

# Randolph College

## Introduction to Coaching

**Instructor:** Carly Pearce, Ed.D.

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**Office hours:**

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**Time/Location:**

**Required Text:** Martens, R. (2012). Successful Coaching (4th ed.). Human Kinetics.

**Additional Readings:** There are additional readings posted on Moodle. You will be expected to read these materials for weekly discussion posts

### **Description and Outcomes of the Course:**

This 7-week online course provides students with a high-level exploration of the coaching profession, including its history, evolution, ethical and legal standards, and the roles and responsibilities of a coach. This course will also cover practical coaching techniques and strategies to create a positive and effective coaching environment.

- Understand the history and evolution of the coaching profession and the roles and responsibilities of a coach
- Understand the ethical and legal standards of professional coaching and ensure compliance with safety and welfare regulations
- Effectively know how to communicate with athletes, understand their motivation, and create a team culture of trust and respect
- Teach and motivate athletes, provide effective feedback and instruction, and improve their skills and performance
- Design effective practice plans, manage game strategies, and make informed decisions under pressure
- Understand the basic principles of athletic performance and health, including fitness training, nutrition, injury prevention, and rehabilitation
- Develop a basic understanding of how to manage a successful coaching program, including goal setting, planning, budgeting, fundraising, and evaluating program effectiveness

### **Grading Policy:**

Assignments are expected no later than 11:59pm on the date due. I will do my best to return all written work to you within 7 business days of submission. Please check the grades tab in Moodle for updated grades throughout the semester. If you have grade concerns, I have a 24/7 policy. That is, you must wait 24 hours after receiving the grade before contacting me and then must submit your concerns via a Word document through email within 7 days of when your grade was posted. In your document, please outline specific reasons for your concerns (be thorough), as well as what you believe to be a reasonable solution/resolution. I welcome any and all inquiries, but please follow these guidelines so that your concerns are communicated clearly and we can resolve any issues in a timely manner.

All due dates are final. Late work will not be accepted unless extenuating circumstances occur. It is understood that professional and personal demands can get in the way of the best of intentions. Please email if you foresee any major conflicts so that alternatives can be discussed. It is the student's responsibility to email immediately and proactively regarding any difficulty completing work on time. Difficulty with technology is not an appropriate reason.

### **Online Attendance/Participation Policy:**

Given that this is an online course, there will be no required "in-class" meetings. Since we do not have the typical 45 hours spent in class with lecture and discussion, you can expect a different workload in this course focused on reading, analyzing required sources and doing written work based on material. Thus, there is less sitting in class, similar reading to a normal course, but more writing, using discussion boards, and independent work than a typical face-to-face course. An online 7-week course is an intensive experience. While the time period is approximately half that of a regular semester, the course addresses the same amount of knowledge and skill development as a long semester course. Participants can thus expect to spend twice as much time in a 7-week course as in a 15-week course.

### *Course Assignments:*

- 1. Weekly Discussion Posts:** It is important to note that participation in discussion boards is seen as an indication of each student's active involvement in the course. Merely showing up is not enough; students must make substantial contributions to class discussions that meaningfully add to the learning environment in the discussion forums. The course expects students to provide new perspectives, question information, and either support or refute research where appropriate. To achieve this, **students MUST reference the course material** in their responses to ensure that their contributions are well-informed and relevant. To participate in the weekly online discussions, students are required to submit their own posts by 11:59pm on Wednesday of each week. Additionally, students must respond to at least three of their classmates' posts by 11:59pm on Friday to foster engaging and productive discussions throughout the course
- 2. Reflection Paper:** In this course, students will have the opportunity to reflect on their personal motivations for why they may want to coach. The assignment for this module is a reflection paper in which students will explore what coaching means to them, what they hope to achieve through coaching, and how they envision their role as a coach. The purpose of this assignment is to encourage students to examine their own motivations, values, and goals as they relate to coaching.
- 3. Code of Ethics Analysis:** The purpose of this assignment is to help students gain a deeper understanding of the ethical principles that guide the coaching profession, and to develop a plan for ensuring that they adhere to these principles in their own practice. The assignment for this module is a 500-word analysis paper that students will explore the specific ethical standards that are relevant to their chosen coaching organization, and examine how these standards apply to real-world coaching situations.
- 4. Coach Interview Summary:** Students will conduct an interview with a coach who has a reputation for building strong relationships with athletes. The assignment for this module is a 500-word summary paper. The interview summary should be well-written, thoughtful, and engaging. The purpose of this assignment is to help students learn from experienced coaches who have a proven track record of success in building positive relationships with athletes.
- 5. Leadership Training Program:** In this course, students are tasked with developing a leadership training program for athletes that focuses on developing specific leadership skills and qualities. The assignment for this module is a 500-word report explaining the strategies you would use and how you will evaluate and adjust it. The purpose of this assignment is to help students understand the importance of developing strong leadership skills and qualities in athletes, and how to design an effective training program that achieves this goal. Students will be required to research leadership theories and practices, and apply them to the specific athlete needs
- 6. Practice Plan** - This assignment will allow students to develop essential coaching skills by designing a practice plan for a specific session. The plan should include clear objectives and goals, relevant drills and exercises, necessary equipment and resources, a set timing and schedule, and a plan for evaluation and feedback.
- 7. Individualized Fitness and Nutrition Plan** - In this assignment, students will have the opportunity to develop and apply their skills in fitness and nutrition planning by creating an individualized plan for an athlete in their sport. The plan should be designed to optimize the athlete's performance and health, and include strategies for injury prevention and rehabilitation. In this report, students will explain the strategies and decisions made in their plan, as well as how they will evaluate and adjust the plan to ensure the athlete's continued progress.
- 8. Budget and Fundraising Plan** - In this assignment, students will create a budget and fundraising plan for a coaching program. The plan should include a comprehensive breakdown of all expenses, such as equipment, travel, and facility rental, and identify potential sources of revenue, such as sponsorships and fundraising events. Students will write a 500-word explanation of their plan, outlining the rationale behind each component and how it will contribute to the success of their coaching program. They will also discuss how they plan to communicate the budget and fundraising plan to stakeholders, such as parents and administrators, in order to gain their support.

**Week 1 - Foundations of Coaching: History, Evolution, and Roles**

<b>Learning Objective</b>	<b>Readings/Videos</b>	<b>Discussion Questions</b>	<b>Assignment</b>	<b>Due Dates</b>
Understand the history and evolution of the coaching profession and define the roles and responsibilities of a coach.	Chapter 1 Articles/Videos in Moodle	1. What are the primary reasons why people become coaches, and how have those reasons changed over time? 2. How has the role of the coach evolved over time, and what do you think the future of coaching will look like?	Write a 500-word reflection paper on why you may consider becoming a coach. Discuss what you may hope to achieve through coaching, what coaching means to you, and how you envision your role as a coach.	Found in Moodle

**Week 2 - Ethics, Legal Standards, and Safety**

<b>Learning Objective</b>	<b>Readings</b>	<b>Discussion Questions</b>	<b>Assignment</b>	<b>Due Dates</b>
Understand the ethical and legal standards of professional coaching and ensure compliance with safety and welfare regulations.	Chapter 2 Articles/Videos in Moodle	1. What are the key ethical and legal issues faced by coaches today, and how can coaches navigate these challenges? 2. What are some common ethical dilemmas that coaches may face, and how can coaches resolve them?	Research the code of ethics for a coaching organization of your choice. Write an analysis of the code of ethics, discussing what it covers, how it applies to a coaching practice, and how coaches can ensure compliance.	Found in Moodle

**Week 3 - Building Relationships and Culture**

<b>Learning Objective</b>	<b>Readings</b>	<b>Discussion Questions</b>	<b>Assignment</b>	<b>Due Dates</b>
Understand how to effectively communicate and build positive relationships with athletes, understand their motivation, and create a team culture of trust and respect.	Chapter 3 Articles/Videos in Moodle	1. What are the most important qualities of a good coach when it comes to building positive relationships with athletes? 2. How can coaches communicate effectively with athletes, and what are some common communication barriers that can arise?	Conduct an interview with a coach who has a reputation for building strong relationships with athletes. Write a summary of the interview, including the most important insights and takeaways.	Found in Moodle

**Week 4 - Coaching Methods and Skill Development**

<b>Learning Objective</b>	<b>Readings</b>	<b>Discussion Questions</b>	<b>Assignment</b>	<b>Due Dates</b>
Understand how to teach and motivate athletes, provide effective feedback and instruction, and improve their skills and performance.	Chapter 4 Articles/Videos in Moodle	1. What are some common strategies for motivating athletes, and how can coaches individualize their approach based on athlete needs and personality? 2. How can coaches provide effective feedback and instruction to athletes, and what are some common mistakes to avoid when giving feedback?	Develop a leadership training program for your athletes that focuses on developing specific leadership skills and qualities. Write a 500-word report explaining the strategies and decisions made in your program, and how you will evaluate and adjust.	Found in Moodle

**Week 5 - Practice Planning and Game Management**

<b>Learning Objective</b>	<b>Readings</b>	<b>Discussion Questions</b>	<b>Assignment</b>	<b>Due Dates</b>
Understand how to design and implement effective practice plans, manage game strategies, and make informed decisions under pressure.	Chapter 5 Articles/Videos/Examples of Practice Plans in Moodle	1. What are some effective strategies for designing and implementing practice plans, and how can coaches ensure that athletes are getting the most out of practices? 2. What are some common challenges faced by coaches during games, and how can coaches prepare for and respond to these challenges?	Design a practice plan for a specific practice session. The plan should include clear objectives and goals, relevant drills and exercises, necessary equipment and resources, a set timing and schedule, and a plan for evaluation and feedback.	Found in Moodle

**Week 6 - Athletic Performance and Health: Principles and Strategies**

<b>Learning Objective</b>	<b>Readings</b>	<b>Discussion Questions</b>	<b>Assignment</b>	<b>Due Dates</b>
Understand the principles of athletic performance and health, including fitness training, nutrition, injury prevention, and rehabilitation.	Chapter 8  Articles/Videos in Moodle	1. What are the most important components of an effective training program, and how can coaches design programs that maximize performance while minimizing injury risk? 2. How can coaches encourage athletes to adopt healthy nutrition habits, and what role does nutrition play in performance?	Develop an individualized fitness and nutrition plan for an athlete in your sport. The plan should be designed to optimize the athlete's performance and health, and include strategies for injury prevention and rehabilitation. Write a report explaining the strategies and decisions made in your plan, and how you will evaluate and make adjustments	Found in Moodle

**Week 7 - Managing a Successful Coaching Program: Strategies and Best Practices**

<b>Learning Objective</b>	<b>Readings</b>	<b>Discussion Questions</b>	<b>Assignment</b>	<b>Due Dates</b>
Understand how to develop and manage a successful coaching program, including goal setting, planning, budgeting, fundraising, and evaluating program effectiveness.	Chapter 9  Articles/Videos in Moodle	1. What are the most important factors to consider when setting goals for a coaching program, and how can coaches ensure that their goals are realistic and achievable? 2. What are some effective strategies for building community support for a coaching program, and how can coaches cultivate positive relationships with parents, boosters, and school administrators?	Create a budget and fundraising plan for a coaching program. Write an explanation of your plan, discussing the rationale behind each component, and how you will communicate the plan to stakeholders to gain their support.	Found in Moodle

**Course Evaluation:**

- A: 450-500 points (90-100%)
- B: 400-449 points (80-89%)
- C: 350-399 points (70-79%)
- D: 300-349 points (60-69%)
- F: less than 300 points (less than 60%)

<i>Exams/Assignment</i>	<i>Points Possible</i>
Weekly Discussion Posts	140(20 pts/week)
Reflection Paper	50
Code of Ethics Analysis	50
Coach Interview Summary	50
Leadership Training Program Report	50
Practice Plan	50
Individualized Fitness and Nutrition Plan	50
Budget and Fundraising Plan	50
Punctuality	10
<b>Total</b>	<b>500</b>

## **TAKE2 Course Design**

Under the compressed TAKE2 structure, courses involve a greater amount of out-of-class learning than in a conventional semester. Whereas a typical college course comprises two hours of out-of-class learning per hour spent in class (for about five courses at a time), TAKE2 courses contain about 3.5 hours of out-of-class learning per hour spent in class (for only two courses at a time). This enables TAKE2 courses to achieve the total learning time necessary to meet accreditation standards, and it makes each course an immersive academic experience.

## **Title IX and Sexual Misconduct**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Randolph's campus with the College's Title IX Coordinator, Tamara Kosic

(tkosic@randolphcollege.edu). I do this to make sure that you are able to get all the information and support you may need.

The Health Center and Counseling Center staff are not mandated reporters

(counselingcenter@randolphcollege.edu). As such they are not required to share information about sexual misconduct with the College and will keep your information private and confidential.

## **Accommodations**

Randolph College is committed to providing learning experiences that are accessible for all students, and will make reasonable accommodations for individuals with documented disabilities. If you have a learning difference or a disability — mental health, medical, or physical impairment — please contact Larvail Jones, Coordinator of Access Services, at ljones@randolphcollege.edu or 947-8132 for more information.

## **Academic Services**

Academic assistance is available for free to all Randolph students via peer tutoring and one-on-one consultations with the Director of the ASC and Writing Program. Students can register for these services at [randolph.mywconline.com](http://randolph.mywconline.com). From there, instructions and appointments are available for writing, academic strategies, and subject tutoring. Students can also access a wealth of writing and academic resources via the Writing Program & ASC's website: <https://sites.google.com/randolphcollege.edu/writing-asc/home>. Please contact Grant Kittrell at [gkittrell@randolphcollege.edu](mailto:gkittrell@randolphcollege.edu) or 947-8827 for more information.

## **Mobility Impairments and Physical Accessibility**

My office is located on the 1<sup>st</sup> floor of Thorson Hall, which is only accessible by going up/down steps; this building does not have an elevator. If you have a disability that makes accessing my office difficult for you, please let me know and I will gladly arrange to meet you at an alternative location.

## **Plagiarism**

Plagiarism, an act that violates the College's Honor Code, is using another's words or ideas without properly acknowledging the source. Ignorance of documentation conventions is not a defense for plagiarism. See the Student Handbook ([www.randolphcollege.edu/studenthandbook](http://www.randolphcollege.edu/studenthandbook)) for more information. You can educate yourself even more by speaking about the topic with faculty and Writing Lab tutors.

## **Honor Code and the Honor Pledge**

The Student Handbook ([www.randolphcollege.edu/studenthandbook](http://www.randolphcollege.edu/studenthandbook)) describes the Honor Code and the Honor System. Randolph students take the following pledge: "I pledge absolute honesty in my academic work and in all personal relationships at Randolph College. I will maintain the integrity of my word and I will respect the rights of others. Realizing that these standards are an integral part of life at Randolph College, I assume my obligation to uphold this honor pledge. If at any time I fail to live up to my obligations of this pledge, I will report myself to the Chair of the Judiciary Committee. I will also ask others to report themselves for any infraction of this pledge." If you have questions about how the Honor Code pertains to this class, it is your responsibility to ask them.

**Free Pantry:**

Randolph College has a campus food pantry, located in Moore Hall 107, available to students, faculty, and staff who need assistance. The pantry provides non-perishable items and resources on how to secure perishable items through our partner, Parkview Community Missions. For more information regarding the Food Pantry, please contact the Dean of Students Office at deanofstudents@randolphcollege.edu.

**Equity and Belonging Community Commitment Statement**

Since its founding in 1891, Randolph College challenged conventions and educated women, a sharp departure from the common social practice of the time to only offer education to men. Today, we stand at another crossroads of reckoning - race, class, ethnicity, religion, disability, sexuality, and gender are identities that are testing the ethical underpinnings of higher education institutions. As a liberal arts institution firmly rooted in a tradition of a life more abundant and in the value of education as freedom for all, we are positioned to heed the current call of righting historic silences and the continuous work of equity management in our operations, academic programs, and support services. We are charged to serve the community around us, enhance the community within our walls, and build a community poised for our future. We are committed to each of our students and the safety within this community. Therefore, we will respect and honor each person while finding opportunities to support, encourage and celebrate. Our community stands against any form of discrimination based on race, sex, gender, age, disability, ethnicity or religious belief or any act that demeans another. In order to uphold this statement, we have implemented a bias reporting system available to anyone on our campus. [https://cm.maxient.com/reportingform.php?RandolphCollege&layout\\_id=7](https://cm.maxient.com/reportingform.php?RandolphCollege&layout_id=7)

