



## I. Principles of Coaching

### a. Developing Your Coaching Philosophy

- i. Who Am I?
- ii. The Three Selves: The *ideal self*, the *public self*, the *real self*.
- iii. Self-Esteem
- iv. Self-Disclosure

A well-developed philosophy of life and coaching will be among your best friends as you pursue your career in coaching. You develop your philosophy by learning about yourself and thinking through important issues. This will help you establish principles for guiding your actions. Appropriate disclosure of yourself to your athletes helps you to know yourself better, to develop your philosophy further, and to establish a trusting relationship with your athletes. Sharing your philosophy with your athletes by word and deed will help them develop their own philosophies (Martens, 2004).

### b. Determining Your coaching Objectives

- i. Three Major Objectives of Sports: To have a winning team, to help young people have fun and to help young people develop.
- ii. Society's Objectives: Recreational vs. Competitive Sport Programs  
Recreational sport: Fun, Learning, and Participation by all  
Competitive sport: Winning, Performance, and participation by the best
- iii. A "winning" philosophy: Athletes First, Winning Second
- iv. Striving to Win: Having Athletes First, Winning Second as your objective does not mean that winning is unimportant. The immediate short-term objective of any contest is to win. Striving to win within the rules of the game should be the objective of every athlete and coach.
- v. Commitment: Today we hear much about our alienated youth, their lack of commitment to our established institutions, and their lack of desire to achieve excellence.

Successful coaches know the differences between their objectives for the contest, their objectives for their athletes' participation, and their personal objectives. Successful coaches strive to win every contest. Although they may know that a victory is unlikely, they also know that winning is the purpose of the game and that it should be accomplished within the rules of the sport and without abusing athletes.

- c. Selecting Your Coaching Style
  - i. Three Coaching Styles
    - 1. Command Style (The Dictator)
    - 2. Submissive Style (The Baby-Sitter)
    - 3. Cooperative Style (The Teacher)
  - ii. Leadership in Coaching: knowing how to chart a course, to give others direction by having a vision of what can be.
  - iii. What Leaders Do:
    - 1. Provide direction
    - 2. Leaders build a psychological and social environment that is conducive to achieving the team's goals
    - 3. Leaders instill values, in part by sharing their philosophy of life.
    - 4. Leaders motivate members of their group to pursue the goals of the group.
    - 5. Leaders confront members of the organization when problems arise, and they resolve conflicts.
    - 6. Leaders Communicate.
  - iv. Creating the Vision: "Vision is a mental journey from the known to the unknown, creating the future from a montage of current facts, hopes, dreams, dangers, and opportunities (Martens, 2004).
  - v. Nurturing Team culture: Putting a vision into action requires that you develop and maintain an effective team culture.
- d. Three Other Qualities of Successful Coaches
  - i. Knowledge of the Sport
  - ii. Motivation
  - iii. Empathy: the ability to understand the thoughts, feelings, and emotions of your athletes and to convey your sensitivity to them.

Martens, R. (1942). *Successful coaching*/ Rainer Martens. —3<sup>rd</sup> ed. Human Kinetics, Champaign, IL.



## Principles of Coaching II

### e. Methods of Coaching

#### i. The Game

1. It is a competitive game- made difficult by opponent
2. It has an objective to achieve – to win the game
3. It has rules to follow and a field to play on
4. It is free flowing-no time outs or stoppages for coaching
5. Players must solve the problems presented in the game-not the coach

#### ii. The Game is the Best Teacher

1. The game presents the problems for the players
2. Players must solve the problems
3. Using games in training creates realism
4. Players are motivated and challenged to learn through the game

#### iii. Using Small-Sided Games to Teach

1. Skill development-number of touches on the ball increased.
2. Tactical development-decision making is expanded.
3. Fun and enjoyment-amount of goal scoring chances increased.
4. Game understanding-positional play is greatly expanded.
5. Intuitive development-transitional play is increased and becomes automatic.

#### iv. What is player development

1. Games and activities are used that players want to participate in because they are enjoyable.
2. Every player has a ball for training.
3. Training sessions are designed to improve a player's technical abilities and their tactical application
4. Competition is a main ingredient within the practice and helps to motivate and challenge the player
5. Educates players to develop and appreciation for the game, teammates, opponents, referees and coaches.

**v. Role of the Coach**

1. Serves as a Facilitator.
2. As a positive role model
3. Understands who they are coaching.

**vi. How Do Players Learn**

1. Receive information – process in order of importance.
2. Block – out unnecessary cues – attend to the most important.
3. Concentrate on execution of decision.
4. Initiate mechanical execution

**f. What information do we give players when coaching**

**i. Provide clearly defined goals (objectives, targets, rules, etc.).**

1. Overriding – Generalized or total application, i.e., the transition to a positive mentality towards shooting.
2. Specific – Play of pressuring defender. When you win the ball can you play it forward immediately?

**ii. Provide information in a logical progression.**

1. Correct sequence – simple to complex – general to specific.
2. Technical – fundamental to match related to match conditions
3. Tactical – individual to group to team

**iii. Feed back about performance.**

1. Should be immediate and specific.
2. Corrections – addressing the group as well as the individual

**g. How to Teach**

**i. Preview**

1. What are you going to coach?
2. Why are you going to do it?
3. Where does it belong in the full game?

**ii. Time Factors**

1. When in the training session?
2. When during the weekly cycle?
3. When in the seasonal cycle?

**iii. Explanation and/or Demonstration**

1. Paint a clear picture – “paint a picture”.
2. Explain rules of activity.
3. Explain why you are doing this.
4. Remember: “Show it – Talk it – Do it”