

## SYLLABUS

### **The Teaching Coach (EDMA 173)**

Welcome to “The Teaching Coach,” a unique video course offered by Drake University’s Distance Learning Division. In partnership with Championship Productions, we’re proud to offer you many thoughtful and challenging presentations intended to help you develop your coaching style and to motivate your players to attain their highest levels of performance. **If you are an aspiring coach or a former coach not currently assigned to a team, you will be able to adjust your homework lessons to your actual situation.**

This course was revised in the spring of 2018 and includes a new text and a new video segment featuring Brad Rose from Valley High School in West Des Moines, Iowa. Although the other video segments you will be asked to view were recorded a number of years ago, we feel the content is still relevant, thus the reason they are still included. We believe that the meshing of new material with that included in the previous version will provide you with a stellar learning experience.

In this course you will combine video viewing with readings of the textbook, related articles and Internet research to refine and strengthen your style of coaching. You will be asked to apply the insights you gain to your own program’s needs and resources. The results? An energized, more dynamic coaching style that challenges you and your student-athletes to be your best and to take pride in your achievements.

“The Teaching Coach” focuses on the concept of team. Through DVD discussions by renowned coach Dr. Tom Davis, as well as a panel of distinguished coaches, we will discuss issues such as team cohesion, developing an individual coaching style, social media, character education, and building a positive team environment. We’ll also examine elements that are common to successful performances and discuss ways to identify and encourage team leaders, as well as finding methods for re-invigorating fresh approaches to coaching our teams to success.

We wish you much lasting success in continuing to apply the learning you bring from “The Teaching Coach” to your future professional development!

## **Course Overview**

### **Part One: The Coach-Athlete Relationship**

#### **Module One – Introduction to The Teaching Coach**

What are the special attributes of a team? Why are some teams more successful than others in creating a unified work ethic toward a common goal? In Module One we will discuss the various elements central to interpersonal dynamics among team players. We will look in detail at how coaches can develop practical applications of these ideas to improve their ability to interact with and motivate team players.

#### **Module Two - Developing The Coach-Athlete Relationship**

What qualities are vital to establishing a productive relationship between coach and player? What attributes are most important in effectively supporting interaction between coaches and their players? Module Two focuses on the development of a positive team environment. By examining the various roles of team members – and the coaching styles developed to coordinate and manage those roles – we will look at factors such as the “Three C’s” that contribute to the creation of effective team spirit.

#### **Module Three – Understanding The Importance Of Team Cohesion**

What are the elements that contribute to a sense of team cohesion on and off the field? Which factors interfere with cohesion? What recommendations do successful coaches endorse to help their teams work together as a unit with a single purpose? In Module Three, our presenters look at the various dimensions that contribute to team cohesion. Included in the readings are steps of preventative discipline to help in managing athletes’ behaviors.

### **Part Two: Motivation, Arousal And Focus**

#### **Module Four – Motivation For Peak Performance**

As a coach, how would you define peak performance? As a coach, how would you balance the factors that contribute to peak performance among your players? In Module Four, we will look at ways of integrating physical and psychological skills to help our players achieve their own personal best performances in competition. Combining text readings with the video presentations, you will learn how to use an awareness of motivation factors to lay the groundwork for maximum performance.

## **Module Five – Regulating Arousal And Anxiety In Team Sports**

How would you define arousal among your players? How is the concept of arousal related to peak performance? Is it simply the highest possible level of arousal? Or is it an arousal level carefully matched to the complexity of the task at hand? In Module Five we will define and apply concepts such as dominant response, attentional capacity and task complexity to the goal of attaining levels of arousal best suited for individual and team success.

## **Module Six – Attentional Focus In Team Sports**

What is the role of concentration in a successful performance? What factors comprise winning concentration and the ability to stay focused? How can your coaching strategies help prevent performance deterioration that can plague even your best players? In Module Six, we'll look at the basic components of attentional focus and identify strategies for using those components to keep players on task to achieve team goals. This module will discuss how coaches can develop their relationships with players so that their personal goals are developed into team goals.

## **Part Three: Supporting Your Student-Athletes**

### **Module Seven – Interpreting Team Success And Failure**

When can a team's winning performance be classified a failure? Conversely, by what standards might a loss to an opponent be considered an important success? In Module Seven we'll look at perceptions of our players, define causal attribution, and discuss how coaches' understanding of causal attribution can lead to strategies to help psychologically motivate our players. And we'll examine strategies for "Making Every Practice Count," a video by Coach Greg Dale, which looks at various strategies to achieve true player and team success.

### **Module Eight – Coaching Character and Communicating with Your Athletes**

One of the biggest challenges of coaching is to stay current with the ever changing landscape. In this module, Brad Rose, West Des Moines Community Schools Activities & Athletics Director shares his thoughts on some current issues in coaching - considerations that are updates to the original course content. How can a coach embrace and professionally use social media? What are the pitfalls of social media? What teaching obligations do we have for our athletes? What about character education? How does the teaching coach weave that in to a busy schedule? What

else is new to coaching? You will hear references to topics previously considered to be part of college athletics that are now woven into successful high school programs.

### **Module Nine – Preventing Staleness and Burnout**

How do coaches help themselves - and their players - keep their commitment to the sport fresh and invigorated? How is it possible to help them manage the many demands on their time and still contribute all of their energies to the values most important for their team? In Module Nine we consider the factors that contribute to staleness and burnout, look at their physiological symptoms, and discuss ways for coaches and players to stay fully attentive and fresh in each performance opportunity.

### **Module Ten – Applying Concepts Of The Teaching Coach: Creating Your Game Plan For Success**

In Module Ten of *The Teaching Coach* you will be asked to read four chapters in the text. After reflection of the material and your coaching situation and/or interest, you will write about how you would incorporate two of the topics into the work of a teaching coach.

## **Course Materials**

### **Readings**

Martens, Rainer *Successful Coaching – 4<sup>th</sup> Edition (2012)*. Champaign, Ill. Human Kinetics

*The Psychology of Achieving Sports Excellence*, Ch. 5 Maintaining Your Attentional Focus, pp. 100-122

### **Videos from Championship Productions**

DVD One: This DVD features two segments: “**Guide Introduction**” introduces and coordinates the initial video presentations including a panel discussion with student athletes. It is narrated by Chad Buchanan, past assistant coach of the Drake University men’s basketball team. “**Guide Part I**” features selected comments from Dr. Tom Davis, former head coach of Drake University men’s basketball.

DVD Two: This DVD features a two part “**Coaches Panel Discussion**” moderated by Coach Buchanan, a team of distinguished coaches elaborates on the themes of team cohesion and goal setting.

DVD Three: This DVD features two segments: **“Guide Part II”** features Dr. Tom Davis discussing Motivation and Peak Performance. This discussion introduces the next topic of study/DVD segment: **“Performance Under Stress: What Every Coach Should Know,”** by sports professor John Bartholomew. A discussion of task specificity and arousal levels.

DVD Four: This DVD features two segments: **“Arousal, Anxiety and Focus,”** by sports psychologist Aaron Quinn, focuses on psychological components of performance. **“Guide Part III”** features Dr. Tom Davis discussing the topic: “Interpreting Success and Failure”.

DVD Five: **The content of DVD Five originally assigned in Module 8 is no longer being used in this course, however if interested, students are welcome to view the video segments on this DVD for your own information.** This DVD features two segments: **“Aggression Training Drills to Bring Out the Warrior from Within”** by Tim McClellan. In **“Making Every Practice Count,”** professor and trainer Greg Dale takes a close look at how practices can be structured to align mental and physical training drills with our developmental goals.

DVD Six : This DVD features three segments: **“Guide Part IV”** features Dr. Tom Davis discussing the topic: “Preventing Burnout”. **“Becoming a Champion Athlete: Goal Setting for Success,”** by Greg Dale, examines the components and applications of effective goal setting. **“Guide Conclusion”** features closing observations from Dr. Tom Davis.

Supplemental DVD: This DVD features one segment: **“Coaching Character and Communication With and Amongst Your Athletes”** by Brad Rose, West Des Moines Community Schools Activities & Athletics Director.

## **Explanation of Assignments**

**Presentation and reading responses** are the first series of questions in each module and they are based on the readings and video presentations. At the beginning of each module you will find listed the readings and video presentations upon which the “Presentation and Reading Response” questions will be based. These questions will require you to demonstrate the knowledge gained through the readings and DVDs.

**Application exercises** are the second series of questions in each module asking you to apply what you have learned to your own coaching situation. These questions also ask you to reflect upon the interviews that you will be asked to conduct with student-athletes and with other coaches.

**Interviews** – In order to help give you a broader perspective on the profession of coaching, and to better understand coaching from the points of view of your student-athletes and of others in the profession, you will be asked to conduct several interviews as part of your course work for “The Teaching Coach.” You should construct a series of questions to conduct the following interviews:

- 1.) Student-athlete interviews – Interview two male and two female players who participate in a sport that you coach (or a sport program which is offered through your school system);
- 2.) A new coach – Interview a coach with two (or fewer) years experience in his or her sport;
- 3.) An experienced coach – Interview a coach with five (or more) years of coaching in his or her sport.

**Interview content** – The responses to the interviews correspond with the subject areas of each module. The responses from these interviews will be used to complete the application exercises for each module.

For suggested topics to include in your interviews, you may use the same questions which are presented to the panel of student-athletes (see DVD One - “Guide Introduction”) and those presented to the panel of coaches (see DVD Two), or you may add your own questions which are related to the presentations in each of the modules of study. You may also use one or more of the series of introductory questions which introduces each module as part of your interviews.

**Structuring your Questions** - Your interviews should contain open-ended questions, that is, questions which cannot be answered “yes” or “no,” but require some elaboration with related supportive detail. As much as possible, try to avoid close-ended questions and use open-ended ones.

An example of a close-ended question: Do you feel that your coaches help you achieve peak performance? (It is close-ended because it can be answered “Yes” or “No”). An example of an open-ended question: How do your coaches help you achieve peak performance? (It is open-ended because it can’t be answered “Yes” or “No”; it requires the use of a more detailed answer).

You may conduct your interview in person, or you may interview by telephone, fax or e-mail. **If you would like assistance constructing an interview, Appendices A and B include sample interview formats for student-athletes and for use with other coaches.**

**Evaluation Criteria** Your coursework will be evaluated based on your ability to thoughtfully reflect on the presentations of “The Teaching Coach” and to apply those concepts to your specific needs and resources. Points are awarded on your ability to:

- **Respond with insight, clarity and precision (cite specific text/video passages)**
- **Respond in relevant illustrative detail (include specific, observable examples)**
- **Write competently at the graduate level (word-processed, proofread document)**

The ten modules of study for “The Teaching Coach” are worth a total of 363 points. These points are based on your responses to the Presentation and Reading Responses and Application Exercises. Your final letter grade corresponds with the following percentages of total points earned:

A 90 – 100%

B 80-89%

C 70-79%

D 60-69%

F 59% and lower