

FLORIDA ATLANTIC UNIVERSITY
Exercise Science and Health Promotion Department
PET 4930— Coaching Behavior and Performance in Sport and Exercise
3 credits

Professor: Mark Kovacs, PhD, CSCS

Office:

Office hours:

Contact: 236-1260 (secretary)

Class: Online

Prerequisites: None, permission by instructor

Required textbook: **SUCCESSFUL COACHING** (3rd Edition), Martens, R. Human Kinetics, ISBN 0-7360-4012-9

Class Notes: Are accessed through Blackboard

TARGET AUDIENCE: This course is designed for current or future coaches, trainers, psychologists, medical staff, teachers, researchers or any other person who is involved in competitive situations.

MAJOR FOCUS:

Technical information dealing with the coaching profession. Developing an understanding of the coaching profession and its inherent responsibilities. Realistic guidelines, principles, and problem solving in coaching.

CLASS NOTES: Online notes for this class are available on Blackboard under the class heading.

Academic Honesty. Students are expected to adhere to the highest standards of academic honesty at Florida Atlantic University. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

According to the *Florida Administrative Code*, Chapter 6C5-4.001, on "Honor Code, Academic Irregularities, and Student's Academic Grievances" and the *FAU Student Handbook*, under "Rules and Regulations," plagiarism is defined as "The presentation of words or ideas from any other source as one's own." University guidelines will be followed if a student plagiarizes. Assignments in BlackBoard (**Turnitin.com program**) will be used to check for plagiarism in this class. Plagiarism will not be tolerated and no credit will be given for any plagiarized assignment nor will makeup assignments be available for such assignment in this course. The student must remember plagiarism happens when any student uses or purchases papers not written by them. Turning in the same or a very similar paper in more than one class is an example of plagiarism. Copying and not properly sourcing information directly from the World Wide Web or any other source is plagiarism. Also, plagiarism will occur when a student uses the ideas of or information obtained from another person without giving appropriate (properly cited) credit to that person. Other examples of plagiarism are too numerous to mention here. If you need assistance with understanding plagiarism, you are expected to contact the faculty member at the beginning of the semester or go to the

University Center in Excellence and Writing, Room 140, Davie Campus or call 561-297-3498 (Boca Campus) or visit www.fau.edu/UCEW or <http://www.communication.fau.edu/fejes/academicsresources/Plagiarism.htm>.

NOTE: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

COURSE OUTLINE:

The following topics will be covered aimed at providing general and specific theoretical as well as practical issues related coaching at both a recreational and competitive level. You will also be required to read articles and case studies looking at different coaches and coaching styles to help you develop your own personal coaching philosophy.

Module 1: Coaching Philosophy

- Mission
- Vision
- Philosophy

What type of coach are you?

-Questionnaires looking at your leadership style, personality and coaching attitudes

Module 2: Leadership vs Management

- Leaders influence others, whereas managers maintain certain objectives.
- How leadership and management principles should be applied to the coaching profession

Module 3: Coaching Teams

- Dealing with different personalities
- Training individuals in a team environment
- Team building
- Analyzing team dynamics and developing methods to improve teamwork and cohesive team interactions
- Methods to help develop, implement and evaluate team goals
- How best to deal with individuals who do not buy into team goals
- Tactics to improve team dynamics

Module 4: Gender Issues in Coaching

- Are males and female athletes different?
- What are the differences and similarities between the different genders
- Female coaches (why so few?)

Module 5: Coaching Ethics

- Your responsibility as a coach is more than just to teach a sport skill.
- Different ethical concerns that arise in coaching
- USOC ethical guidelines

Module 6: Characteristics of Successful Athletes and Performers

- Comparing personality traits and performance routines inherent in all successful performers
- Why coaches need to understand successful athletes and how best to develop these same characteristics in the athletes you will work with.
- Learning from the best and how to implement the same techniques in athletes with limited ability

Module 7: Anxiety, Arousal and Dealing with Pressure Situations

- Why coaches need to understand successful athletes and how best to develop these same characteristics in the athletes you will work with.
- Trait and State anxiety
- Positive/Negative Arousal and High/Low arousal levels
 - Techniques to increase/decrease anxiety, arousal
 - Coping strategies for pressure situations

Module 8: Relaxation and Energizing Techniques

- Methods and strategies to help athletes monitor their emotional level, and when needed relax or energize, depending on the competitive situation and the need of the activity

Module 9: Goal Setting and Accountability

- Performance vs Outcome Goals
- Realistic vs Non-Realistic Goals
- Using goal setting in the appropriate context

Module 10: Communication/ Interpersonal Skills

- Knowing what to say is a small part of high level coaching, knowing how to say it is what makes a great coach
- Techniques to read people and situations and use appropriate tactics of communication depending on the person, situation and intended outcome.

Module 11: Motivation and Reinforcement

- Positive vs Negative Motivation
- External vs Internal Motivation
- How and when to use motivation and reinforcement techniques based on different athletes personality, competitive situations etc.

Module 12: Developing Excellence, Character and Integrity Through Sport

- Coaching more than just the sport skill
 - character, integrity, passion
 - life skills
 - dealing with adversity

Module 13: Communicating with Parents

- How to deal with the infamous tennis parent, soccer mom or baseball dad
- Methods to help set guidelines to make sport more enjoyable for the athlete, coach and parent

Module 14: Drugs and Injuries (Overtraining)

- Signs of drug abuse and/or eating disorders
- Methods of handling these situations
- Monitoring overtraining
- Dealing with injured athletes

Module 15: Decision making

- Developing decision making skills in pressure situations
- When to bench an athlete
- How to make decisions and strategies to be successful

Module 16: Confidence Building

- Confidence, Self-Interest and Self-Esteem

- Teaching the interplay between confidence, self-interest, self-esteem and improved performance
- Practical techniques to help develop these aspects in your athletes

Module 17: Eating Disorders

- Signs and symptoms
- How to bring up the subject
- Steps to take to help the athlete
- Knowing when, what and how to ask for help from psychologists, counselors and medical staff

QUIZ

In this class you will be required to read the book *Successful Coaching (3rd Edition)*. Assessments of your knowledge of this book will be four 10-20 questions quizzes which will be administered using the blackboard online system and can be taken at your convenience during the semester.

QUIZ 1 (Principles of Coaching – Chapters 1-5)
due before July 15th, 2009 at 12noon

QUIZ 2 (Principles of Behavior – Chapters 6-8)
due before July 15th, 2009 at 12noon

QUIZ 3 (Principles of Teaching – Chapter 9-12)
due before August 3th, 2009 at 12noon

QUIZ 4 (Principles of Physical Training – Chapter 18-20)
due before August 3th, 200 at 12noon

GRADING

Quizzes (4 quizzes) 20%
 Mid Term Exam (due before July 15th, 2009 at 12noon) 25%
 Final Exam (due before August 3rd, 2009 at 12noon) 25%

Coaching Philosophy
 (Initial due before July 5th, 2009 at 12noon) 5%
 (Final due before August 3, 2009 at 12noon) 5%

Case Study (due before August 3rd, 2009 at 12noon) 20%

GRADING

94.0-100.0%=A	90.0- 93.9%=A-
88.0- 89.0%=B+	
84.0- 87.9%=B	
80.0- 83.9%=B-	
78.0- 79.9%=C+	
74.0- 77.9%=C	
70.0- 73.9%=C-	
68.0- 69.9%=D+	
64.0- 67.9%=D	
60.0- 63.9%=D-	
< 60.0%=F	

Assignments not turned in on time will not be accepted or graded.

NO EXCUSES OR EXCEPTIONS TO EACH EXAM'S DEADLINE. IT IS YOUR RESPONSIBILITY TO MAKE SURE EACH TEST IS COMPLETED BEFORE THE DUE DATE.

AS THIS IS AN ONLINE-WEB BASED COURSE, IT IS YOUR RESPONSIBILITY TO KEEP TRACK OF WHEN ALL TESTS ARE DUE AND TO CHECK YOUR UNIVERSITY EMAIL ON A DAILY BASIS.

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Initial

1. I have received the course syllabus _____
2. I understand I must attend class, online, and participate in class. _____
- 3. I understand if I miss class, I am responsible for the material missed and for obtaining the notes and/or other assignments from another classmate. _____**
4. I understand that I cannot make up any exams, in-class work or other assignments. _____
5. I understand that if assignments are not turned in on time, no credit will be given. _____
6. I understand the absences, grading procedure and point distribution. _____
7. I understand that I must do out of class observations and other work. _____
8. I understand that I am responsible for participating in this online class. _____
9. I understand that books and personal notes cannot be used in online exams. _____
10. I understand that I must maintain and use an active FAU email account during this course. Communication with instructor is done through FAU email. _____
11. I understand that I will participate in different activities during class. _____
12. I understand the concept of plagiarism and will adhere to academic honesty. _____
13. If I have a learning disability or need any type of assistance in class, I will contact the faculty member before the second class meeting. _____
14. I will send this to the instructor signed via .pdf file or fax to department.

I have read the syllabus for this course and agree to abide by the above.

Print your name

Your signature

Z number

Date

COACHING PHILOSOPHY/CONTRACT

This is a two part assignment. The first part is due the second class period after we discuss how to define your personal coaching philosophy (mission, vision and philosophy). The second part of the assignment is due the second last class period after you revise your mission, vision and philosophy.

INITIAL COACHING MISSION, VISION AND PHILOSOPHY

NAME:

INITIAL COACHING VISION STATEMENT:

INITIAL COACHING MISSION STATEMENT:

INITIAL COACHING PHILOSOPHY:

This is due before the second Friday of class:

FINAL COACHING MISSION, VISION AND PHILOSOPHY

NAME:

FINAL COACHING VISION STATEMENT:

FINAL COACHING MISSION STATEMENT:

FINAL COACHING PHILOSOPHY:

This is due by the week before the final exam is due (at least 7 days prior)

CASE STUDY ASSIGNMENT

This assignment is a field assignment and requires you to coach a team or individual in a competitive sporting environment. Please check with me before starting this assignment to see if the situation you are choosing is appropriate.

You will be required to be in a coaching situation where you work with a team/individual at least one day per week for a minimum of **6 weeks**.

- 1) You will need to set-up a coaching contract with the team/individual outlining your goals, philosophy etc. Have each person sign the contract and return it to you. (15%)

- 2) Set-up goals for the coaching period (15%)
 - Short-term Long term
 - Extrinsic and Intrinsic
 - Performance vs Outcome

- 3) Lesson plan for each session (15%)

- 4) Post lesson debrief (10%)

- 5) Issues that arose during the coaching period (10%)

- 6) Techniques used to handle the coaching issues (15%)

- 7) Summary of the coaching period and 5 major issues that you learned (20%)