Doncaster Hockey Club Limited

Established 1974

www.doncasterhockeyclub.com.au

Coaching Manual

For

Junior Coaches at Doncaster HC
Table of Contents

1. Introduction
2. Hockey Coaching Web Sites and Resources
3. Selection Policy
4. Possible Skill Selection Criteria
5. Playing Skills Inventory
6. Interchange Policy
7. Playing Positions Policy
8. Hockey Australia – Player development Model
9. Conducting a training session
10. Getting the most from your training session
11. General suggestions for training junior hockey players
12. Suggested training format for juniors
13. Guidelines for coaching juniors
14. Coaching U9’s
15. Concentration spans of junior players
16. A checklist for beginner coaches (and those who want to get better)
17. Demonstrating a skill
18. Training Skills Checklist
19. How to motivate young people
20. Quotes to Ponder!
21. Ric Charlesworth’s 10 Commandments for Hockey Players
22. Match Checklist for Coaches
23. Hints for effective pre-game and half time talks

24. 101 Coaching Tips

25. Coach=Athlete=Coach

Introduction

This manual contains various policies and coaching resources directly related to playing and coaching the game at Doncaster. This manual complements the Administrative Manual for Doncaster Junior Coaches which deals with more general administrative matters important to running a team within the club and association. The club policies within this manual are expected to be followed by our coaches.

The helpful hints for coaches are included to assist coaches better understand the issues involved with junior sport and to better prepare themselves and their team.

We also welcome feedback to improve and extend the content of this manual.

Our overall aim is to improve the standard of junior coaching and playing at Doncaster. What ever can be reasonably done to achieve this aim we are happy to consider.

Regards

Junior Section Committee
**Hockey Coaching Web Sites and Resources**

Check out the Doncaster Hockey Club website (Junior section information, coaching and umpiring) for links to important coaching documents and coaching weblinks. There are some great resources there which are worth checking out!!!

*Other links are given below*

**General Hockey**

- [http://www.adelaidehc.on.net/ahc_coaches.shtml](http://www.adelaidehc.on.net/ahc_coaches.shtml) good links & articles
- [http://www.planetfieldhockey.com/](http://www.planetfieldhockey.com/) plenty of drills, skills etc to download and use.
- [http://www.hockeytrainer.nl/eng/training/default.asp](http://www.hockeytrainer.nl/eng/training/default.asp)
- [http://www.coachinghockey.com](http://www.coachinghockey.com)

**Goal Keeping**


**Fitness/Warm ups/Games**

- [http://www.brianmac.demon.co.uk/](http://www.brianmac.demon.co.uk/)
- [http://www.brianmac.demon.co.uk/conditon.htm](http://www.brianmac.demon.co.uk/conditon.htm)
- [http://www.usscouts.org/games/game_t.html](http://www.usscouts.org/games/game_t.html)

**Psychology/Team**

- [http://www-personal.umich.edu/~bing/oversite/sportpsych.html](http://www-personal.umich.edu/~bing/oversite/sportpsych.html)
- [http://www.shpm.com/articles/sports/cohesion.html](http://www.shpm.com/articles/sports/cohesion.html)

**General Sport & Coaching**

- [http://www.sportscoachingbrain.com/](http://www.sportscoachingbrain.com/)
- [http://www.sports-media.org/](http://www.sports-media.org/)
- [http://www-rohan.sdsu.edu/dept/coachsci/index.htm](http://www-rohan.sdsu.edu/dept/coachsci/index.htm)

*Children*
**SELECTION POLICY**

Doncaster Junior Hockey is keen to provide hockey for all players at an appropriate standard. Players should have the opportunity to play in the highest grade possible if they have sufficient skills. They should play in a team where they are more likely to use all their skills.

Generally our policy is for players to play in their own age group but occasionally circumstances may make it more appropriate for a player to play out of their age group. Such a decision would be made after discussion with the player and parents.

In Age groups where Doncaster has teams in A or Pennant Grades a selection process will be carried out. For other teams (Under 9 and District teams) players will be allocated on the basis of comparable team ability, team balance, position played etc; friendships & car pooling will be taken into account, where possible, if the year level co-ordinator is advised prior to the date for the selection trials.

A Selection Panel will be formed for each age group consisting of the age group coaches and nominated selectors if required. The Panel will be looking for physical attributes such as speed, strength, agility, endurance, power and flexibility; and skill attributes such as technique, tactical awareness, potential, coachability, positional qualities and specialist skills.

The Panel will take into consideration:
- Previous form (e.g. last year for those who played at Doncaster)
- Attendance at training
- Performance at training and practice games
- Performance in games
- Match game availability

If players or parents are not happy with the result of the selection process, then please feel free to discuss with the coaching staff. Any problems regarding selections or playing should be referred in the first instance to your coach, or subsequently to the coach of the senior team in your age group. If the matter is still unsatisfactorily addressed it should be brought to the attention of the Junior Committee.

It is important for players and parents to remember that the selection process is sometimes painful for both players and officials. Some players set themselves unrealistic goals. Frequently an athlete’s own assessment, or more commonly, their parent’s assessment is very subjective. Our aim with this policy is to be as objective as possible.
Possible Skill Selection Criteria

Specific skill-based selection criteria will vary according to age group. Nevertheless, there are skill categories and attributes that are common to all including passing skills, receiving the ball skills, elimination skills, tackling, shooting, game awareness and temperament. Coaches should understand and develop a list of skills under each of these categories which is appropriate for the age group they are coaching. This will help in the selection process and also identify strengths and weaknesses of individual players. This in turn can be used to plan training and game strategies with the aim of improving players and game performance.

Below is an example of selection criteria used for the U14 Victorian State team (boys and Girls) in 2003.

1. **Passing Skills**: Does the player possess the passing skills necessary for the position? Can they hit or push off either foot; can they play a reverse stick pass if necessary; are their passes hard, flat and accurate; do they select the appropriate pass given the context?

2. **Receiving the ball**: Is the player able to receive the ball using the appropriate technique for the context, or do they rely heavily on one type of trap; do they receive comfortably on the reverse side, do they eliminate their opponent when they receive the ball?

3. **Elimination skills**: Are they comfortable when in control of the ball and pressured: are they able to eliminate on both sides of the opponent; do they appear to understand what the tackler is doing and react accordingly?

4. **Tackling**: Do they appear to understand how to manipulate space of the opponent by channelling; do they have a range of tackles; can they tackle on the reverse; do they use good footwork; can they get the ball without stick obstructing?

5. **Shooting**: Do they get free in the circle; do they get shots away under pressure; do they have an array of shots; are they aware of what the goalkeeper is doing?

6. **Involvement in the game/awareness**: does the player understand what is happening on the field; do they move accordingly; do they recognise 2v1, 3v2 etc and are able to exploit them; in defence do they understand how to play situations where there are more attackers than defenders; do they understand cover; do they work hard when the opposition has the ball?

7. **Temperament**: Do they appear to get flustered in the heat of the game; were they involved totally; do they take responsibility for what is happening around them; do they communicate clearly and freely to team mates?
PLAYING SKILLS INVENTORY

Name: .......................................................... Date: ..................

This inventory is designed to rate player skills in match situations.

Coaches: for each item place a number between 1 and 10 in the box, with 10 being best.

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hit – Stationary</td>
</tr>
<tr>
<td>2</td>
<td>Hit – moving; hit Right to Left</td>
</tr>
<tr>
<td>3</td>
<td>Push – Stationary</td>
</tr>
<tr>
<td>4</td>
<td>Push – moving; hit Right to Left</td>
</tr>
<tr>
<td>5</td>
<td>Push – moving; hit Left to Right</td>
</tr>
<tr>
<td>6</td>
<td>Recognise to pass to Stick or to Space</td>
</tr>
</tbody>
</table>

**PASSING** *(flat, hard and accurate to receiver)*

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Normal Grip Hitting</td>
</tr>
<tr>
<td>8</td>
<td>Short Grip Hitting</td>
</tr>
</tbody>
</table>

**TRAPPING** *(upright)*

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Fore Stick trapping – when received from Front and Left side</td>
</tr>
<tr>
<td>10</td>
<td>Fore Stick trapping – when received from Right side</td>
</tr>
<tr>
<td>11</td>
<td>Fore Stick trapping – when received from behind</td>
</tr>
<tr>
<td>12</td>
<td>Reverse Stick trapping</td>
</tr>
<tr>
<td>13</td>
<td>Moving - Fore Stick trapping</td>
</tr>
<tr>
<td>14</td>
<td>Moving - Reverse Stick trapping</td>
</tr>
</tbody>
</table>

**TACKLING**

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Channel – able to direct opponent</td>
</tr>
<tr>
<td>16</td>
<td>Mirror – boxers stance and able to pivot off back foot</td>
</tr>
<tr>
<td>17</td>
<td>Poke tackle</td>
</tr>
<tr>
<td>18</td>
<td>Flat tackle both sides</td>
</tr>
</tbody>
</table>

**BALL CONTROL AND ELIMINATION**

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Dribbling ball with stick in constant contact with ball</td>
</tr>
<tr>
<td>20</td>
<td>Protect ball by changing line</td>
</tr>
<tr>
<td>21</td>
<td>Drag and eliminate Left to Right  (swerve and drag)</td>
</tr>
<tr>
<td>22</td>
<td>Drag and eliminate Right to Left  (show and go)</td>
</tr>
<tr>
<td>23</td>
<td>Cut in behind after eliminating</td>
</tr>
<tr>
<td>24</td>
<td>Able to move with ball to create 2v1 from a 2v2 situation</td>
</tr>
</tbody>
</table>

**PERSONAL**

<table>
<thead>
<tr>
<th>Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Involvement in game at all times</td>
</tr>
<tr>
<td>26</td>
<td>Temperament – in control and positive to team-mates</td>
</tr>
<tr>
<td>27</td>
<td>Positional skills in multiple positions</td>
</tr>
</tbody>
</table>

Comments:
INTERCHANGE POLICY

Increasingly interchange is used as a legitimate strategy in the game of hockey. This strategy allows for the rotation of players to prevent fatigue.

Doncaster Junior Hockey has developed an interchange policy for coaches and managers.

1. Most teams will have a squad of 13 or 14 players of whom only 11 can be on the ground at any one time. Each player is to be considered a full member of that team.

2. All players are to take their turn on the interchange bench

3. No player is to commence consecutive games on the interchange bench

4. No player is to be on the interchange bench to the extent that he or she is regularly playing substantially less than a full game.

5. In the situation where the team has a regular goalkeeper, he or she may be exempt from the above rules.
PLAYING POSITIONS POLICY

Players in all teams will be expected to learn to play several (three or more) field positions.

If you can play in several field positions you give yourself several chances of getting into the team you want to be in. Whether it be the School 1st team - the Pennant or “A” team - the State team etc. If you say you only want to play in 1 position you give yourself only 1 chance of making that team.

It is the aim of Doncaster Junior Hockey that players will have developed a working understanding and ability to play in three or more positions after two years with the club.

To assist with this aim Doncaster Junior Hockey has developed a Playing Positions Policy for the guidance of coaches and managers.

- Coaches in U9, U11 and U13 District grades shall regularly rotate players thru at least 3 of the playing positions.
  - It is recognised that when the team has a number of inexperienced players and some experienced players, it is beneficial to the team to play the more experienced players in the key positions early in the season.
  - However over the season it is expected that each player will be give experience both at training and in games in 3 or more positions.

- Coaches in U13 Pennant, U13 A, U15 and U17 grades shall rotate players thru different playing positions.
  - This may be achieved by selecting say 2 positions per player that must be mastered by that individual.
  - However at training and during games it is also expected that all players shall have their experience and expertise in at least 3 field positions.

Coaches are encouraged to discuss the implementation methods to achieve these aims with the other coaches in their age group to ensure a consistent approach is maintained.
# Hockey Australia – Player development model

<table>
<thead>
<tr>
<th>Stage of learning</th>
<th>Focus</th>
<th>Skills</th>
<th>Age Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Focus on: Fun, Enjoyment, Motivation, Basic Skill Development, Basic Tactical awareness, Basic rules knowledge, Team play</td>
<td>Grip – open, Passing/receiving – push/trap, slap hit, Moving with the ball – front/reverse face, Tackling – block, steal, Team play – small numbers, concepts</td>
<td>Below 10</td>
</tr>
<tr>
<td>Consolidating</td>
<td>Building On: Skills, Game knowledge, Tactical Awareness, Team play and affiliation, Rules knowledge</td>
<td>Additional Skills, Moving with the ball – dodging drags, Tackling – lunge, poke, from behind, ‘wrong’ side, Goal shooting, Goal keeping, Team play – positional play/tactics + concepts</td>
<td>10-13</td>
</tr>
<tr>
<td>Established</td>
<td>Refining: Skills, Game concepts</td>
<td>Application of Skills under pressure, Passing/receiving, Moving with the ball, Tackling, Goal shooting, Goal keeping, Team play</td>
<td>13-17</td>
</tr>
</tbody>
</table>
Conducting a training session
(Copied from AIS website)

“Failing to plan is planning to fail”

It is important that all training sessions are planned. This will ensure that the young people enjoy the session and achieve the maximum benefits. The following general points should be considered when planning a session.

- **Appropriate activities**: the activities chosen must be appropriate for the young people's ability and age.
- **Progression**: the activities should be broken into teachable elements which progress from simple to more complex movements.
- **Demonstration**: demonstrations by the coach or good players supplemented by video tape played at varying speeds.
- **Variety**: the session must have variety of activities to ensure the young people stay active and enthusiastic.
- **Practice**: ensure enough time for the young people to practice and experiment with activities. Practice in small sided games is beneficial as it allows skills as well as technique to develop.
- **Supervision**: contribute to the development of the child's abilities by encouraging the child, reinforcing good behaviour and practice and providing feedback when appropriate.
- **Play**: give the young people time to play the activities - small-sided games are best.

The ideal coaching session for young people will last between 45 to 75 minutes, depending on the age of the athletes. Our plan is based on a 60-minute session but can be modified according to the time available.

1. **Group organisation (5 mins)**
   Use this time to bring the players together. Talk to them about the session. It allows for latecomers to settle before beginning the planned activities.

2. **Physical warm up (5 mins)**

3. **Skill warm up (10 mins)**
   Revise a skill taught in an earlier session and reinforce the key points as the players warm up. Remember to use praise and plenty of it.

4. **Skill development (20 mins)**
   Demonstrate (or have someone else demonstrate) the new skill that you have planned for the session. Breaks the skill into parts if necessary but be sure to demonstrate the skill as
a whole and at normal speed. Make sure everyone can see the demonstration and repeat it several times highlighting the key points.

Practice the skill, starting with the basic skill and work towards having the players end up practising the skill in game-like situations.

Observe all players so that you can praise good technique and sport basic errors. Redemonstrate if necessary.

Coach the players who need correction. Be sure to be positive and supportive. Emphasise what to do rather than what not to do. Shouting and criticising won't achieve anything.

5. Modified games (15 mins)
Young people will want to play a game so set aside some time where they can practice the skill in a game situation without too much instruction from the coach. Make sure that everyone is involved and not sitting out for too long.

6. Concluding activity (5 mins)
Use this time to emphasise the key points from the skill introduced in this session. This revision can be done whilst the players are cooling down. Praise all the players and also use the time to talk about the next game and other organisations matters.

Some Key Points

- Young people learn through activity and fun.
- Select activities that provide variety.
- Include challenges in each session.
- Give lots of praise for improvement and effort.
- Grade activities - early activities easy and later ones more difficult.
- Allow young people to be with their friends.
- Allow young people to learn.
- Vary type of activities to ensure an interesting program.
- Suit the players age, level of maturation, level of fitness and skill acquisition.
- Be relevant to the level of competition.
- Challenge young people.
- Be flexible to deal with the available facilities and environmental conditions.
Getting the most from your training session
(Copied from AIS website)

Before
- Plan your lesson before, or if using a pre-planned lesson plan read it carefully.
- Know and understand the skills you intend to teach.
- Make sure any equipment you intend to use is in order and set up prior to beginning.
- Check out the facility and conditions of the ground. Plan how the area is to be used.

During the session
- Introduce the session but keep your introduction brief. Explain what is going to happen and establish a few basic rules.
- Get things moving quickly.
- Spend the first few minutes on the warm-up. Make sure this session becomes a habit and fun to complete.
- Devote some time to revising a skill that you have previously learnt.
- When demonstrating the new skill to be introduced at the session, remember to:
  - be enthusiastic
  - make sure your instructions are simple and clear
  - demonstrate slowly at first
  - explain the new skill as part of the game
  - speak loudly and make your voice interesting
  - not to expect the players to take in too much detail - two or three points are enough at any one time
  - make sure everyone can see any demonstrations you may do
  - allow the players plenty of time to practice the skill. Your role is to observe and make corrections and to provide positive reinforcements
  - avoid shouting and criticising players.

Making mistakes is a natural part of the learning process so you must not make the players feel uncomfortable if they cannot master a skill. Re-demonstrate if necessary. Point out what's wrong and show them what should be done.

- The players will want to spend some time in game play. Select one of the many modified games and let them play with a minimum of instruction from you.
- Be sure to properly conclude your session. This should include some more stretching and perhaps a slow walk if the session has been particularly strenuous. Talk to your players as they do the cool down exercises and revise the key points of the session through questioning. Provide lots of praise. Hand out any material you have and remind players of the time and venue of the next practice session or competition.
- Evaluate your session by asking yourself:
  - Was it fun?
  - Did the players enjoy themselves?
  - What might be done to improve the session?
  - Did the players participate enough?
General Suggestions for Training Junior Hockey Players

By John Mowat (VIS Hockey Coach)

Coaches need to ensure that not only do players enjoy their hockey and therefore remain with their club, but they also understand the basics of the game. Here are some general suggestions that may be useful to coaches.

1. **Control**: Unlike groups of senior players, coaches need to maintain control in order to establish discipline in order to conduct effective training sessions. Kids are used to responding to whistles, as this is the primary means of control used by teachers in the school ground. The normal understanding is if you wish to gain attention, blow the whistle once and do not talk or commence an activity until everyone is stationary and silent. You may have to reinforce this a few times to start with.

2. **Safety**: Parents assume that the activities at training will be supervised to ensure the safety of their children. Pay particular attention to safety if the players are hitting the ball. They should be clear of others and there should be an appropriate distance between them and the player they are passing either to or through. One concern, is always when groups of players are bashing the ball into the net prior to training. Rather than ban it, it would be best to educate players as to the safest way to go about the activity.

3. **Drills**: The best drills are those where players are involved to a high degree rather than standing around for long periods of time. It is not possible to correct each error every time a player is involved. Rather the correction should happen in such a manner that a drill continues for the other players. If the drill is too difficult make it easier so that success is ensured.

4. **Small Games**: Kids love games. Coaches should use them to focus upon various elements of hockey, e.g. individual skills such as reverse drags, receiving on the move, keeping your stick on the ball; decision making such as recognizing 2v1, where space is. By using question and answer techniques you can understand what is going on through the minds of the players and therefore have a basis for changing their approach.

5. **Correct Technique**: It is imperative that the players perform techniques correctly especially the younger ones who are learning the sport. If a player is performing the skill incorrectly in front of you, then show them the correct method. This is particularly important with hitting. Hand should be together, holding the stick with the Vee of the thumb and forefinger on each hand on top of the stick when the stick face is pointing in the direction of the hit. The hands should be gripping the shaft so that the player can easily swing the stick. Teach correct technique now and it is easier later.

6. **Planning**: Plan your session PRIOR to training, not as you go.
Suggested training format for Juniors

By John Mowat (VIS Hockey Coach)

0-5 minutes: Warm-up, 2 laps or something similar to get the players used to the notion of warm-ups. You might also run through some simple stretches.

5-10 minutes: Small game to get them going. You might emphasize something you practiced the previous week.

10-20 minutes: Introduce a skill and practice it in a drill that involves everyone.

20-30 minutes: Small game with emphasis on the skill just practiced.

30-35 minutes: Drink break.

35-45 minutes: Another skill/drill segment.

45-55 minutes: Small game with skill emphasis

End of session

The object of the sessions should be to involve the players as much as possible. Therefore rather than have small games of 8 v 8, you would have 2 games of 4 v 4 to accentuate the involvement of the players. All players should experience some success at some skill during the session. They all pay fees so should receive equal attention.
Guidelines for Coaching Juniors

By John Mowat (VIS Hockey Coach)

The overwhelming objective of junior coaching should be to enable the players to enjoy their experience of both training and playing games in order that they want to form a lifelong attachment to their club. The second objective should be to ensure that coaches develop technically and tactically competent players. The third, and at this stage the least important objective should be to win. It is better to focus on being competitive.

Teaching Skills:
The accepted format for skill development is;
1. Identify the skill
2. Stage a demonstration of the skill, by you or somebody who performs the skill technically correct. Children are very good at copying, so they need to copy an ideal model.
3. Asked the players what they noticed.
4. Point out the important aspects of the skill.
5. Set up appropriate practices. That is, vary the pressure involved so that they can achieve success. Then increase the pressure as they become more competent.

All the above should take no more than 2-3 minutes. Research shows that the best teachers/coaches spent more time on task than the less competent.

Correcting Performance:
The whole process of correction should revolve around acknowledging the positives and then suggesting changes. We do not want players afraid of making mistakes. There do not use a negative approach. They are doing the best they can, and are not deliberately stuffing up.

Tactical Considerations:
All children can be taught tactics, irrespective of their skill standard. Different age groups require different levels of sophistication, but all can understand what the team is trying to do.

Defence:
The key elements:- each defender must know where their opponent is at all times. When marking them they should stand goal side. The key to defence is forcing the opposition wide, and not letting them penetrate on your goal side. When we have the ball, possession and safety are critical. Try to build the ball out in possession. If under pressure, gain a free hit or go to the sideline. As much as possible defenders should try to cover each other so that there is depth in defence.

Midfield:
The key is to go forward as quickly as possible into available space. If there is none available then look to change the play by passing or running square. Deep in midfield,
possession should be paramount; towards the attacking 25 greater risks can be taken by trying to get the ball in behind the defence. Free players need to move to be available.

**Attack:**
The key to goal scoring is taking the ball into the circle in control, either by passing or by carrying it individually. Most goals are scored from in front of the net and not more than 5 metres out. Forwards should try to end up in that position, having lost their opponent.

The basic game plan should focus upon learning when to pass and when to run with the ball. Teaching 2 v 1, should occur early so that a passing game can be established. Later players should be able to recognise and play 1 v 1.

In summary the players must be taught to understand why they do certain things in certain situations.
Coaching U9 players

Source CoachingHockey.com Newsletter, August 2005

This article concentrates on the most fun, most important but probably the hardest age group to keep interested in hockey, the under 9's.

Some of the reasons for this:

- Lack of games for the younger age group.
- Pressure on playing games
- Lack of ideas to what and how to coach this age group

Training the youngest players at the club are normally very happy occasions. Many parents get involved and lots of excited children. You need to use lots of materials to turn each session into a party!

The characteristics of the U9 year olds of importance to hockey training

They are beginning to want to be part of small groups and it is often the most important thing is what the group can or wants to do. If a player has no link to the group (he/she) the chances are that they will not enjoy the training and will stop playing hockey. It is therefore advisable to pick the groups and teams with the social aspect in mind (friends and school mates together).

Children mainly play on their own or along side others slowly this will turn into playing together and when 7 they will try to play against each other (which group can do something the best who wins and who doesn't)

To start with the players are only able to deal with one opponent and later on they will be able to monitor more opponents at the same time.

The feeling of right and wrong is very apt with the young children they understand simple rules but the important thing is to stick to them, they will be looking out themselves for players breaking the rules. So it is very difficult to be flexible with the rules during games and practices. Their concentration span is very short they are easily distracted.

The training has to be seen as an hour of playing and fun that is best lead by a parent or teacher who understand and are used to dealing with the particular age group.

They should learn to play hockey
- through the playing and having fun playing (practices and games should be self learning).
- Activities without a ball or stick to encourage coordination
• Lots of repetition - don't be afraid to play the same or similar games each week so the players can learn and improve the skills with in it But do keep changing the practices and the challenges through out each session.

Important information for the session

The coach
• The coaches should be dressed in sports gear
• Plan the session on paper
• Have access to all the various materials required for the session.

Rules and respect for the players
• Agree with the players that they phone you if they are not going to turn up
• Arrive at for the session on time. Wear sports clothes and correct trainers
• Everyone helps to clean up after the session.

Safety
• Compulsory to wear shin pads and mouth guard

Coaches should constantly assess during practices that the players walking back or not involved in the practice stand or move well away from the active players. The collecting of balls only when the coach says to do so children should collect balls by playing the balls to a nominated point.

Don't leave the spare or not used equipment lying around.

Typical session for the youngest hockey

Stage 1 :
10- 15 minutes of warm up games
Tag games are good for the reason for this style of game is it sets the tone and atmosphere and prepare the body for activity for the session

Stage 2 :
5 - 20 min of playfully learning practices
This is to teach the children the skills of hockey in a playful way so they will hopefully learn by default

The skills to concentrate on throughout the season.
Running with the stick · Running with the ball · Indian dribble · Stopping with the ball · Push · Slap hit

Stage 3 :
15 - 20 min of games
In this part of the session the games should allow the players to practice and learn the skills of the previous stage of the session. Things like 3v3 where the condition allows the children to practice a particular skill.
Stage 4:
5 - 10 min - finishing the session
Finish the session with a slow exercise.

Delivery of the session
Always try to show the children the practice then explain and then let them have a go.

Thoughts for planning the sessions
- What are you going to coach?
- Organisation of the session Materials required (groups area of the pitch, cones balls etc)
- What to expect from the session Changes to make when things don't go as planned

If you have thought about these things You will be ahead of the players and ready for anything.

Enjoy and have FUN
Concentration Spans of Junior Players

(Taken from Level 1 NCAS Hockey Coaching Manual, 1999)

One of the major problems confronting junior coaches is the lack of attention given by the athletes. There could be many reasons for this:

- Boredom through inactivity
- Exercise too difficult to achieve
- Exercise too easily achievable
- Lack of coach personality

These reasons can be directly attributable to the coach and the way the coaching session is being conducted.

However coaches must be aware of the concentration spans of young athletes.

- 6 – 8 year olds 20-30 min sessions, with specific exercises lasting no more than 4-5 min
- 8-9 year olds 30-45 min sessions, with specific exercises lasting no more than 7-8 min
- 9-11 year olds 45-60 min sessions, with specific exercises lasting no more than 8-10 min
- 11+ 60-80 min sessions, with specific exercises lasting no more than 10-15 min

If coaches stray beyond these recommended guidelines, it is possible that they are demanding levels of concentration beyond the capacities of the children and can expect consequent lack of attention.
A Checklist for Beginner Coaches (and those who want to be better)
(Copied from AIS website)

Create a positive environment
- Learn names quickly.
- Smile, praise and encourage.
- Be patient and supportive.

Set achievable goals
- Keep the player's maturation in mind.
- Make sessions challenging.
- Ensure skill development is progressive.

Vary your sessions
- Change format and activities regularly.
- Ensure equal opportunity for all players.
- Avoid elimination games where players sit out.
- Include non-competitive team work.
- Include supervised play with minimal guided instruction.
- Use different teaching/coaching methods (tabloids/cards).

Teach skills
- Plan skills for sessions and introduce easiest ones first.
- Teach one skill, or one part at a time.
- Regularly revise skills from previous weeks.

Demonstrate
- Remember 'a picture paints a thousand words' .
- If you can't demonstrate a skill, choose someone who can.
- Demonstrate what to do, not what not to do.
- Make sure all players can see the demonstration.

Involves all players
- Have ample equipment available.
- Use several small groups rather than one large one.
- Aim to have every player practicing the skill each 30 seconds at least.

Provide instant feedback
- Use lots of praise.
- Be supportive - shouting and criticising won't achieve anything.

Use your voice well
- Don't shout or talk too much.
- Try to have as much one-to-one as possible.
Everybody has heard the old saying that a picture paints a thousand words. Demonstrating a new skill is a very important component of the coaching sessions and coaches need to be aware of some important 'rules' when attempting demonstrations.

**Position**
- Your position is very important. Both you and the group must be able to see each other. Face the group away from distractions such as the sun, traffic or other groups.
- There are several ways you can arrange the demonstration. The most common is the simple semicircle pattern. The group can be standing or, if conditions allow, kneeling or sitting.

**What to do**
- You don't always have to do the demonstration yourself. If you are worried about the skill, have somebody else who is an expert demonstrate it. Photographs and videos are other possible methods.
- Highlight the main points of the skill. Keep your explanations simple and brief. Try not to give players more than two or three main points at a time.
- Avoid pointing out things 'not to do' as this will only overload the players.
- It is all right to break the skill into separate components for the purpose of the demonstration - but, if this is going to be done, demonstrate the complete skill at normal speed before and at the end. For example, if you are discussing the skill of passing, it may be beneficial to demonstrate separately the placement of the feet, the position of the hands on the ball and finally the movement and follow through of the arms. However, show the pass several times first and again after the separate parts.
- Explain things fully. Don't just teach the players the techniques - make sure you explain why they are doing something and how it will be used in the game. Uncertainty can delay learning.
- Let the players practice what you preach - new information stays with people for only a short period of time unless they are able to try the skill.

**Helping individuals**
- After the demonstration, players need time to practice the skill. The coach can observe and correct whenever necessary.
- Be positive and supportive when you notice errors. Errors are a natural part of life so it is important for the coach to minimise the players' fear of mistakes. Say things like 'Nice try John. That was a really good pass but you could do better if you followed through more.'
- Verbal instructions are sometimes unclear. Re-demonstrate the skill and if necessary, physically lead the player through the skill.
• Always show the correct skill last. If you are showing a player the difference between what they are doing and what you want them to do - demonstrate the correct skill after you have shown them their current method.
• Let the player have a few more tries before doing any more error-correction.
<table>
<thead>
<tr>
<th>Training Session Checklist</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapping Forestick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapping Reverse Stick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapping Forestick on Move</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapping Reverse Stick on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Move</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing Left</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing Right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagonal Running with Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running with ball on forestick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hitting Hard, Accurate and Flat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slapping Hard, Accurate and Flat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tossing the Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jinking the Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trapping a Tossed Ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dragging the Ball Wide Right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dragging the Ball Wide Left</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushing Hard, Accurate, Flat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushing Hard, Accurate, Flat left</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pushing Hard, Accurate, Flat right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strength on the ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to motivate young people
(Copied from AIS website)

What is motivated behaviour?
The area of motivation is very complex but recognising motivated behaviour is not difficult. Most coaches or teachers have had athletes or students who were dreams to coach: the ones who were willing to push themselves to the limit; the ones who never missed a training session and who would do extra practice without being told.

According to Rushall (1991), motivated behaviour:

- is specific;
- occurs frequently;
- is consistent;
- appears to need few rewards.

It is essential that a coach understands what motivates people, especially young people, to be involved in sport. This knowledge will help the coach provide a fun, enjoyable and supportive training environment where learning and performance improvements occur easily.

What motivates young people to play sport?
Young people are motivated to participate in sport for a variety of reasons. These include ego, pride, fear of failure, the challenge of competition, a desire and determination to succeed, the feeling of achievement from perfecting a skill and acknowledgement from peers, coaches and family.

Research has shown that young people highly value the intrinsic rewards gained from participating in sport. Rewards such as the enjoyment in throwing a ball, learning a new skill, or merely being involved in sport with their friends, mean more for young athletes than the extrinsic rewards of receiving trophies or prizes.

Making an effort to motivate and encourage young people in sport has numerous advantages:

- their skills, self-esteem and confidence will develop
- they will remain involved in sport rather than dropping out
- they will want to come to training sessions
- participation will be fun and enjoyable.

Ten ways to motivate your athletes

1. Recognise achievement
The majority of junior athletes will develop self confidence and the motivation to try harder upon receiving recognition for their efforts, especially when it comes from someone they respect, such as a coach, parent or senior player. Recognise athletes'
achievements in a variety of areas in addition to those related to performance or skill development. These might include:

- positive social behaviour
- regular attendance
- caring for equipment
- assisting the coach, official or younger athletes.

This ensures that not only the superior performers receive recognition. Strategies can range from a simple well done or a pat on the back to using incentive schemes.

2. Set goals
Success or failure should not be determined by the scoreboard, nor by the number of competitions won.

Provide opportunities for all your athletes to experience success by setting goals in both the short term and long term. Goal setting can have a dramatic positive effect on both motivation and skill development.

You can set specific performance goals that can, where possible, be measured. For example:

- in this activity see how many times you can use only one hand (skill development)
- during the next five minutes see if you can limit your opponent to under eight points (competition performance)
- this season try to miss only two training sessions (attendance)
- ensure your bike tyres are inflated properly for each training ride (care of equipment).

An essential feature of goal setting for motivation is giving frequent feedback. Otherwise, the tracking of progress may become difficult, minor improvements may not be obvious and the performer may lose sight of what he or she is trying to achieve.

3. Self-motivation
The feelings of pride and self-confidence that arise from success, and the feedback gained from the coach and significant others may be more important than the achievement itself. It encourages the development of self-motivation, hence reducing a young person's need for reinforcement.

4. Provide leadership opportunities
Providing opportunities for leadership and expecting your athletes to assume (not too great) responsibilities are very important. Acknowledging their efforts through leadership motivates further success.

5. Be consistent and enthusiastic
Young people are often heard to say 'I hope the coach is in a good mood today'. This indicates that the mood of the coach affects how young people enjoy their sport.
The environment a coach creates, what they say and how they say it, should be consistent, caring and enthusiastic. The coach's behaviour towards all young people, regardless of their sporting ability, should be the same.

6. Provide challenges
Don't underestimate the motivational value of small-sided competitive activities or seemingly frivolous challenges.

7. Vary your practice programs
A variety of practice routines and activities will reduce the possibility of boredom. Challenging your young participants to invent a routine to practice a particular skill can be very successful in a number of ways. Your athletes learn to take some responsibility for their own training and you as a coach may learn a new and innovative activity.

8. Be organised
A carefully planned session increases the coach's confidence and this effort will rub off and help motivate players. Making sure enough equipment is available for the number of participants involved is often underestimated as a motivating factor. Nothing bores or frustrates young people more (often leading to disruptive behaviour) than waiting in long lines, or watching the more talented athletes dominate the equipment.

9. You can make practice fun
Regardless of the level of competition or the ability of the participants, most young people take part in sport for enjoyment and fun. Ensuring that young people have fun encourages them to maintain their involvement. Fun and enjoyment come from the personal satisfaction of achieving goals, receiving recognition, mastering skills and participating in competition. Modify the rules of your sport to ensure laughter - try a game of touch football where the players can only walk; football, basketball, or netball using the non preferred hand; dog paddle relays in a swim session. Don't ignore the contribution a few jokes and laughs have on motivational levels.

10. Punishment
Punishment may or may not be an effective deterrent to undesirable behaviour, but it does nothing to indicate to young people what alternative behaviour is acceptable, nor how they can modify their behaviour. The threat of punishment can also increase the amount of pressure under which a young person performs, often leading to a mistake as a result of the fear of the consequences of making an error.
**Quotes to ponder!**

They can because they think they can

When they say you can’t, you work to show you can and will.

The impossible we can do immediately, miracles take a little longer

Preparing the body, mind, and heart for the right moment can be an exciting journey: not easy but exciting.

Probably he who never made a mistake never made a discovery

We’ll often discover what will do, by finding out what will not do.

We learn wisdom from failure much more than from success.

Everyone and everything around you is your teacher.

Dreams are the seedlings of reality, the oak sleeps in the acorn.

The 7 P’s – Proper Prior Preparation Prevents Pathetically Poor Performance

Commitment means you have to strive for perfection. It means sacrifice and an elimination of excuses.

The highest reward for a person’s toil is not what they get for it but what they become by it.

If you do what you always did, you will get what you always got.

Win without boasting, lose without excuse.

Confidence is developed by practice. Proper practice. Improper practice gives you nothing but false confidence.

Winners make commitments; losers make promises

There are no great men – only great challenges which ordinary men are forced by circumstances to meet.

When a winner fails, he trains harder while a loser blames others. When a winner makes a mistake he says “I was wrong”. A loser says: “It wasn’t my fault”.

Successful people are such because they cheerfully pay the price. Others, though they may claim ambition and desire, are unwilling to pay that price.
Ambition is enthusiasm with a purpose

Talent is God-given, be humble. Fame is man given, be careful. Conceit is self given, be careful.

If you want to be mentally tough, follow your beliefs and don’t give in to yourself (Wayne Bennett).

If you will not settle for anything less than your best, you will be amazed at what you can achieve in your life (Vince Lombardi).

Definition of Self Discipline – do what has to be done, when it has to be done, as well as it can be done and do it that way all the time!

Most players are happy to sit back and wait for someone else to make it happen. Always doing enough to keep their position, but never enough to be the difference.

Nothing in the world can take the place of persistence. Talent will not: nothing is more common than unsuccessful men with talent. Genius will not: unrewarded genius is almost a proverb. Education will not: the world is full of educated derelicts. Persistence and determination alone are omnipotent. (Calvin Coolidge).

Courage is the resistance of fear, the mastery of fear, not the absence of fear (Mark Twain)
Ric Charlesworth’s 10 Commandments for Hockey Players

I will be the best I can by:

1. Continually challenging myself to go beyond my comfort zone.

2. Making necessary sacrifices

3. Believing in my ability and strength of purpose.

4. Valuing excellence, determination and dedication in both training and match play.

5. Having faith and confidence in, and being supportive of, my team-mates.

6. Not making excuses but taking responsibility for my development, performance and for my lifestyle.

7. Seeking feedback and making contributions to the program.

8. Being tolerant of differences in others and respecting them for who they are and what they have to offer.

9. Accepting disappointments and frustrations and overcoming them by working together.

10. Having faith in the course of action chosen for the team and being committed to it.
Match Checklist for Coaches

0 – 5 minutes  Someone on bench to call opposition names and their positions.

5 – 10 minutes  Look at Opposition (See observations below)

- In groups
- What are they doing
- Patterns of attack
- Marking
- Identify key players

10 – 15 minutes  Look at Our Team. (See observations below)

- Are they doing what they are supposed to be doing

15 – 20 minutes  Detach yourself from the play (Game)

- What is going on?
- Act like a commentator
- What is happening to what should be happening?

20 – 25 minutes  What can be changed?

- Usually certain things stand out

25 – 30 minutes  Statistics and any other reports

30 – 35 minutes  Put together half time report

Second Half

Utilize alternative tactics
Make substitutions
Revisit match checklist as above
Match Observations.

Opposition

1. Outlets. Preferred methods and side. Key players
2. Outlet control. Press, drop away, leave certain players open, man to man marking.
3. Are they marking man to man any of our players?
4. What is their preferred attacking style? Fast/slow build up, which side

Our Team.

1. How are our outlet controls working? Is any player not doing what is required?
   Are we following our match plan? Is it working?
2. How are individual players performing?
3. Defence and attack as a unit
4. What changes need to be made? 20 minutes to go each half. Do we go for broke if behind?
5. Specific Tactics. Kill the game, attack right or left side, backs to run the ball out or transfer, interchange of forwards.
Hints for Effective Pre-game and half time talks

1. Deliver only a few messages
2. Convey a sense of control, composure, and conviction rather than anxiety
3. be positive and use praise to reinforce appropriate behaviour in athletes and the team
4. speak about an opposition player or team
5. concentrate more on communications related to tactics and strategies
6. prepare the address with the following structure
   a. begin with a commentary on the previous performance during the game (especially on what the opposition has been doing)
   b. provide solutions (tactics and strategies) that are informed by an analysis of the oppositions performance
   c. finish with a short motivational analysis
WHY KIDS PLAY SPORTS:

- To Have Fun
- To improve their skills
- To be with friends
- To do something they're good at
- For the excitement of competition
- To become physically fit
- To be part of a team
- For the challenge of competition
- To learn new skills
- To succeed or win

The number one reason children play youth sports is because they enjoy playing games that are fun. Parents and coaches should ask themselves, "Why are children involved in sports and are they having fun." Sparky Anderson, a former major league baseball manager, wrote, "We're asking kids to compete to win. Why not ask them to compete to have fun?" The primary goal of youth sports should not be to form a winning team. It should be to create an atmosphere that is fun, child-centered, and develops the skills of all the participants. Developing new skills motivates children or enhances previously learned ones. Furthermore, a child experiencing a positive performance or receiving constructive feedback will also lead to continued participation. If the child perceives the event to be positive, they will be motivated to try harder. Greater effort leads to advancements in skills. Everyone enjoys winning but most children focus more on performing the activity instead of who won or lost. Success should be measured in terms of personal growth and development not by who won the contest. The majority of children would rather play on a bad team than sit the bench for a good one. Winning and receiving awards are of secondary importance to children and should not be heavily emphasized. Children love to play and have fun and that is what youth sports should focus on.

WHY KIDS QUIT SPORTS:

- Overemphasis on winning
- Lost Interest
- Not having fun
• Time consuming
• Coach was a poor teacher
• Too much pressure
• Tired of playing
• Need more study time
• Coaches play favorites
• The Sport was boring

Over 35% of the millions of children who play youth sports quit after the first year of competition. 85% of the children who continue to play dropped out of organized sports all together between the ages of 10 and 17. Why are children quitting youth sports? The primary reason is that children are not having FUN. Additional causes for children to quit sports include an overemphasis on winning by the parents and/or the coaches. The coach or parent yelled at the child for making a mistake. The verbal abuse associated with winning at all costs caused feelings of self-doubt. The child perceived that his or her abilities were not good enough to play so they quit. This perceived lack of ability creates low intrinsic motivation within the child. Their competitive flame was extinguished and consequently the child began to use excuses for not wanting to play like: I lost interest, it's not fun anymore, it's too time consuming, or I'm tired of playing. Coaches and parents compound these problems by singling out players for excellent play with extrinsic rewards: most valuable player, all-star teams, best pitcher, etc. This degrades the average and below average players, plus adds competitive stress to the athlete who received the award. Children quit sports because winning is not everything to them, having fun is, and when the game is not fun, they lose interest. Getting children interested again after they quit can be very difficult.

PLAYER'S ROLE:
Players who quit sports would consider re-joining a team if the following were implemented:

GIRLS
• Practices were more fun
• There was no conflict with studies
• Coaches understood players better
• There was no conflict with social life
• I could play more
• Coaches were better teachers

BOYS
• Practices were more fun
• I could play more
• Coaches understood players better
• There was no conflict with studies
• Coaches were better teachers
• There was no conflict with social life

WHAT KIDS WANT FROM PARTICIPATION:

• To have fun
• To learn new skills
• To be with friends and make new ones
• Excitement
• To succeed or win
• To exercise and become physically fit

It is important that athletes are comfortable in the activities that they participate in. Fear of failure or ridicule can destroy a child's self-esteem. By participating, players improve on previously learned skills or learn new ones that will enhance their self-satisfaction. Plus, the rush of adrenaline associated with competition can spark new emotions in a player thus elevating their performance to previously unknown levels. Being involved in youth sports can also be a great atmosphere to foster social interaction and to meet new friends. Sports participation allows for physical activity and exercise in a manner that players embrace rather than dread. All players should have the same rights when it comes to participation. These Bill of Rights are a listing of how players should be treated.

Player's Bill of Rights

1. The right to participate in sports regardless of ability level.
2. The right to participate at a level commensurate to a child's developmental level.
3. The right to have qualified adult leadership.
4. The right to participate in a safe and healthy environment.
5. The right for children to be leaders and decision makers.
6. The right to play as a child and not as an adult.
7. The right to proper preparation for participation in sports.
8. The right to equal opportunity to strive for success.
9. The right to be treated with dignity by all involved.
10. And, the right to have Fun.
101 Coaching Tips

By Wayne Goldsmith | In Coaching Tips  http://www.sportscoachingbrain.com/

It takes 20 years to become an overnight success. Successful coaches have by a combination of experience, skill, education and practice, developed ways and means of getting the best out themselves and their athletes.

Here are 101 Coaching Tips to help you achieve your coaching goals.

1. Plan.
2. Develop communication skills and never stop trying to improve them.
3. Learn to effectively utilise the Internet and email.
6. What you may lack in knowledge, make up for with enthusiasm, desire and passion.
7. Be a role model for your athletes.
8. Accept constructive criticism as a positive. Learn from mistakes, take steps to improve from the experience and move on.
9. Allocate time every day for personal health and fitness.
10. Keep a detailed diary and record work actually done by athletes not just what was planned to be done.
11. Embrace effective change.
12. Use sports science wisely. The art of coaching drives the science of performance.
13. Seek out information – don’t wait for the “secret to success” to fall into your lap.
14. Coach with your heart but don’t forget the basics. Secure adequate training facilities, keep good records, observe O.H. and S principles, and maintain a commitment to safety and equity. Having the “nuts and bolts” organised allows you to focus on what you do best – working with athletes.
15. Believe in your athletes – they believe in you.
16. Steal ideas from others sports (and improve on them).
17. Strive to make yourself redundant – develop coach independent athletes.
18. Listen with your eyes and watch with your ears.
19. Attitude + application + ability = achievement.
20. Coach the person not the athlete. Coach the person not the performance.
21. Develop a network and support structure. Be a resource manager.
22. Best, better, brilliant – there’s always room for improvement.
23. What you believe will happen, will happen. What the mind can conceive it will achieve.
24. Persistence pays – never give up.
25. Learn basic business skills. Understand the basics of insurance. Be familiar with legal liability. Understand the basics of taxation and the G.S.T. Make coaching your business!
26. Give an ounce of information and a ton of practice.
27. Communicate - clearly, concisely, calmly, constructively, consistently and cleverly.
28. Seek out a critical friend. They are you greatest asset.
29. Help develop your sport not just your current athletes.
31. Delegate, delegate, delegate, give athletes, assistants, parents and officials responsibility for aspects of your (their) program.
32. Enthusiasm, encouragement, energy = Excellence.
33. Look for things to improve in yourself.
34. Have fun. Life is short.
35. It is easy to coach athletes when they are performing well. Do you have the ability to help athletes (and yourself) deal with the tough times.
36. Focus on the long term even when trying to achieve in the short term.
37. Contribute to the development of other coaches. You may learn from teaching and students are often the best teachers of all.
38. Listen to your athletes.
39. Develop peripheral vision - in your mind.
40. Present information at coaching courses and workshops. Be willing to share.
41. Treat athletes like customers – coaching is the ultimate in client service.
42. Read journals from alternative industries and seek out principles that you can apply to sporting situations.
43. Be flexible in your methods and approach.
44. Embrace the principle “For the love of it, not the money in it!”
46. Constantly challenge yourself and your athletes.
47. Create a safe, stimulating, interesting training environment where athletes enjoy coming to train.
48. In preparing athletes: leave nothing to chance, nothing untested: don’t rely on luck: make your own!
49. Subscribe to SportsCoach!!!
50. Do your homework. Know the strengths and weakness of your athletes, yourself, your opposition. Know the standards, what are the world records, national records, state records, regional records, and club records, what are your goals?
51. Look to help each athlete achieve their best, no matter what that level is. Not all athletes want to be the world champion.
52. Be innovative. Be creative. Dare to be different.
53. Try not to overcoach. You don’t need to talk ALL the time.
54. Never lose confidence in yourself. You can do it!
55. Encourage your athlete to have ownership of the program.
56. Maintain good appearance, look like a professional.
57. Technology is your ally not your enemy. Use it wisely.
58. When the going gets tough, the tough get going. Mental toughness is still a key component of successful competition.
59. Adopt the D.R.A.M.A. approach “Do, Record, Analyse, Modify, Act”
60. Confront problems calmly by talking directly with the athlete – don’t rely on rumour, relayed messages or other second hand methods of communication. If a message can be misinterpreted it already has been.
61. Empathise not sympathise.
62. Keep the reasons you coach at the forefront of your mind and your goals close to your heart.
63. Desire: keep the dream alive, everyday. Motivation is a lifestyle not a one off event.
64. What makes a great coach? Great athletes!
65. Be firm and fair.
66. Build your program around the five “E’s”: Equity, Excellence, Empathy and Empowerment.
67. Share a joke, not sarcasm, just a funny joke, when appropriate.
68. Field questions and throw back answers. Challenge athletes to discover the answers for themselves and to learn lessons.
69. Observe, ponder, respond, be an observer of human behaviour.
70. Share experiences willingly.
71. Establish open and effective communication with all stakeholders, parents, athletes, administrators, officials and important others.
72. When in doubt, pause and check it out. Don’t be afraid to say “I don’t know”.
73. Employ actions that minimise risk. The primary responsibility of all coaches is the safety of their athletes.
74. Encourage your athlete recovering from injury by involving them in the program in some capacity. Everyone is needed and everyone belongs.
75. Be aware of and carry out your legal responsibilities.
76. Efficient coaches take responsibility for their own effectiveness.
77. Self-reflection is your constant companion: be your own best critic but strive to be objective rather than self-destructive.
78. Recognise the contribution of others, players, parents, officials, assistants, facility maintenance staff, everyone enjoys being appreciated.
80. Lead from the front and support from the rear.
81. The coach is the creator of positive experiences.
82. Proper prior planning prevents pitifully poor performance.
83. Praise and positive reinforcement are tools for the coach.
84. Think about what you say before you say it. Then watch for reactions to your words before saying anything else.
85. Body language replaces many words: It's not what you say but how you say it.
86. A nod is as good as a wink.
87. Coaching is a two-way process: The athlete feels but can’t see, the coach sees but can’t feel.
88. Get to know something personal about your athletes. They are people who have chosen to play sport: not just sportspeople.
89. Holistically challenge your athlete mental skills can be developed just like physical skills.
90. Athletes listen when the coach listens to them.
91. Know when to say no.
92. Demonstrate, explain, demonstrate again, practice and give constructive feedback.
93. Concentrate on the performance not the outcome.
94. Process goals (how to achieve) should predominate over outcome goals (what to achieve).
95. Facilitate motivation by allowing athletes to fulfil their goals in some way at every session.
96. Coach your athletes to distinguish between attainable and unobtainable but to never stop dreaming of what’s possible.
97. Buy a video and refine your filming and reviewing skills.
98. Sports officials give your athletes the best opportunity to achieve the best result – work alongside them. Welcome them into your program and invite them to provide input.
99. To coach well you’ll need to know the current interpretation of your sports rules and regulations.
100. The coach has a great opportunity to easily expand their social circle, you’ll never be lonely.
101. Last year’s programs produce last year’s results. Resist the temptation to coach by routine and habit.
**Coach = Athlete = Coach**

By Wayne Goldsmith | In [Coaching Tips](http://www.sportscoachingbrain.com/)

*Apply the same standards and expectations to yourself as you expect from your athletes.*

Apply the same standards and expectations to yourself as you expect from your athletes.

One more time, just in case you didn’t get it.

Apply the same standards and expectations to yourself as you expect from your athletes.

**Think about it.** How can you coach at your best and provide quality coaching services to talented athletes when your own standards and what you expect of yourself is LESS than what you expect of your athletes?

**What are the top five expectations you have of your athletes?**

1. **To love what they do** - to be passionate about their sport: training and competition.

2. **To accelerate their rate of learning** so they can learn as much as possible in the shortest possible time - they learn faster, they improve faster.

3. **To look after themselves** - physically, mentally and emotionally - to stay healthy.

4. **To aim to do their best in everything they do** - to strive for excellence - to always seek to improve.

5. **To take time off to rest, recover and regenerate.**

So, do you ask the same of yourself? No? So what you are saying is:

“I don’t need to be passionate, I don’t need to keep learning, I don’t need to stay healthy, I don’t need to seek continuous improvement, I don’t need time off BUT……..I can still coach better than anyone!”

**Rubbish.**

A fundamental rule of coaching - one that it is at the core of every great coach / athlete relationship is that it is a **PARTNERSHIP.** The athlete and the coach work together as a team to achieve common goals: to turn dreams into reality.

They strive together to find new and better ways to improve performance and accelerate progress.
And, like any partnership, if one partner is not contributing to the success of the team, or moving forward in the same direction and at the same rate, the partnership starts to break down.

The FORMULA ONE car analogy is done to death but in this instance it is highly relevant.

You can’t put a state of the art, latest technology engine in an F1 and expect a great performance from the car UNLESS you match the quality of the engine with the state of the art / latest technology gear box, suspension, brakes, tyres, fuel etc etc.

So it is with a talented athlete. The athlete is the “state of the art” and can take their sport to new levels of excellence. But if you are surrounding the state of the art athlete with old thinking, last year’s training programs, poor equipment and lazy coaching, neither the athlete (nor you) will achieve optimal performance potential.

So how do you turn this around?

**COACHING LESSONS:**

1. When an athlete comes to you for coaching and has set their goals high, e.g. AFL professional player, Olympic gold medal, world record holder, represent Australia etc - SET YOUR OWN GOALS HIGHER!

2. Aim to accelerate your own rate of progress and learning faster than the rate of change in the sport - i.e. stay ahead of the sport.

3. Be a FUTURIST - think about where the sport is going. Visualise it clearly and see it accurately in your mind. Then work hard to get there first!
Sustaining success! The Coach’s Holy Grail.

By Wayne Goldsmith | In Coaching Tips http://www.sportscoachingbrain.com/

Many coaches will say they want to be successful.

No they don’t. Not really.

They want to be successful again and again and again and again and again. They want to SUSTAIN success and ALWAYS have a competitive program, winning athletes and quality players.

So how do you it? How do you SUSTAIN COMPETITIVENESS AND SUSTAIN SUCCESS?

There are FOUR simple rules to SUSTAINING COMPETITIVENESS and SUCCESS:

MAKE SURE YOU ARE ACCELERATING YOUR LEARNING AND IMPROVEMENT AS A COACH AT A FASTER RATE THAN THE RATE OF IMPROVEMENT OF YOUR ATHLETES.

This is important. If an athlete or player comes to your program and says, “I want to be the best footballer, swimmer, sailor, runner, rower etc etc” - your own rate of development as a coach must be EQUAL TO OR GREATER THAN that of the athlete.

It does not make sense any other way. Think of it in terms of school. Kindergarten teachers work with kindergarten kids. High school teachers work with high school students. University lecturers work with university students. At each level of development, the teacher (coach) must be able to provide learning opportunities appropriate to that level and be ahead of the student.

If an athlete wants to be the best - you must also strive to be the best OR….send them to another coach who is.

DEVELOP AND MAINTAIN A CULTURE WHICH CAN SUPPORT AND SUSTAIN SUCCESS

Lots of people talk about culture but few understand it. Bit like the engine in my new Honda - I tell lots of people about it but I doubt I could even change a spark plug - not sure it even has one!

A successful culture is one that encourages and embraces continuous improvement and one which provides opportunity for people to accelerate their rate of performance improvement through quality learning.
Does your culture attract people who can change, enhance and add value to your program or do you recruit people who will fit in, not rock the boat and merely maintain what you already do?

Sustaining success means recruiting and retaining “unreasonable people” who will challenge, change and champion new ideas and innovations.

**THINK LIKE A FUTURIST - DO NOT THINK ABOUT WHAT HAS GONE BEFORE - ONLY WHAT IS TO COME.**

Many people talk about the future but few see it, smell it, taste it and can bring it to life. Most people talk about the future in very limited terms - a future which is more or less an extension of what they are already doing.

Sustaining success means seeing the future clearly, communicating that vision to other people and working hard to bring it into existence SOONER than your competition.

**WORK HARDER THAN ANYONE ELSE**

Sorry - no short cuts. Jerry Seinfeld said a few weeks back, “Do what you love to do and commit everything you have to doing it. Only good can come from it”.

An important difference between those who want to succeed and those actually do succeed is plain, simple, consistent hard work.

Seeing the future is important: working hard to get there first is critical.