

“The Coaching Toolbox”

Transitioning from athlete to coach: Changing the paradigm

Kristen Dieffenbach

West Virginia University

Brad Vickers

Mississippi State University


AAHPERD

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What kind of athlete were you?

Athlete

- 
- ▣ How did you get started?
 - ▣ Do you love participating? Performing? Or watching?
 - ▣ Are you a fan of sports or do you want to be a coach?

Time for a Change

FRANK & ERNEST



E-mail: FandEBobT@aol.com
www.frankandernest.com
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Common Mistakes Among Young Coaches

- ▣ Dual role conflicts
- ▣ Being 'too young'
- ▣ Being 'too old'
- ▣ Demanding vs. earning respect
- ▣ Excuse me your insecurity is showing
- ▣ Not asking (for advice, assistance, etc.)
- ▣ Playing at practice
- ▣ Forgetting to teach

The Profession of Coaching



More than just having played the game

Defining a Profession

- ▣ Academic or specialized training opportunities
- ▣ Specialized knowledge
- ▣ Formal qualifications (certification)
- ▣ Membership in a professional or regulatory body
- ▣ Regulation by professional organization
- ▣ Ethical code of practice

The traditional model



Coach

vs. The Trained Model

8 Domains of Coaching Knowledge

- Philosophy and ethics
 - Teaching and communication
- Safety and injury prevention
 - Sports skills and tactics
- Physical conditioning
 - Organization and administration
- Growth and development
 - Evaluation

Coaching Roles

Teacher

Mentor

Ally

Fan

Challenger

Confidant

Counselor

“Hard Skills”

- ▣ Exercise physiology
- ▣ Biomechanics/ movement analysis
- ▣ Sport nutrition
- ▣ Sport psychology
- ▣ Sport pedagogy
- ▣ Motor learning



“Soft Skills” (*Dispositions*)

- Intelligent
- Confident
- Loyal
- Credible/trustworthy/integrity
- Strong self awareness
- Character based
- Competent/ knows sport
- Provides positive feedback/environment
- Stresses mental as well as physical skills for success
- Committed/ intrinsically motivated
- Optimistic
- Caring
- Flexible
- Consistent
- Honest
- Communicator
- Resourceful
- Patient
- Self disciplined

Key Job Description Points

- Knows the game
- Teach and guide tactics
- Develop commitment
- Develop sportsmanship
- Create a mastery environment
- Develop sport specific skills
- Develop sport specific fitness
- Rules and regulations
- Correct and critique
- Create a safe environment
- Build a team
- Recruiting
- Discipline
- Organize schedule
- Win (be successful)
- Administration
- Handling parents/boosters
- Budgeting

Coach's job goes way beyond the X's and O's

Photo: John Strohacker ©2002



Coaching Talent

vs. exploiting talent

Figure 1 Canada's Long-Term Athlete Development Model



THE SPORT CONTINUUM

For Coaches and Athletes

What Sport/Coaches (can) Provide

- ▣ Technical skills
- ▣ Tactical skills
- ▣ Physical conditioning
- ▣ Psychological skills
- ▣ Social skills
- ▣ Sportsmanship



None of this is automatic

Building a culture



The foundation for an ethical program

What is culture all about?

- ▣ Clearly define expectations
 - ▣ Sportsmanship
 - ▣ Gamesmanship
 - ▣ Not just what not to do
- ▣ Team rules
- ▣ Support rules and expectations
- ▣ Model and teach
- ▣ Look for examples



Tips for an Effective Culture

- ▣ Emphasize from the start
- ▣ Be consistent
- ▣ Everyone on the same page
- ▣ Show how sportsmanship AND gamesmanship lead to success
- ▣ Consider everyday language and actions
- ▣ Expect it and help them live up to it
- ▣ Build pride in the history



Being Prepared for the Challenges

Common Coaching Challenges

- ❑ Everyone can do it better
- ❑ Motivating athletes
- ❑ Athletes lacking proper skills
- ❑ Earning a living wage
- ❑ Finding life balance
- ❑ Success/Fun vs. Win
- ❑ Coaching burnout
- ❑ Volatile career
- ❑ PARENTS



More Coaching Challenges

- ▣ High stress
- ▣ Long hours
- ▣ Often low rewards
- ▣ Process emphasis but Outcome expectations
- ▣ Travel
- ▣ Multiple roles/ “all things to all people”
- ▣ Intense personal involvement
- ▣ Disciplinary duties
- ▣ Conflict with other life aspects
- ▣ Lack of respect or sense of professionalism
- ▣ Monday morning quarterback syndrome