered for effectively communicating with and listening to your athletes, for optimally motivating your athletes, and for managing behavior problems in a positive manner. Textbook chapters included in part II are as follows:

- Chapter 6 Communicating With Your Athletes
- Chapter 7 Motivating Your Athletes
- Chapter 8 Managing Your Athletes' Behavior

Part III: Principles of Teaching

Part III recognizes that good coaching is good teaching. Information and methods are presented for putting your sound philosophy and good communication, motivation, and behavior management skills to work. The games approach is introduced for teaching technical and tactical

skills. You will learn how to develop an instructional plan for your team's practices and for the entire season. Textbook chapters included in part III are as follows:

- Chapter 9 The Games Approach
- Chapter 10 Teaching Technical Skills
- Chapter 11 Teaching Tactical Skills
- Chapter 12 Planning for Teaching

Part IV: Principles of Physical Training

Part IV includes information on physiological principles and applications for training basics, training for energy fitness, and training for muscular fitness. You will learn to develop training programs for your athletes, principles of good nutrition for health and performance, and how to address the difficult problem of drug abuse by athletes. Textbook chapters included in part IV are as follows:

- 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

Part V: Principles of Management

Part V addresses issues related to planning, organizing, staffing, and directing all the functions you have responsibility for as a coach. Principles are explained and advice is provided for seven categories of team management, for managing interpersonal relationships in coaching, and for protecting your athletes from risk and yourself from liability problems. Textbook chapters included in part V are as follows:

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

Student Evaluation

Your grade for this course will be determined by your performance in the following:

Exams

Five exams, 30 to 50 points each, 200 total points. These exams will include true-false, multiple choice, fill-in-the blank, and short answer and essay questions. Brief reviews for each exam will be conducted during the class period immediately before the exam session.

Topics

8 topics assignments, 25 points each, 200 total points. Topics assignments will be given throughout the course. These assignments may include essays and reports that involve interpreting and applying what you have read in the textbook. They may also involve interviewing coaches and athletes or observing practices and sport contests to draw connections between coaching principles and real-life coaching situations. Some of these topics assignments will include oral presentations to classmates.

Group Activities

40 total points for activities component of your evaluation will consist of your performance in focused in-class discussions and small-group exercises. These activities are intended to provide you with opportunities to gain a more in-depth understanding of course topics and textbook readings. In these in-class activities, you may be asked to reflect on your own sport experiences, to express your opinions on coaching issues, and to collectively provide suggestions for coaching techniques and solving problems. You will be required to attend all class sessions, to be attentive and fully engaged in class activities, and to contribute to class sessions involving guest speakers. If you have an emergency that causes you to miss a class, inform the instructor before the missed class, if possible.

Grading Scale

There are 400 total points for the course.

Course Grade	Points	Percentage
A	370-400	92.5-100%
A-	360-369	90-92.25%
B+	350-359	87.5-89.75%
B	330-349	82.5-87.25%
B-	320-329	80-82.25%
C+	310-319	77.5-79.75%
C	290-309	72.5-77.25%
C-	280-289	70-72.25%
D+	270-279	67.5-69.75%
D	250-269	62.5-67.25%
D-	240-249	60-62.25%
F	<240	<60%

Attendance and Withdrawals:

Students cannot be automatically dropped from the class unless you do not attend. Registration in a course obligates you to be regular and punctual in class attendance. Nonattendance does not release students from the responsibility of officially dropping any course for which they have enrolled and choose not to complete. In other words, if you haven't done the paperwork and the instructor has not dropped you for nonattendance, you are still enrolled in the class. If you are withdrawn from the course because of non-payment it is your responsibility to re-enroll. Once you are given the documentation that you have been re-enrolled, you **MUST** bring this documentation to the instructor. Otherwise, you will not be allowed to attend class which could result in failing the course. You are expected to attend class regularly, having completed the assigned reading before class.

Incompletes:

University policy dictates that a student may be given an incomplete **ONLY** if he or she has passed the first half of the course, and is precluded from successful completion of the course by a documented illness or family crisis. Keep in mind, the instructor decides what constitutes "*precluded from successful completion*". If something arises in your life that interferes with your ability to do your best in this class, talk to the instructor about it ASAP. Many students wait until the end of the semester (or after finals week) to tell the instructor about these kind of difficulties

and there is little or nothing that can be done at that point. The sooner you talk to the instructor, the more options are available to help you.

E-mail Correspondence and Course Website:

The university uses students' Topper Mail accounts (WKU email address) exclusively for all university communication. The instructor will adhere to this policy and send messages to students' Topper Mail addresses only. Students are responsible for all announcements sent by the instructor and any assignments posted on the course website. When students email the instructor, be sure to include the course title and the section number in the subject line of the email (for example everyone in this class should include PE 497-sec.1 in the subject of their email). All emails sent during the week (Monday-Friday) will be answered within 12 hours of when they are received. Emails sent after 5pm on Fridays and throughout the weekend may not be answered until the following Monday morning by 9:30am.

Using Blackboard:

All quizzes assignments, exams, as well as additional course materials will be presented and submitted through the course website on "Blackboard." Therefore it is imperative that every student be able to access the course website on blackboard so as to access materials, turn in assignments, and take exams and quizzes.

To access Blackboard:

- 1) Go to www.wku.edu
- 2) In the upper right hand corner, you will see links to various sites, one of which is titled Quick Links. When you move your cursor over the Quick Links one of the links available is Blackboard.
- Click the word "Blackboard."
- 3) You will be required to login using your WKU Net ID username and password.
- 4) After logging in, on the right-hand side of the screen, you will see the course name underlined, *Introduction to Sport Management*. Click on the course name.
- 5) Now you will see a screen that will have any current announcements in the center. To the left will be a black list of menu items, such as "Course Documents," "Assignments," etc. Click on these, depending on what you want to do.

Getting Course Materials:

To access chapter notes and other documents that the instructor might post for the class, click "Course Materials". Course notes will be organized in Chapters by folders. Go to Course Materials, then click on the folder corresponding to the chapter you need. Generally, Course Materials will have notes that help explain more difficult material, or perhaps supplementary material not covered by your book. The instructor will not post notes that cover the entire chapter, since I expect you to read your text book. All of the files in Course Materials, with the exception of PowerPoint lectures (.ppt files) will be in Adobe Reader format (.pdf) or Rich Text File (.rtf) format, so they should download easily onto any computer.

To access your syllabus, click "Syllabus".

Checking Your Grade:

You can check your grade anytime in Blackboard by clicking on the “My Grades” button.

Getting HELP!!

If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While the instructor is usually your best resource for helping you with Blackboard, I am far from an IT expert and not your best resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class. There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. Ironically, some newer browsers do not work well with Blackboard—so check.

Loss of Internet Access or Computer Problems:

If you lose internet access and/or experience computer problems, WKU main campus has multiple computer labs available for your use. Therefore, losing internet access and/or having computer problems is NOT a valid excuse for not completing assignments by the designated time. If you do encounter a problem with blackboard, loss of internet connection, or computer problems, use an alternate computer (such as one in a computer lab) and email the instructor immediately. Encountering such a problem does not excuse you from completing the quiz or assignment, notifying the instructor immediately upon encountering a problem ensures that arrangements can be made. Failure to notify the instructor or delaying notification to the instructor if a problem is encountered puts you at risk of not being allowed to complete the assignment.

Academic Integrity:

Acknowledging that the vast majority of WKU students do not engage in dishonest behavior, the university's policy regarding academic dishonesty and plagiarism will be upheld in this class. In brief, to represent ideas or interpretations taken from another source as one's own is plagiarism. Students must give the author(s) credit for any source material used. If you quote or paraphrase from your textbook (or other sources) on any assignments, you must cite your source(s) appropriately. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is a serious offense. The academic work of a student must be their own. Any work borrowed from any source must be cited in APA format. Failure to appropriately cite the source(s) of any passage in a paper or assignment will be considered plagiarism. Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. **Student work may be checked using plagiarism detection software.** If you are unsure how to appropriately cite a source, consult one of the instructors. If

you are unsure whether you should include a citation for a particular statement(s) in an assignment, include the citation. For our purposes, it is better to have too many citations than to plagiarize other people's work. Please refer to the WKU Handbook and/or website for additional guidelines.

Disability Accommodations:

Students with disabilities who require accommodations (academic adjustments and /or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445, and Potter Hall. The Office for Student Disability Services telephone number is (270) 745-5004. Please do not request accommodations directly from the instructor without a letter from the Office for Student Disability Services.

THE INSTRUCTOR RESERVES THE RIGHT TO ALTER AND/OR MODIFY THE SYLLABUS AND ASSIGNMENTS AS NECESSARY.