

Nanyang Technological University
NATIONAL INSTITUTE OF EDUCATION
Physical Education and Sports Science (PESS)

MODULE CODE: **MES808**

MODULE TITLE: The Theory and Practice of Coaching

MODULE DURATION : 39 hours

UNIT AIMS

This unit will enable students/coaches to: Develop competency in sports so that they might be effective coaches to students and players effectively whilst demonstrating an understanding of the laws and rules associated with each selected sport; Develop generic skill in teaching and coaching all sports; Examine sport from the coach perspective. Basic techniques, tactics and strategies will be considered and applied in practice and match situations and analysed from theoretical, practical and biomechanical perspectives. Practices to develop skill techniques and strategic thinking and the principles of training will be illustrated and students encouraged developing as critical consumers. "Sport Education" and "Teaching Sport Concepts" and Skills approaches will be adopted. Modified games will be introduced to demonstrate the advantages of adjustments to the major game for students/players.

It is intended as a result of this unit that students will be encouraged:

- To develop competency in sports so that they might be taught/coached to students and players effectively whilst demonstrating an understanding of the laws and rules associated with each sport.
- To develop generic skill in teaching and coaching in one (their chosen) sports activity. This subject will examine sport from the coach / learner perspective.
- Practices to develop skill techniques and strategic thinking will be utilised and the principles of training will be illustrated, as students are encouraged to develop as critical consumers.
- Sport Education and Teaching Sport Concepts and Skills approaches will be adopted. Modified games will be introduced to demonstrate the advantages of adjustments to the major game for students / players.

At the completion of the course the student will:

- Be able to design base drills for each skill to suit the coaching / learning need and develop competency in teaching/coaching of their chosen sport.
- Know the aim and fundamental keys for the strategies of attack and defence in practice and game situations.
- Be able to design drills and minor games that are game related allowing the skills, attack, defence and tactics to transfer to the game situation whilst giving the student the opportunity to take small groups for a short teaching/coaching session.
- Understand the basic skills, strategies and rules/laws used at beginner and intermediate levels.
- Show proficiency in demonstrating and organising basic skills and correcting technique faults in various practice/game situations.
- Provide students with repeated opportunity to master appropriate skills, knowledge and attitudes to teach and coach players with a range of abilities.
- To provide understanding have a suitable teaching and coaching methods for use in school and community situations.

As an example of 21st Century Accreditation, we will also look at the IRB supplementary support course on line Rugby Ready, First Aid, Laws, Management of Concussion

The purpose of these reading is to explore the complexity of the theory of coaching at an elite level. Units will be team taught by participating faculty and will include both social science and bioscience topics pertinent to the development of the elite athlete. Student will be required to attach themselves to an elite team and to a designated master coach in a sport of their choosing.

Fortified with years of experience this unit intends to provide students with the ultimate "How to coach guide". Every aspect of coaching has been compiled and categorised, resulting in a unit which will serve as an invaluable reference manual. This unit describes in detail how to motivate teams and individual players, how to handle players who have varying degrees of skill, how to create team spirit, how to set attainable goals, how to improve preparation and pep talks, how to run effective practices and how to become a better game coach. This unit is to demonstrate to students "How to coach successfully." Many coaching units tell potential coaches how what to do but not how to do it. While all students will find some useful ideas in this unit this unit focuses on coaching of team sports. One of the main difference between coaching teams and coaching individuals is that in team coaching, team cohesiveness and team chemistry are extremely important,

Team building is one of the major keys to becoming a successful coach. Students will appreciate the requirement for being a cohesive unit, players will be unselfish, get along with each other, and cooperate with one another.

The way we coach today is different from the way it was done in the past. In the past, coaching and training followed an almost militaristic model. The coach was the general, the assistants were lieutenants, team captains were captains and the players were foot soldiers. There was a strict hierarchy, and all the participants were expected to follow their superiors unquestioningly

Course Requirements:

Students will be required to complete reading (prior to) and assessment tasks outside timetabled class time. The following tasks must be completed according to the criteria outlined in the course assessment schedule:

- Maintain a record of all activities during the coaching practice (Maintain a coaching diary / "Sportsfolio").
- Observe and report the interactions between the athletes and their elite coach / mentor.
- Competently produce structured plans and related support material in preparation for coaching.
- Demonstrate basic instructional competencies relating to Presentation Skills, Session Planning, and Athlete Management.

Self-assess and report on basic coaching competencies to indicate mastery by way of formal practical coaching presentation and support material after initial introductory sessions.

- Regular attendance and participation is required. Note that there is also a practical component to every session and that all participants are expected to be involved at an appropriate level

Assessment Criteria:

Lecturers will provide support and advice to students regarding any aspect of assignments to assist them to achieve the necessary standard by the due date. Essentially assessment will

- **Individual "Sportfolio" to include guest lecturer (elite coaches) notes, supplementary reading and support resource material Game Illustrations.** **25%**
- Participation / Performance in practical sessions **25%**
- Assignment (Technology Enabled Learning Application) **50%**
 1. Individual Coaching Presentation 20 mins 20%
 2. Locate, review and apply a coaching application 30%

Date of Assignment Submission: Week 13

Greater detailed / guiding information will be available at the commencement of the course dependent on course numbers

Unit Evaluation:

The Course Director will be responsible for ongoing and informal evaluation of the course. Course members, at the completion of the course, will carry out a written evaluation. Course members will be asked to evaluate the course in terms of objectives, structure, timing, content, methods, tasks and assessment.

Course Text

Lyle, J. (2002) *Sport coaching concepts: A framework for coaches' behaviour*, London, UK: Routledge.

Recommended readings:

Cassidy, T., Jones, R., Potrac, P. (2004) *Understanding Sports Coaching: The social, cultural and pedagogical foundations of coaching practice*, London, UK: Routledge

Graham, G. (1992). *Teaching children physical education*. Champaign, IL: Human Kinetics.

Griffin, L.L., & Butler, J.I. (Eds.) (2005). *Teaching games for understanding: Theory, practice and research*, Champaign, IL: Human Kinetics.

Hellison, R., & Templin, T. (1991). *A Reflective approach to teaching physical education*. Champaign, IL: Human Kinetics.

Jones, R., Armour, K., & Potrac, P. (2004). *Sports coaching cultures: From practice to theory*, London, UK: Routledge.

Kidman, L. (2005) *Athlete-centred coaching: Developing inspired and inspiring people*, Christchurch, NZ: Innovative Print Communications.

Kidman, L. (2001). *Developing decision makers: An empowerment approach to coaching*. Christchurch, NZ: Innovative Print Communications.

Kidman, L., & Hanrahan, S. (2004). *The coaching process: A practical guide to effective coaching (2nd Ed)*. Palmerston North, NZ: Dunmore.

Metzler, M.W. (2000) *Instructional models for physical education*, London, UK: Allyn and Bacon.

Tinning, R., Kirk, D., & Evans, J. (1993). *Learning to teach physical education*. Sydney, AU: Prentice Hall.
Some appropriate readings will be handed out during the course.

Other Relevant Readings

Blanchard, K Hybels, B & Hodges P (1999). Leadership by the book. W. Morrow and Company, Inc., New York.

T & B Bowden, (1996). Winning is only part of the game. Warner Books New York.

Cairo, J. (1999). Motivation and goal setting. Franklin Laskes; Career Press.

Calhoun, J. (1999). Dare too dream. Broadway Books, New York.

Carrill, P. (1997) The smart take from the strong. Simon & Schuter New York.

Dorfman H., A & Kuel, K. (1995). The mental game of baseball. Diamond Communications Indiana.

Fischler, S. (1994). Coaches. McGraw-Hill, Ontario.

Golberg, A. (1998). Sports Slump Busting. Human Kinetics Ill.

Holtz, L. (1998). Winning every day. Harper Business, New York.

Kryzewski, M. (2000). Leading with the heart. Warner Books New York.

Loeher, J. E. (1982), Mental toughness training for Sports. Greene Press, Lexington.

Martens, R. (1990). Successful coaching. Human Kinetics, Ill.

Maxwell, J. (1998), The 21 irrefutable laws of leadership. Thomas Nelson, Tennessee.

Murphy, S. (1996). The Achievement Zone. Puthams and Sons, New York.

Useful references, include the following Journals:

Journal of Teaching in Physical Education

Sports Coach

Quest

Research Quarterly for Exercise and Sport

ACHPER National Journal

Journal of Physical Education, Recreation and Dance

Electronic resources available through the Library such as Master File 1000, Sport Discus and the internet.