ATHC 279

Coaching Effectiveness and Athletic Performance

Carol Welker

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\*\*I do not have an office on campus as of yet. If you need to get a hold of me or would like to meet, please

use the email listed above and we can set up a set up a time and place here on campus.

**Course Objectives:** The student will be able to:

1. Create a coaching philosophy with stated objectives.
2. Describe the different characteristics of an effective coach.
3. Describe the behavior patterns of coaches and how remarks may be packaged.
4. Be able to design daily practice plans and season plans.
5. Understand the basic principles tied to legal liability and negligence and apply these concepts towards maintaining a safe environment for athletes.
6. Develop a philosophical perspective that emphasizes intentionally modeling and teaching character/sportsmanship.
7. Explain a process for teaching character development through physical activity and apply it to a physical activity setting.

9. Define personality and then identify ways in which these characteristics are related to performance in physical activity.

10. Describe anxiety, arousal, inverted “U” theory and drive theory, then explain how educators can help physically active people deal with anxiety and attain as well as maintain proper arousal levels.

11. Describe the components that make up attentional style and then apply these concepts to enhancing performance in competitive sport and physical activity settings.

12. Describe attribution theory and then apply this concept to helping participants to deal with success and failure effectively.

**Texts:** Required

Martens, R. (2004). Successful Coaching. Champaign, IL: Human Kinetics.

Recommended:

Weinberg, R.S. & Gould, D. (2011). Foundations of Sport and Exercise Psychology. 5th edition.

Champaign, IL: Human Kinetics.

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# Grading: The whole class will be worth 100 points by the end of the semester. Here is the breakdown:

Mid-term Test – Tentatively set for March 5th during regular class- **20 points**

Final – Thursday, May 7th at 3:30-5:30pm Room 262 Mabel Lee Hall **– 20 points**

**Written Assignments**: Actual due dates might vary from those projected.

1. Write a coaching philosophy paper. To be turned in during week 2. (**5 points**)
2. Complete a values lesson plan assignment with your group. Due week **4 (10 points).** Most of this will be done ***in class***.
3. Practice observation—Observe a player in a practice situation and use event recording to chart efficiency. **(10 points**)
4. Coaching behaviors assignment – Using a set of categories with definitions, you will code/record a coach’s comments

and behaviors during a practice session. We will create a chart in class that you will use and then write a

summary paper with. **(10 points).**

1. **Selection, c**haracteristics, and expectations of team captains and philosophy re-write - (5 points)
2. Concept map. Due Week 15 (**Group project -- 10 points**).

**In Class Assignments**- **10 points**

There will be several in class assignments each worth varies points. Therefore, attendance and participation

are important. I will take attendance! Please communicate with me ahead of time if you will be gone

for a class. If you do, I will allow you to make up the assignment. If not, you lose those points.

**Grading Scale**:

98-100- A+ 90-97- A

88-89- B+ 80-87- B

78-79- C+ 70-77- C

68-69- D+ 60-67- D

Below 60- F

\*\*For each class a paper or other assignment is late, I will deduct .5 points for those worth 5 points

and 1 point for those worth 10 points.

Paper outlines/rubrics and power point presentations will be available on Blackboard.

**Weekly Schedule (*VERY TENTATIVE*):**

## Weinberg &

# Martens Gould

Jan. 13 --Introduction to the course

Review Course syllabus

# Jan. 15 -- Coaching Philosophy 1, 2, 3

Jan.20 -- Coaching Philosophy – continued 5, 22, 24

Developing Objectives (goals)

Jan. 22 -- Values Development 4 5, 22, 24

Jan. 27 -- Values Development

Jan. 29 -- Values Development

Feb. 3 -- What makes a coach effective? 6, 19 10

Feb. 5 -- Coaching Effectiveness

Feb. 10 -- Running an effective practice/drill 9, 10, 11, 12

Coding players (prep for observation)

Feb. 12 -- Communication 6

Feb. 17 -- Legal Liability 20

Feb. 19 -- Legal Liability

Feb. 24 -- Legal Liability

Feb. 26 -- Mid-Term review

Mar. 3 -- Coaching Observation

Mar. 5 -- Mid-term

Mar. 10 --Team Management 18

Mar. 12 --Team Standards/Responsibilities of Leaders

Mar. 17 -- Personality

Mar. 19 -- Personality

Mar. 31 -- Arousal & Anxiety 4, 12

Apr. 2 -- Anxiety 4, 12

Apr. 7 -- Performance Enhancing Strategies 12, 13, 14, 15, 16

Arousal Regulation

Apr. 9 -- Performance Enhancing Strategies

Imagery and relaxation 13, 12

Goal-setting 15

Self-Confidence and Self-talk 14

Apr. 14 -- Performance Enhancing Strategies 16

Attentional Focus

Apr. 16 -- Performance Enhancing Strategies

Attentional Focus

Apr. 21 -- Motivation – Attribution theory 7 3, 6

Apr. 23 --Final review

Apr. 28 --Concept Maps-in class

Apr. 30 --Concept Maps Presentation

\*\*\*\*\*Finals Week -- Final Examination- ***Thursday May 7th at 3:30-5:30*** Room 262 Mabel Lee Hall