



**SPORT SCIENCE & MANAGEMENT  
SS3313 SPORT COACHING: THEORY TO PRACTICE**

<b>Pre-requisites</b>	SS2103: Sport Coaching: Foundations of Coaching
<b>No of AUs</b>	3
<b>Contact Hours</b>	Total hours: 36 Lecture: 9 Tutorial & Practical: 30

**Course Aims**

This course builds on the work undertaken in the foundation of sport coaching and critically examines the understanding and application of sport pedagogy (learning theories and instructional modes) to the sport environment. You will be given opportunities to observe and sample some coaching sessions, mentored by experienced instructors/coaches. In addition, best practice from successful sporting countries will also be explored to give you an international perspective in sport coaching.

**Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Discuss the relationship between effective coaching and positive sporting experience.
2. Compare a range of coaching models and methods.
3. Plan a full season for a specific sport.
4. Explain and apply various learning and coaching styles and strategies
5. Discuss the skill acquisition theory and apply appropriate methods to provide effective feedback to youth athletes.
6. Explain and design a system that promotes team cohesion.
7. Discuss applied methods of reflective practice in sport coaching.
8. Incorporate the teaching of values and life skills into sport-specific coaching sessions.

**Course Content**

The following topics will be covered:

1. Positive Youth Experience & Effective Coaching
2. Season Planning & Application
3. Teaching Games for Understanding
4. Development of Values & Life Skills through Sport
5. Guided Reflection & Mentoring
6. Coaching Attachment (Online Engagement)
7. Mental Toughness & Performance
8. Creating & Developing Team Cohesion
9. Strategies for Evaluating Sport Programmes
10. Coaching Session & Reflection

**Assessment (includes both continuous and summative assessment)**

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment rubrics
1. Class Contribution	1, 2, 6	C1, D1	10%	Individual	Appendix 1
2. Practical Coaching :Group assessment	2, 4, 8	B4, C2,	30%	Group	Appendix 2
3. Practical coaching: Peer evaluation	1, 3, 7	C1, C2, D1	10%	Individual	Appendix 3
4. Presentation: Group assessment	1, 3, 7	A1, B2, B3, C2	15%	Group	Appendix 4
5. Presentation: Individual assessment	1,7	C1	5%	Individual	Appendix 5
6. Written Test	1, 2, 6, 7	A1, B1	30%	Individual	
Total			100%		

Graduates of the SSM programme should show:

<b>Competence</b>	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged

	athletes/sportspeople, and commercialize and innovate sports products, events and services
<b>Creativity</b>	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
<b>Communication</b>	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
<b>Civic-Mindedness</b>	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
<b>Character</b>	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity
<b>Formative feedback</b>	

Feedback for learning will be verbally provided during each practical session where you have the opportunity to learn instructional models and pedagogical knowledge, and apply them during the practical sessions.

Feedback will be given periodically in relation to the diary log. Generic verbal and written feedback will be provided to the class prior to the test and examination.

Throughout the course, you will have the opportunity to use recording devices to help record your fellow classmates' coaching sessions for observation and analysis. During the learning process, you will receive verbal feedback and suggestions for improvement will be provided.

### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	Lectures will provide information for key learning concepts and theories, and support understanding of key concepts
Practical Sessions	Practical sessions will: <ul style="list-style-type: none"> <li>- Give hands-on experiential learning to support key theories and information provided in class</li> <li>- Provide tasks for you to apply knowledge that has been taught recently to solve specific problems or context-based scenarios.</li> <li>- Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing of ideas</li> <li>- Allow opportunity for verbal feedback from instructor relating to application of theory to practice.</li> </ul>
Online learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and practical sessions.

### Reading and References

- a. Cassidy, T., Jones, R., & Potrac, P. (2004). *Understanding sports coaching: The social, cultural and pedagogical foundation of coaching practice*. London: Routledge.
- b. Cross, N., & Lyle, J. (2002). *The coaching process: Principles and practice for sport*. London: Butterworth-Heinemann.
- c. Griffin, L. L., & Butler J. I. (2005). *Teaching games for understanding: Theory, research and practice*. Champaign, IL: Human Kinetics.
- d. Jones, R., Armour, K., & Potrac, P. (2004). *Sports coaching cultures: From practice to theory*. London: Routledge.
- e. Kidman, L. (2001). *Developing decision makers: An empowerment approach to coaching*. Christchurch, NZ: Innovative Print Communications.
- f. Kidman, L. (2005). *Athlete centred coaching: Developing and inspiring people*. Christchurch, NZ: Innovative Print Communications.
- g. Lyle, J. (2002). *Sport coaching concepts: A framework for coaches' behaviours*. London: Routledge.
- h. Lyle, J., & Cushion, C. (2010). *Sports coaching: Professionalisation and practice*. London: Elsevier.

- i. Koh, K. T., Bloom, G., Fairhurst, K. E., Paiement, D. M., & Kee Y. H. (2014). The creation and implementation of a formalised mentoring programme for novice basketball coaches. *International Journal of Sport Psychology*, 45(1), 11-32.
- j. Koh, K. T., Foo, K., Sakamoto, G., & Low, A. (2014). The profile of coaching and coach education in Singapore: Past, present and future. *International Sport Coaching Journal*, 1(2), 94-102.
- k. Koh, K. T., Ong, S. W., & Camire, M. (2014). Implementation of a values training programme in physical education & sport: Perspectives from teachers, coaches, students, and athletes. *Physical Education & Sport Pedagogy*. Doi:10.1080/1748989.2014.990369
- l. Koh, K. T., Wang, C. K. J., Erickson, K., & Côté, J. (2012). Experience in competitive youth sport and needs satisfaction: The Singapore story. *International Journal of Sport Psychology*, 43, 15-32.
- m. Potrac, P., Gilbert, P., & Denison, J. (2013). *Routledge handbook of sports coaching*. London: Routledge.

### **Course Policies and Student Responsibilities**

#### **(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions you have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

#### **(2) Absenteeism**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

#### **(3) Absence Due to Medical or Other Reasons**

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

#### **(4) Attire and safety**

You are expected to participate in practical sessions. Most of these activities involve exercise. In addition, you are expected to wear appropriate attire for participation, obey safety rules, and take appropriate care of and return all equipment after use.

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour

Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

### Course Instructors

Instructor	Office Location	Phone	Email

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Positive Youth Experience & Effective Coaching	LO1, LO2	Lecture & Practical
2	Season Planning & Application	LO3	Lecture & Practical
3	Teaching Games for Understanding	LO2, LO4	Lecture & Practical
4	Development of Values & Life Skills through Sport	LO8	Lecture & Practical
5	Guided Reflection & Mentoring	LO7	Lecture & Practical
6	Coaching Attachment (online engagement)	LO1, LO3, LO7	E-learning
7	Coaching Attachment (online engagement)	LO1, LO3, LO7	E-learning
8	Mental Toughness & Performance	LO1	Lecture & Practical
9	Recess Week		N.A.
10	Creating & Developing Team Cohesion	LO6	Lecture & Practical
11	Strategies for Evaluating Sport Programmes	LO7	Lecture & Practical
12	Coaching Session & Reflection	LO4, LO5, LO7	Assessment

13	Coaching Session & Reflection	LO4, LO5, LO7	Assessment
14	Written test	LO1, LO2, LO6 LO7, LO8	

## **Appendix 1: Class Participation (10%)**

Participants will be assessed on punctuality (4%), active contributions (6%) during theory and practical sessions, as well as online learning.

## Appendix 2: Practical Coaching (30%)

PROCESSES	Needs improvement (0-2m)	Satisfactory (3-5m)	Very Satisfactory (6-8)	Outstanding (9-10)
<b>PLANNING &amp; CONTENT SELECTION (10%)</b>	<ul style="list-style-type: none"> <li>● Learning Outcomes (LOs) are unclear and not feasible</li> <li>● Clear mismatch of learning activities and resources and LOs</li> <li>● No progression in activities</li> <li>● Clear mismatch of activities with learners' profiles</li> <li>● Venue, equipment and set up is inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>● LOs are clear but not feasible.</li> <li>● Some mismatch of learning activities and resources with Los</li> <li>● Develop progressive activities but progression is inappropriate</li> <li>● Some mismatch of activities with learners' profiles</li> <li>● Venue, equipment and set up is fairly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● LOs are clear and feasible</li> <li>● Selects appropriately challenging learning activities and resources to meet Los</li> <li>● Develop progressive activities that are mostly appropriate</li> <li>● Considers learners' profiles</li> <li>● Select appropriate venue, equipment and set up</li> </ul>	<ul style="list-style-type: none"> <li>● LOs are clear and meaningful</li> <li>● Selects appropriate learning activities and resources to meet Los</li> <li>● Develop meaningful progression in activities</li> <li>● Considers learners' profiles</li> <li>● Select appropriate venue, equipment and set up</li> <li>● Ensures meaningful application</li> </ul>
<b>EXECUTION OF PLAN (10%)</b>	<ul style="list-style-type: none"> <li>● No proper introduction of lesson</li> <li>● No attempt to arouse learners' interest</li> <li>● Activities do not engage the learners</li> <li>● Explanations and demonstrations are unclear and confusing</li> <li>● No attempt to use questions to deepen learning</li> <li>● Inappropriate use of voice and language</li> <li>● Instructor is unsure of activities</li> <li>● No proper conclusion of the lesson</li> <li>● Time schedule is either too ambitious or laxed.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction of lesson is inappropriate</li> <li>● Some attempt to arouse learners' interest</li> <li>● Activities largely engage learners</li> <li>● Inappropriate waiting time</li> <li>● Explanations and demonstrations are fairly clear</li> <li>● Some attempt to use questions to deepen learning</li> <li>● Uses voice and language is fairly appropriate</li> <li>● Some uncertainty of activities</li> <li>● Superficial conclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Introduces the lesson appropriately</li> <li>● Arouses learners' interest</li> <li>● Activities engage learners</li> <li>● Clear explanations and demonstrations</li> <li>● Uses questions to deepen learning</li> <li>● Uses voice and language appropriately</li> <li>● Concludes the lesson appropriately</li> <li>● Lesson is concluded on time but pace may be too slow or rushed.</li> </ul>	<ul style="list-style-type: none"> <li>● Introduces the lesson appropriately</li> <li>● Arouses and sustains learners' interest</li> <li>● Activities largely engage learners</li> <li>● Clear explanations and meaningful demonstrations</li> <li>● Uses questions to deepen learning consistently throughout lesson</li> <li>● Uses voice and language appropriately and confidently</li> <li>● Concludes the lesson appropriately and meaningfully</li> <li>● Appropriate time schedule and pace</li> </ul>

		<ul style="list-style-type: none"> <li>● Lesson time exceed or is substantially shorter than allocated duration.</li> </ul>		
<b>FEEDBACK &amp; EVALUATION</b> <b>(10%)</b>	<ul style="list-style-type: none"> <li>● No attempt to check for understanding and provide feedback</li> <li>● No attempt to monitor learning and address understanding</li> <li>● Uses negative reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>● Some attempt to check for understanding and provide feedback</li> <li>● Some attempt to monitor learning and address understanding</li> <li>● Feedback is unclear or ambiguous</li> <li>● Some attempt to use praises for reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for understanding and provide feedback</li> <li>● Monitors learning and addresses understanding</li> <li>● Feedback is clear</li> <li>● Uses praises for reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for understanding and provide feedback</li> <li>● Monitors learning and addresses understanding</li> <li>● Feedback is clear and effective</li> <li>● Feedback-giving is consistent throughout lesson</li> <li>● Uses praises for reinforcement</li> </ul>

### Appendix 3: Peer Evaluation Form for Practical Coaching (10%)

Your name \_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-5 (1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree). Total the numbers in each column. **The final score for each student will be an average of the scores given by all group members.**

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)

#### Appendix 4: Assessment for Presentation Group Component (15%)

Criteria	1	2-3	4-5
Theory to Practice (5%)	<ul style="list-style-type: none"> <li>• Little or no evidence of theory used or transferred into practice</li> <li>• No citation or incorrect citation of theory used</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of theory used appropriately and put into practice</li> <li>• Some inconsistency in citation of theory</li> </ul>	<ul style="list-style-type: none"> <li>• Theory is clearly identified and understood; strong evidence of putting theory into practice</li> <li>• Theory used is cited clearly</li> </ul>
Evaluation & Reflection (5%)	<ul style="list-style-type: none"> <li>• Little or no evidence of student's perspective and understanding on key issues</li> <li>• Key issues identified lacks in depth analysis</li> <li>• Reflection is superficial and lacks value to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of student's perspective and understanding on key issues</li> <li>• A convincing evaluation of key issues identified is present</li> <li>• Reflection explore core issues and there is some evidence of impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>• Student's perspective and understanding on key issues demonstrate sophistication in terms of reflection and criticality</li> <li>• Reflection is in depth with strong evidence that supports positive impact on learning</li> </ul>
Recommendations / Future Plans (5%)	<ul style="list-style-type: none"> <li>• Recommendations are superficial and offers little or no impact on future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Some evidence of sound recommendation which supports future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Meaningful recommendations are well thought out and offers significant impact on future plans</li> </ul>

**Appendix 5: Assessment for Group presentation individual component (5%)**

Criteria	0-1	2-3	4-5
Presentation & Communication Skills	<ul style="list-style-type: none"> <li>• Presentation is unclear and the flow is difficult to comprehend</li> <li>• Presentation and materials offer little or no meaningful engagement with the audience</li> <li>• Voice is inaudible and explanations are unclear</li> <li>• Unable to answer questions posed or a lack of depth &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is mostly clear and the flow is generally coherent</li> <li>• Presentation and materials are structured and enacted with moderate opportunities for audience to be engaged</li> <li>• Voice is audible and explanations / elaborations are comprehensible</li> <li>• Able to answer questions with some conviction</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is clear and the flow is coherent and logical</li> <li>• Presentation and materials are able to engage audience in meaningful ways</li> <li>• Voice is well projected with confidence and explanations are well elaborated and substantiated</li> <li>• Answers questions with conviction and well-supported examples</li> </ul>