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Course Objectives

• Gain a working knowledge of the best practices regarding athletic communication with the athletes, parents and administration.

• Gain a working knowledge of best practices that create the most efficient & productive practice environments through improved communication techniques.

• Gain a working knowledge of best practices to create the most efficient & productive competitive environment through improved communication techniques.

• Gain a working knowledge of the concepts needed to eliminate cognitive bias and establish a learning environment through culture change.

• Gain an understanding of how to create an environment that has the fewest risk factors involved in competitive stress for the athletes.

• Gain a working knowledge of the concepts of college recruiting to assist athletes & parents through that process.

• Gain an Understanding of what college coaches are looking for in athletes.
Coaching Theory & Methods

Coaching Communication Systems
Purpose

• In today's society, athletics, has taken on a life of its own. It has infiltrated every aspect of our daily lives. This is not to say that this athletics is negative in any way, just that we have a heightened focus on the benefits of participation and being a spectator.

• The statistical participation rates in the United States have been reported as high as 70 million youth sport athletes (ages 6-18).

• This puts a huge stress on the need for coaches. In order to meet the demanding and growing need for coaches, they can often end up in precarious positions without the appropriate education.
The main focus of athletics is still to provide a positive physical and emotional environment for competitive activities.

Within that framework a coach must deliver an environment that improves skill and sport specific knowledge in order to execute in competition.

7 Steps To Increase Productivity

1. Build & use team language - eliminate communication confusion

2. Timed practice plans - start & stop times on everything

3. Give your assistant coach the stopwatch

4. Command based coaching instruction - :60Lessons

5. Corrective coaching with no practice stoppage - :07Terms

6. Coach guided athlete self-correction: “Figure It out”

7. Model Energy & communication tactics- Starts with the coaches
Efficiency

Defined:

- Accomplishing more in the same amount of time.
- Accomplishing what was supposed to be accomplished in a lesser amount of time.

The 7secondcoach system decreases the amount of down time for instruction & corrective coaching.

- i.e. - if you average 4 min. per technique & taught 5 techniques per day = 20 min. of instruction
  - :60lessons = 5 min. of technical instruction = 15 min. of additional practice time = more reps = more confidence

- i.e. - if you average 10 stoppages per practice to reteach technique & averaged 2 minutes per stoppage = 20 minutes of lost practice time
  - :07terms = no stoppage = 20 min. of additional practice time = more reps = more confidence

* Times and numbers based off using this high level communication style.
7 Steps to Increasing Efficiency

1. Commit to building & using common team language
2. Use transition cues to maintain engagement
3. Detailed practice plan - start & stop times on all sections
4. Command based instruction - :60Lessons
5. Corrective coaching with :07Terms no practice stoppage
6. Progressive practice plans - each additional technique must use prior knowledge
7. Give your assistant coach a stopwatch - to time you

*Important Side Note*

- Don’t be afraid to get off of the practice schedule - be diligent in adjusting what your doing to get back on track!
- If your practice plans change - document everything so the progression for the next day can be appropriate and uninterrupted.
Non-Negotiable’s

Defined:

• The characteristics that you expect your team to both: Exemplify and Eliminate

• The resolute positives that you always want to see out of your athletes

• The negatives the you absolutely never want to see in your athletes

7 Components of Developing Non-Negotiables

• based on your personal & athletic principles

• based on your programs objectives

• based on your value system

• based on your reward system

• based on your consequence system

• based on your coaching approach

• based on your institutional rules & regulations

Non-Negotiable Side-Note:

• Any prescribed consequence is delivered regardless of an athletes position/status on the team!

• All non-negotiables are not incident specific!
Core Fundamentals

Defined:

• The skills and athletic attributes needed to perform the basic techniques of the sport successfully. The foundational techniques and movements needed for success at the specific level of play.

**Purpose of Defining & Developing Core Fundamentals:**

1. Entrance skills of your respective sport

2. Progressive technique system- meaning that more complex skills can be built off of these basics

3. Base for success

4. Eliminates coach to coach communication confusion

5. Ability evaluation tool

6. Systematic approach to skill development

7. Develops complete technical understanding
Core Fundamentals

7 Steps to Developing Core Fundamentals

1. How many levels of the sport can athletes compete at for your respective team (City Rec League-YMCA-AAU-Little League-Freshman-JV-Varsity/etc.)?

2. What baseline skills must be learned in order to be able to play the sport?

3. What basic skills are needed in order to advance from the first level (that you defined above) to the 2nd level in the sport?

4. What basic skills must the athlete possess in order to train on their own in the sport?

5. What are the basic skills needed for winning at a competitive level in the sport?

6. What are the basic skills needed for winning at the elite levels in the sport?

7. Design the fundamental training program from 6-1.

By following the steps above, this should help you outline your core fundamentals and then progressively teach more complex techniques and skills as the athlete progresses through your program.
• The attention span of our youth today is shorter than ever before in history
  • goldfish attention span: 9 seconds
  • teenager attention span: 8 seconds

Here is the spiraling staircase:
1. The longer we talk the less they hear
2. The less they hear the less they understand
3. The less they understand the more you have to reteach
4. The more you reteach the less they get to physically practice repetitions
5. The less they get to physically practice repetitions the less confident they are
6. As confidence decreases so does performance production - this can all be eliminated
7 Steps to Developing :60 Lessons

1. Teach NEW technique & skills in :60 lessons or less

2. Identify your non-negotiable fundamental techniques

3. Identify the body positioning and all action terms needed to perform the fundamental techniques

4. Have no more than 2 cue words in each sentence for action items (:07 terms)

5. No more than 5 sentences to explain that technique

6. Test that each skill can be taught in :60 or less - if not - modify

7. Teach progressive techniques - previously learned techniques reduce instruction time & the learning curve
Coaching Communication System

:07 terms

Defined:

• :07 Terms are cue words and triggers for action steps in the fundamental techniques for your sport
  • Use these cue words and triggers in practice.
  • When these cue words and triggers are consistently used, they become meaningful in competition.
  • These cue words & triggers keep practice pace elevated for increased efficiency.
  • The cue words & triggers reduce communication confusion.
  • Reduced communication confusion decreases competitive anxiety.
  • Lower levels of competitive anxiety increase competitive performance & production.
Developing :07 Terms

1. Your :07 Terms are created when you develop your :60 lessons.

2. :07 terms are all body positioning/technical landmarks and teaching points incorporated into your :60 Lessons.

3. If you built your :60 Lessons properly this step has already been completed.

Side Note

:07 terms are specific to :60 lessons and not mindset talks or motivational phrases that a coach tells their athletes. They also are not mantra’s such as “hustle”, “keep working”, “Attack”, etc.
Practice Organization

- Knowing what to teach is not the challenge - it’s developing an organized & systematic way of delivering that knowledge.

- Sport is fluid and as things come-up in a practice it is very easy to get off track - being disciplined with your practice plans keeps you on track.

- It is impossible to consistently reduce learning curves (which increases confidence & ultimately performance!) if you are not logging in what you are teaching on a daily basis.
Practice Organization

Developing An Organized Practice Plan

1. Backward design from the skills needed to win a championship at your level at the end of the season

2. Block Series & Systems together so you scaffold them for reduced learning curves

3. You can’t be “detailed enough” - Time everything - that means everything from H2O breaks to :60 Lessons - Everything has a place & time on the practice plan

4. Build tomorrow’s practice plan from todays practice plan (scaffold & progression)

5. Always have a place for notes in case you get off the plan so you know what you did & didn't cover

6. Don’t adjust practice start & end times - become more efficient

7. Keep all practice plans for an annual year end review to determine efficiency & productivity
Cognitive Bias

Defined

• A genuine deficiency or limitation in our thought process that creates a flaw in judgement arising from memory, social experience, misjudgments or conditioned thinking

Types of Cognitive Bias

1. Confirmation bias
   • A personal bias that becomes fact if anyone else agrees with it

2. Functional fixedness
   • Thinking that ideas and objects are used a certain way - no exceptions

3. Negativity bias
   • A negative experience effects decision making more than a positive experience

4. Projection bias
   • The assumption that other people think like we do making our bias right
Cognitive Bias

Types of Cognitive Bias

5. Bandwagon effect
   • The more people that believe it or do it - must make it acceptable or right

6. Status Quo bias
   • Choices designed to eliminate change - regardless of whether its the best decision or not

7. Anchoring Effect
   • Comparing & contrasting based on limited information - only cost & not R.O.I.
Cognitive Bias

Challenges Created With Cognitive Bias

1. Eliminates coach and athlete growth

2. Reduces opportunities for success by eliminating appropriate alternatives

3. Decreases creative problem solving

4. Suppresses innovation

5. Increases chances of making an error in judgement

6. Creates a false sense of successful probability

7. Can’t see past conditioned thoughts parameters
The Learning Culture

Why A Learning Culture Is Important

• In the largest research study ever done on organizational learning cultures David Mallon found that “the single biggest impact on an organizations success is the learning culture.”

• Leaders must consistently challenge existing assumptions to maintain a constant state of learning to stay ahead of the competition.

• The likelihood of falling prey to Cognitive Bias is dramatically reduced.
The Learning Culture

7 Strategies of a Successful Learning Culture

1. An expectation that everyone must continuously learn

2. Provide a system for delivering and capturing knowledge

3. Increase the knowledge base around the programs values

4. Be intentional in including the community

5. Utilize technology whenever possible to increase accessibility

6. Encourage all leaders to lead the learning process

7. Reward continuous adaptation, improvement & learning
Coaching Theory & Methods

The Athletic Environment
The Athletic Environment

• Building an athletic environment that is productive, efficient and safe both physically and emotionally requires every stakeholder involved to pull their own weight.

• We have discussed many coaching aspects and this section will cover more topics that are focused on parents and their role in the athletic environment.

• This is an incredibly valuable section for coaches because you will have insight into what parents should be doing and then can appropriately design your program to ensure they are the best athletic environment for your athletes.
The Athletic Environment

The Athletic Environment

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The Athletic Environment

• To build the best athletic environment possible every stakeholder must be focused on communication.

• The end result is never the concern - the right result does not happen on game day - it happens in the long hours of training and preparation before the game begins.

• Equally important is the long term ramifications of every communication with anyone involved in the athletic career of the athlete.
  • Did it inspire or injure?
The Athletic Environment

Athletic Responsibilities

Coaches Responsibilities

1. Maintain professionalism & display the highest level of ethical behavior at all times.

2. Supervise student athletes before-during-after practices & contests.

3. Teach & facilitate sportsmanship-work ethic-responsibility-competitiveness & academic responsibility.

4. Certified in basic first aid & cpm at all times.

5. Condition athletes with age appropriate activities.


Athletic Director Responsibilities

1. Athlete and team safety
2. Rules compliance
3. Facility management
4. Financial responsibility
5. Commitment to academics
6. Policy & procedure creation
7. Fair & Balanced oversight of programs
Parent Responsibilities

1. Be the positive support structure your athlete needs! Your job in the athletic environment is to Love & Listen not coach and Coach & Discipline.

2. Remember that the athletes goals are the most important.

3. Model the desired behavior of your athlete. Have clarity in the values that you want your athlete to learn from playing sports (being sure you are modeling those).


5. Athletic boundaries (know the roles of the coach & AD).

6. Listen to your athlete and the coaches - the more you talk the less they hear.

7. 24 hour-rule (if you are upset about something wait 24 hours to have the conversation or send the email).
Are You Qualified?

A coach can only coach to their experience level.

To find out what level you are qualified for, you must answer the following questions:

1. What was the highest level of athletics you achieved?

2. When was the last time you read the NFHS rules and regulations book?

3. When was the last time you read the NFHS case studies book?

4. When was the last time you attended a coaching clinic?

5. When was the last time you engaged in coaching professional development?
Are You Qualified?

State requirements to be a certified coach

1. Anatomy & Physiology.
2. Human Growth & Development.
3. Care & Prevention of Injuries.
4. Ethics & legal responsibilities of coaching.
5. Approved concussion training.

Do you have all of that?

• Having technique or skills knowledge is a very small part of the coaching profession
• Being a former player does not make someone an elite level coach no matter what level they competed at.
Is the Coach Qualified?

Questions to be asked & answered

Does The Coach Have:

1. The appropriate level of competitive experience to be coaching at this level?

2. The appropriate level of educational experience to be coaching at this level?

3. The appropriate level of coaching experience to be coaching experience?

4. The appropriate level of coaching specific professional development education to be coaching at this level?

5. Has this coach ever been sanctioned by any organization?
Is the Coach Qualified?

7 Realities for School Based Coaches

1. There is no experience qualification.

2. The goal is safety.

3. 4 out of 5 coaches are “un” or “Under” qualified to coach the sport they're currently coaching.

4. Certified teachers with any athletic experience can get a coaching position.

5. The job is way harder than you think it is.

6. Most school coaches are technicians (they have lots of technique knowledge) not coaching knowledge.

7. Most all school coaches care about the kids (they’re #1 priority is NOT to get your athlete a DI Scholarship - and it shouldn't be yours either).
Is the Coach Qualified?

7 Reasons Being Appropriately Qualified Matters

1. Will have appropriate content knowledge of the sport.

2. Will have appropriate knowledge for the strategy of the sport.

3. Will have appropriate position specific technical knowledge.

4. Will have appropriate position specific strategic knowledge.

5. Will utilize age appropriate communication techniques.

6. Will have appropriate knowledge of training & conditioning principles.

7. Will have appropriate knowledge for safety & emergency procedures.
Ownership Matters

• The athlete must be driving the train! As soon as the train cars get ahead of the engine the train wrecks! Although the Engineer has an assistant - the engineer is still in charge and will ultimately receive the blame!

• Regardless of who mom & dad are or if the coach sees potential - the athlete MUST WANT TO BE THERE!

• A 6’10” athlete that wants nothing to do with basketball will never reach their potential as long as they’re forced to participate!
Ownership Matters

The research is clear:

The more money that is spent without the desire to spend it from the athlete - the less the athlete enjoys the sport & the more frustrated the parents are during the athletic experience!

Passion is Personal not Persuasive

• To play sports is a personal choice and to be great at sports requires a massive PERSONAL commitment!

• A commitment that great can only be achieved with extreme levels of internal Passion for the sport & Passion will always be Personal!
Ownership Matters

7 Factors That Indicate Ownership

1. Excited to participate in all training regimens

2. Willing to sacrifice to achieve the goal

3. Accepts coaching & criticism as an opportunity to improve.

4. Always wants to make progress - never stagnate

5. Positive attitude toward tough challenges

6. Never procrastinates

7. An absolute understanding that personal choices effect personal success or failure - ownership of results
Ownership Matters

7 Factors That Indicate Your Athlete Is Not Playing For The Right Reasons

1. If you have to force your athlete to train.

2. If your athlete would rather be doing something else be somewhere else.

3. If all coaching & criticism is received negatively.

4. If your athlete is not interested in improving or moving to the next level.

5. If your athlete has a negative attitude towards overcoming tough challenges.

6. If your athlete procrastinates on aspects of the sport.

7. If your athlete blames others for their failures.
The Play Time Issue

3 Different Perspectives

1. Equal Time:
   • Every player regardless of talent level gets to play the same number of minutes.

2. Fair Time:
   • Every player plays a significant amount, not equal, based on position and ability.

3. Talent Time:
   • Players play based on talent levels with no expectation of amount of time.
The Play Time Issue

Who is driving the 3 perspective

1. Equal Time:
   • Leagues that are recreational in nature & parents of the athletes that are not as talented at this point.

2. Fair Time:
   • Most coaches at the lower levels try to use this approach. Without enough wins some parents often will get restless with this approach.

3. Talent Time:
   • This is most often used at the higher levels of sport - elite travel teams, high school teams & above.
The Play Time Issue

The REAL Solution

• Evaluate your child’s talent level without bias and place them in the appropriate league at the appropriate level - This results in the appropriate amount of playing time!

• Request quantifiable information from the coach as to why your child is not getting what you feel is adequate play time. Get specific athletic related information do you can effect the issues!

• Get your child additional coaching
  • Yes it costs money
  • Yes it requires extra time
  • Yes it requires extra effort
  • But - to change the play time challenge your athlete must improve technically & strategically
The Play Time Issue

7 Steps To Eliminating The Play-Time Issue

1. Select the right level of play.

2. Select the right type of team.

3. Train enough to leave no-doubt.

4. Make it the athletes choice.

5. Have age appropriate expectations.

6. See practice habits for yourself first.

7. Ask for quantifiable criteria from the coach - then make changes to address them.
The Athletic Environment

Know Your Role

• Important Research on Parent Involvement
  • Virtually every study of elite level athletes shows that high levels of negative parent involvement and interaction were not present
  • The percentage of burn-out among athletes reporting negative parent involvement is more than double the athletes with positive parent interactions
  • Justification and rationalization that you as a parent are just trying to help - DOESN’T!
Know Your Role

Parents

• As your child’s parent(s) your role is to support & not coach.

• Your child has a coach & their role is to coach and not parent.

• Regardless of the scenario - be a positive voice for effort and attitude.
Know Your Role

7 Ways to Deliver Unconditional Support

1. Define success by hustle.

2. Reward positive attitudes.

3. When the game is over - it needs to be over.

4. Remember that past efforts stay in the past.

5. Give your child the gift of failure for growth.

6. Challenge improving effort - don’t threaten failed outcomes.

7. Learn & understand developmental differences.
Know Your Role

Athletes:

• You are responsible for personal technical & tactical improvement!
• You are responsible for academic performance to stay eligible!
• You are responsible for getting your college scholarship - NOBODY ELSE!
• You are in control of your play-time based on what you know and how you perform!
What Happens at Home

We have discussed this aspect at relative length to this point. I will give an overview:

- Extra work must be done at home (most often NOT done by the parents but a properly credentialed coach) to overcome any performance related issues.
- Support must be unconditional from home.
- The home & parents must be a place for support not another practice or coaching session!
The Good FIT

FIT - describes the total experience!

All factors must be considered when selecting a player or a coach or a team:

• Coaching Style
• Discipline Structure
• Competition Level
• Program Goals
• Amount of Practice
• Fits in Schedule
The Good FIT

7 Factors Affecting FIT

1. Does the team FIT the “why” for your child?

2. Is the philosophy on play time right for my child?

3. Is the value system appropriate for my child?

4. Is the discipline structure appropriate for my child?

5. Is the coach properly qualified to improve my child’s athletic ability?

6. Do the practice & competition schedules fit with the other activities my child is involved in?

7. Does my child feel comfortable playing with the kids on the team and for the coach?
The Good FIT

The Right Level

1. This is usually the start of a good or bad experience.

2. Placing your athlete on a team that allows for appropriate play time, technical and tactical development is critical.

   • Playing up or at the highest division simply to say “my kid plays for” or “we play on” is not beneficial.
Athletic Specialization

What Does This Mean?

Sport specialization is focusing on a single sport in an effort to gain more repetitions, experience and training in hopes of becoming an elite athlete in that sport.

Does It Work?

1. Research at this point does not support either an anecdotal or statistic advantage.

2. There are many statistical categories that can be associated with high levels of athletic success - sport specialization has never been one of them.
Athletic Specialization

7 Negative Aspects to Specialization

1. Negatively impacts proper child development.

2. Increases psychological risks associated with stress.

3. Statistical correlation with overuse injuries.

4. One-dimensional athletic skill development.

5. Statistical correlation to psychological burnout.

6. Often aligns with adult values more than the athletes.

7. Limits transferable skill development which builds a better athlete (1 sport or 1 position=limitations).
7 Reasons to Diversify

1. Less pressure to perform - greater likelihood to persist.

2. Statistical correlation to reaching elite levels when specialization occurs at older levels (Jr-Sr).

3. Decreased incidence of injuries (and in those requiring surgery).

4. Reduced competitive Anxiety - development emphasis.

5. Improved socialization skills - meet more people & coaches.

6. Sampling allows athletes to find their best athletic fit.

7. Kids are driving this train - it aligns with their desires.
How To Win For The Athlete

A Huge Problem

Our youngest athletes are quitting before they can realize their potential

- 40% by age 10
- 50% by age 12
- 70% by age 14

Why they're quitting:

- Coaching challenges (criticism & not developing talent).
- Lack of fun (overemphasis on winning & negative parent interactions).
- Lack of playing time Injuries.
- Conflict with other activities (specialization).
How To Win For The Athlete

7 Steps To Helping Athletes Win

1. Be aware of verbal messages.
2. Be even more aware of nonverbal messages.
3. Be aware of your athletes self-esteem in every interaction.
4. Don’t debrief after the game - let them initiate any post game conversation.
5. Kids are extremely busy - schedule unstructured relaxed down time.
6. Give them control while you facilitate - be able to accept their choices.
7. Help the coach - don’t fight them.
What Does That Mean

College Coaches Want Athletes That:

1. Understand Work Ethic
2. Understand Leadership
3. Understand Intangibles
4. Understands “Lettuce”
5. Understands Choice Not Chance
6. Understands The Importance of Eligibility
7. Understands Team
Intangibles Over Talent

What Are Intangibles?

• Characteristics that are not always measurable

• Actions that are not always rigidly defined

• Attributes that are not related to talent

• A mentality of production
Intangibles Over Talent

Why Intangibles Matter?

• When talent stops being the reason you’re successful - you have to have the intangibles to produce!

• Intangibles are very hard to coach - often athletes have that mentality or they don’t

• Intangibles make you dependable & productive in competition - that’s why less talented athletes play over more talented athletes all the time

• When talented athletes also have intangibles they often end up being the big-time players!
Intangibles Over Talent

7 Steps To Developing Intangibles

1. Be Early & Stay Late.

2. Hustle - Hustle - Hustle.

3. Be a Good Listener.

4. Always have a positive attitude.

5. Academics take priority in spare time.

6. Be a super-fan (know everything about your sport).

Intangibles Over Talent

The 5% Principle

- Coaches often feel that intangibles can add about a 5% improvement to a player
- 5% improvement to 11 individual football players on offense is a 55% improvement in performance to the offensive team
- 5% improvement to a 90 MPH fastball = 94.5 MPH Fastball
- 5% improvement from a 12 sec 100M Dash is .6 = 11.4 secs
Never Be Late

It’s Not Just About Time!

- Shows commitment
- Shows responsibility
- Shows maturity
- Builds trust
- Shows Integrity
- Shows your action oriented
- Shows your a team player
Never Be Late

7 Reasons To Be On Time

1. Shows dependability
2. Expresses self-confidence
3. Reveals self-discipline
4. Shows humility
5. Shows respect for others
6. Ensures proper preparation
7. Reduces anxiety
Never Be Late

7 Ways to Improve Punctuality

1. Plan ahead for obstacles

2. Make a schedule and stick to it

3. Don’t over-extend your commitments

4. Use technology - reminders & calendars

5. Say no to last minute requests

6. Don’t hit the snooze button (habit in all things)

7. Set “time check’s” in all of your activities
Always Be Coachable

What does Always be Coachable Mean?

• Having the mentality that everyone can positively contribute to your athletic development & experience in some way.

• Never thinking you or someone else knows the only way.

• Accepting advice, coaching or mentorship and working to put that information into action.
Always Be Coachable

Attribute’s to Being Coachable

Grateful
• Are you thankful that someone is offering knowledge to help you improve or are you resentful and negative?

Vulnerable
• Can you accept that you do need information to help your growth or do you feel you shouldn’t be told anything?

Receiving Feedback
• Are you willing to receive feedback that may be negative knowing that it will help you improve or do you get angry at that information?

Solution Centered
• Do you want to improve and are you looking for solutions to your athletic challenges or do you think that you can figure them out?
7 Steps to Being Coachable

1. Listen to “what” is said - not “how” it’s said.

2. Listen for technical & tactical improvement comments.

3. Listen for action items to improve your game.

4. Be aware of personal negative emotions during coaching.

5. Listen with a “Try it & See” mentality.


7. Build a solid relationship with your coach - you have to be able to ask questions and communicate.
Do Not Procrastinate

The Simple Becomes Habitual

• Procrastination is simply deciding to do something later rather then doing it now - when NOW is the time it should be done.

• Often the tasks that are put off are not life-or-death but as procrastination becomes more acceptable it becomes a habit and eventually important tasks and priorities will get put off and cost you dearly.

• “Do It Now” Mentality
Do Not Procrastinate

What Procrastination Causes

• Anxiety
• Impatience
• Fear
• Being Overwhelmed
• Unclear Goals
• Unexpected Obstacles
• Exhaustion
Do Not Procrastinate

7 Steps To Elimination Procrastination

• Clarity in your goals
• Be organized
• Work in small chunks
• Associate with action oriented people
• Remove distractions
• Don’t multi-task
• Use to-do lists
Lead the League in Effort

The Challenge

• Effort is very hard to quantify (measure) in sport.

• Coaches are always looking for athlete to give a maximum effort
  • But whose maximum effort is it?
  • What does maximum effort look and sound like?
  • To the player?
  • To the coach?
Lead the League in Effort

Progress Is The Road To Success

• Often the best way for a coach to measure effort is to log progress.
  • If you run a 4.5 40 yard dash & run it in 4.7, it’s reasonable to deduce that you effort was not maximal.
  • If you run a 4.45 40 yard dash it’s reasonable to deduce that you give maximal effort.
  • The challenge is when their is not clock or measurement.
Lead the League in Effort

7 Steps To Giving Maximal Effort

1. Don’t Pace Yourself
2. Don’t Judge your success based on your teammates
3. Remember that past efforts don’t matter
4. Time on task is not an indicator of effort
5. Take breaks
6. Sweat does not equal the right effort
7. Only the right effort at the right things equal the right results
Being Recruitable

Develop Competitive Instincts

Competition

1. Competition is a basic function of nature

2. We are always competing - in and against everything & everyone for survival

3. Competition is an instinctual human component

4. We must “Use It or Lose It”.
Develop Competitive Instincts

Instinct vs. Reflex

- Reflexes & Instincts must be developed to be successful.

Instinct

- Inborn Complex patterns of behavior
- Refine & sharpen

Reflex

- Response to Stimuli
- If > Recognition
7 Competitive Instincts

1. Rivalry - instinctual feeling to not be inferior
2. Fear - makes us aware of dangerous situations
3. Envy - wanting what another person has
4. Anger - internal displeasure with an outcome
5. Imitation - ability to repeat as accurately as possible
6. Curiosity - interest in not losing and improving
7. Play - a release of energy used in strenuous conflicts
“Lettuce”

- A father and his son leave a baseball game talking about how one of the son’s teammates simply hits home runs:
  - The father says “That’s right, he’s ‘lettuce’.”
  - The son asked- “what does that mean dad?”
  - I responded- “Son- he just produces!”
“Lettuce”

• Production is the single most important driving force in who plays and who doesn’t!
• Being “Lettuce” is a mentality that you must develop to be a Go-To Player!
  • It’s about competitive anxiety, confidence and execution at any time in any situation.
• Basically is is the mentality that: when the game is on the line you want the ball - and when you get the ball, you SCORE!
What Does Production Mean?

• Production means you are directly involved in either scoring points or keeping the opposing team from scoring points.

• You have mastery of the techniques, strategies & concepts of the sport. Do not let anxiety in crucial moments affect your ability to execute.

• If you are consistent in either one of those categories you will see increased playing time & vice-versa.
7 Factors Effecting Athletic Production

1. Muscular Strength/Endurance
2. Cardiovascular Capacity
3. Nutrition
4. Coaching
5. Preparation (Physical & Mental)
6. Competitive Stress
7. Optimal Athletic Arousal
Finishing Strong Matters Most

1. It doesn’t matter what the score is until the last tick of the clock goes off!

2. Big comebacks are the result of learning how to finish strong.

3. Remember- It’s not whether you win or lose - if you can finish stronger than your opponent - You’re always in the game!

4. Coaches want athletes that compete as hard at the end of a competition as they do at the beginning.
Being Recruitable

Finish Strong

**Attitude Not Aptitude**

- Finishing strong is not an inherent (in-born) trait.
- Athletes need to develop this attitude on a daily basis in practice.
- Finishing strong as an athlete does not rely on coaches or teammates!
- Being able to finish strong does not require talent to be in the equation!
Being Recruitable

Finish Strong

7 C’s For Finishing Strong

1. Composure
2. Conditioning
3. Consistency
4. Confidence
5. Commitment
6. Control of Competitive Anxiety
7. “You Are A Closer!” - Mental attitude
The Coaching Reality

• Coaches families, incomes, and careers are on the line.

• Coaches can not leave anything up to chance or hope - or that is what they’re leaving their careers up to.

• Coaches are hired to create successful programs and their choices must reflect that because they will be held responsible for the wins and losses.
The Athlete Reality

• The higher the level of sports that you play - your past success means less and less - it’s a “what have you done for me lately” environment.

• If you are not going to help the coach keep their job - you will become irrelevant.

• Everything about the coaches career is in your hands - which absolutely puts the rest of your career in their hands.
Choice NOT Chance

Better or Worse, Never the Same

• Whether you choose to or choose not to do something - you are choosing to get better or worse - you never stay the same.

• If you choose to do the things that you have learned in this video series you will get better & your career will flourish.

• If you leave it up to chance - that’s exactly how you athletic career will go- by chance.
Being Recruitable

Choice NOT Chance

7 Steps to Eliminating Chance

1. Don’t Wait.

2. Raise your personal standards - hate mediocrity.


4. Don’t be a spectator - get in the game (this doesn’t have anything to do with playtime).

5. Get a mentor - you need a different perspective.

6. Set Goals - don’t get sidetracked (stay on the path).

7. Believe in yourself first & foremost.
Coaching Theory & Methods

Assignments
Instructions

1. Read the instructions for each of the assignments on the following pages.

2. Complete each assignment

3. Upload the assignment on the NEACA website in the “Topic” section at the end of the module.

NOTE:

A. If you have purchased the RUSH Coaching Authorization Course we be notified immediately of your assignment submission and will check it immediately.

B. If you did not purchase the RUSH Coaching Authorization Course we will have each of your assignments checked within our stated 48 Hour time frame.
Assignments

Recruitable Athlete Assignment

1. From the videos, written assignments and reading:

1. What are your top 3 Traits of a Recruitable Athlete?

2. Explain why you chose those 3 Traits.
Core Fundamental Skills

1. From the videos, written assignments and reading:

1. What are the Core Fundamentals technical skills that are required to be competitive at the age level you will be coaching

1. __________________
2. __________________
3. __________________
1. From the videos, written assignments and reading:

1. :07 terms are the cue/trigger words that help athletes remember the coaching points and landmarks of the techniques.

2. Create :07 terms that you will be use to teach the 3 Core-Fundamentals that you listed that are required to be competitive at the age level you coach for your sport.

   1. These terms need to be explained

   2. The explanation of those terms will teaches the athlete the technique of that Core Fundamental.
1. From the videos, written assignments and reading:

   1. A :60 Lesson is ALL of the :07 Terms for a single technique combined, in sequential order to teach the technique.

   2. Combine all of the :07 Terms and place them in the proper order to appropriately teach each of the Core Fundamental skills you previously listed.

   3. The whole lesson should be able to be taught in under :60 seconds.

      1. The explanation of the :07 Terms must be detailed enough that the athletes can learn AND execute the technique properly.
Practice Plan

1. From the videos, written assignments and reading:

   1. Develop and submit an outline of a practice plan that you will use everyday.

   1. Your practice plan must include:

      1. A start & stop time for each session
      2. What you will be doing during the session

      1. Each skill drill must have a start & stop time
1. From the videos, written assignments and reading:

- Develop and Submit a pre-season parent meeting that contains the following:
  - Coaching Introductions
  - Coaching Philosophy
  - Team Rules
  - Team Guidelines
  - Communication plan
  - Non-Negotiables
  - Discipline Structure
  - Health Related Concerns

- This should be a full presentation
- This should be done in PPT/Keynote
- Each of the topic areas should have a minimum of 1 slide
Playtime Discussion with Parent

1. From the videos, written assignments and reading:

Answer the following questions:

1. Will you meet with your athlete’s parents to discuss their child’s playing time?

2. Defend your position in detail as to why or why not you will or you won’t meet with the parents of your athletes to discuss their playtime.