Study guide and time plan

Applied Sports Coaching 2018

Department of Education
Internet based course 50% study pace
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Welcome to the Department of Education at Umeå University and the course Applied Sports Coaching!

CONTENT
In this course, coaching processes are problematised within sports. Theoretical knowledge about coaching philosophy, different leadership methods/styles and other factors affecting individual and group performances are in focus. The students will also work with tasks were they apply coaching skills in a sport group or similar and make reflections about the theories and the practice.

The course includes four themes:
1. Coaching Philosophy
2. Feedback & Communication
3. Individual coaching assignment including the subjects: Learning & Development and Teaching & Coaching methods/styles

APPLIED WORK:
In each of these themes there will be assignments of different kinds like written tasks, peer reviews, web seminars etc. and as a student you will interview and observe coaches and coaching practices. In the final assignment will work with a group/team of athletes (or similar) and apply theoretical knowledge into practice. It is up to you to find a group to work with. The group of athletes can include athletes from a team sport or an individual sport. If you are not a coach/assistant coach now we encourage you very much to contact a team/group and ask if you can work with them for some tasks on the course since the applied work and the reflections from this is a very important part in the course. If you do not have, any access/possibilities to work with a team/group you can create and work with a fictions group (preferably a group you have coached earlier or a group you have been part of) but we strongly recommend you work with a real group.

STUDY ARRANGEMENTS
The course will be held at a 50 % study pace and facilitated through a net-based platform (no physical meetings). This platform serves as your “virtual classroom” during the course. The course will run from October 4 to December 5, 2018. On the web-based platform, the teachers will distribute lectures and tasks for the students and as a student; you will submit your assignments through posting them on forums at the web platform. This document, the study guide and time plan, is the document in which you will find all the information about the course (literature, time plan and instructions and dates for the examinations). In addition to this document, there is also the syllabus for the course (see course platform).

During the course, you shall attend some web seminars. It is possible to use skype or other internet communities for the web seminars if your seminar group is okay with this but be aware that many programs like Skype etc. have a limit of persons that can be involved in a free seminar. Therefore, we recommend that you are using Adobe Connect Pro which is the program we provide in this course. In the theme “Between students” on the net-based platform/your virtual classroom you will find a link to the program and a guide for how to use the program (“How to prepare for a meeting in Adobe Connect”).

Every student and the teachers have their own profile in the virtual classroom and we encourage you to edit information in your profile as soon as possible (see instructions at the platform)!

Important forums at the web based platform:
- “Information from the teachers” – is the forum in which we teachers send out written information. This forum is directly connected to the email address you have in your profile and
you will automatically get messages from this forum forwarded to your mail address. Make sure you continuously check the mail address you have in your profile so you do not miss any information!

“Weekly Questions” – in this forum you post questions about the course. Everyone can read this and both the teachers and other students can answer questions posted in this forum. We encourage all students to answer questions posted in this forum. The teachers can also answer questions through the “coaching radio” (see below).

“Coaching radio” – this is an audio file with information from the teachers that will be distributed once a week during the course. When the audio file (the “radio” clip), is distributed on the platform, it will be possible to download and listen to the file at any time. You will find the “coaching radio” in the theme “course information”.

“Between students” is a forum where you students can discuss and ask questions between students. To get information from this forum forwarded to your mail address you need to subscribe to the forum.

In addition to above communication forums there might also be different forums in each of the themes in the course. The main idea is to use the web-based platform for all communication about the course. For questions of more personal art, it is also possible to mail or call the teachers. It is the teachers’ ambitions that during the course answer students within three workdays. Unfortunately this might not always work due to teachers obligations to other courses, conferences and similar.

**Learning Outcomes**

Upon completion of the course the student should be able to:

**Knowledge and understanding**
- demonstrate knowledge about teaching and coaching within various sports practices
- be acquainted with and demonstrate understanding of factors affecting individual and group performance

**Skills and ability**
- apply different leadership/coaching methods depending on various demands on individuals and groups
- transform theoretical knowledge into practice and use the theoretical content to analyse practice
- perform and analyze different coaching skills through various leadership experiences

**Values and attitudes**
- reflect on their own leadership style in relation to coaching methods in various sport practices
- reflect on their own leadership style in relation to teaching and learning theories in various sport practices


**Examinations**
The student is examined through written, oral and practical elements. The examination is both continual and final. The course is graded using three grades: Pass with distinction, Pass and Fail.

The course is examined through the following examinations:
- Individual coaching philosophy assignments (written) and group reflections (web seminar) about coaching philosophy. Grades: Fail or Pass
- Individual feedback and communication assignment (written assignment and web seminar). Grades: Fail or Pass
- Individual applied coaching assignment (written assignment based on practical assignments). Grades: Fail, Pass or Pass with Distinction

**Grading:** To pass the course the student has to earn the grade pass on all of the above examinations. To pass the course with Distinction the student have to earn the grade “Pass with Distinction” on the individual applied coaching assignment and have earned the grade “Pass” on all the other tasks above. See the information about the grading criteria for each of the tasks (appendix 1, 2 and 3).

The course work is examined at the ordinary examination (see time plan below) and there will be a possibility for re-examinations during or in close connection to the course (see time plan below) for those who have failed or have missed parts of the course. After that an opportunity to re-examine the course work is normally given in the following fall semester (in August or the next time the course is run) provided the student has requested it. Examination based on the same course syllabus as for the regular test is guaranteed for a maximum of two years from when the previous course syllabus has ceased to apply or the course has ceased to be offered.

The teachers have fifteen workdays to grade the students’ assignments. A student has the right to change examiner for a course based on a written request to the head of department after two fails on the same course or a part of a course. See appendixes for the specified instructions for the course examinations.

**Course Literature**


Additional articles might be used during the course.

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**TIME PLAN**

Below we have tried to give you an overview of the course by picturing:

1. The different themes in the course and the time frame for each of the themes

<table>
<thead>
<tr>
<th>Coaching philosophy</th>
<th>Feedback and communication</th>
<th>Individual coaching assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>w. 40</td>
<td>w. 41</td>
<td>w. 42</td>
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<td>w. 46</td>
<td>w. 48</td>
<td>w. 49</td>
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</tbody>
</table>

2. The mandatory parts in the different themes (in all themes there is also literature to read, web lectures etc).

- **Coaching philosophy**
  - Submit individual task "My coaching philosophy latest October 14
  - Perform an interview with a coach
  - Attend web seminars about coaching philosophy
  - Submit task "Summaries of web seminars" (one summary per group) latest October 28

- **Feedback and communication**
  - Attend webseminar about the feedback literature
  - Observe a coach
  - Submit individual examination on Feedback & Communication latest November 4

- **Individual coaching assignment**
  - (Suggested: share feedback with another student on part 1)
  - Submit part 2 of assignment for peer-review latest November 11
  - Submit feedback on another student’s part 2 latest November 15
  - Apply and work with your group/team/athletes
  - Submit individual assignment for peer-review latest November 27
  - Submit feedback on another student’s individual assignment latest December 2
  - Submit final examination: Individual assignment latest December 6
3. A “week by week” plan for you who wish to get some help in how to plan the studies. See the “week by week” plan as a guideline, as long as you take part in seminars, peer reviews and submit the examinations on time you are free to plan and work with the course when it fits your schedule. Highlighted in yellow are the dates to submit examinations.

<table>
<thead>
<tr>
<th>Time plan Applied Sports Coaching fall 2018</th>
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<tbody>
<tr>
<td><strong>Week 40 (4th October - 7th of October)</strong></td>
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<tr>
<td><strong>Coaching philosophy:</strong></td>
</tr>
<tr>
<td>• Read literature, watch web lecture for the coaching philosophy task</td>
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<tr>
<td>• Sign up for test seminars (at the web platform)</td>
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<tr>
<td>• Work on the task: Your own coaching philosophy</td>
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<tr>
<td><strong>Other things:</strong></td>
</tr>
<tr>
<td>• Test seminars Adobe Connect Pro</td>
</tr>
<tr>
<td>• Watch presentation film clips</td>
</tr>
<tr>
<td><strong>Week 41 (8th of October – 14th of October)</strong></td>
</tr>
<tr>
<td><strong>Coaching philosophy:</strong></td>
</tr>
<tr>
<td>• Read literature for the coaching philosophy task</td>
</tr>
<tr>
<td>• Work on the task: My coaching philosophy</td>
</tr>
<tr>
<td>• Prepare for an interview with a coach about coaching philosophy (prepare questions and contact a coach)</td>
</tr>
<tr>
<td>• Interview a coach about her/his coaching philosophy (week 41 or 42)</td>
</tr>
<tr>
<td>• Sign up for web seminars coaching philosophy (at the web platform)</td>
</tr>
<tr>
<td>• <strong>Submit the task “My coaching philosophy” latest Sunday the 14th of October at 11.30 pm (23.30)</strong></td>
</tr>
<tr>
<td><strong>Other things:</strong></td>
</tr>
<tr>
<td>• Test seminars Adobe Connect Pro</td>
</tr>
<tr>
<td>• Coaching radio</td>
</tr>
<tr>
<td><strong>Week 42 (15th – 21st of October)</strong></td>
</tr>
<tr>
<td><strong>Coaching philosophy:</strong></td>
</tr>
<tr>
<td>• Interview a coach about their coaching philosophy (week 41 or 42)</td>
</tr>
<tr>
<td>• Web seminars “Interviews about coaching philosophies”</td>
</tr>
<tr>
<td>• Work on the summaries from the coaching philosophy seminars (one summary per group)</td>
</tr>
<tr>
<td><strong>Feedback and communication:</strong></td>
</tr>
<tr>
<td>• Read literature about feedback &amp; communication</td>
</tr>
</tbody>
</table>
- Web lecture: Feedback & Communication
- Sign up for the web seminars about feedback & communication (at the web platform)

Other things:
- Coaching radio

**Week 43 (22nd – 28th of October)**

Coaching philosophy:
- Work on the summaries from the coaching philosophy seminars
- **Submit summaries of the web seminars “Interviews about coaching philosophies” latest Sunday the 28th of October at 11.30 pm (23.30) – one summary per group**

Feedback and communication:
- Web seminars feedback and communication (literature seminars)
- Prepare for observations of a coach
- Observe a coach with focus on feedback and communication (week 43 or 44)

Other things:
- Coaching radio

**Week 44 (29th of October – 4th of November)**

Feedback and communication:
- Observe a coach with special focus on “Feedback & communication” (week 43 or 44)
- **Submit the examination Feedback & Communication Sunday the 4th of November at 11.30 pm (23.30)**

Individual coaching assignment:
- Work on tasks and literature related to the Individual assignment

Other things:
- Coaching radio

**Week 45 (5th of November - 11th of November)**

Individual coaching assignment:
- Work on tasks and literature related to the Individual assignment
- **Submit plan for part 2 (Teaching and Coaching) of Individual coaching assignment latest Sunday the 11th of November at 11.30pm (23.30) (material to be peer reviewed)**

Other things:
- Coaching radio
**Week 46 (12th – 18th of November)**

*Individual coaching assignment:*
- Work on tasks and literature related to the Individual assignment
- **Submit feedback on another student’s plan for part 2 (Teaching & Coaching) latest Thursday the 15th of November at 11.30 pm (23.30)**

*Other things:*
- Coaching radio

**Week 47 (19th – 25th of November)**

*Individual coaching assignment:*
- Work on tasks and literature related to the Individual assignment
- Tutorial individual assignment

*Other things:*
- Coaching radio

**Week 48 (26th of November – 2nd of December)**

*Individual coaching assignment:*
- Work on tasks and literature related to the Individual assignment
- **Submit the final examination: Individual applied coaching assignment latest Tuesday the 27th of November at 11.30pm (23.30) (material to be peer reviewed)**
- Work with peer-review and feedback on another student’s Individual assignment
- **Submit feedback on another student’s Individual coaching assignment latest Sunday the 2nd of December at 11.30 pm (23.30)**

*Other things:*
- Coaching radio

**Week 49 (3rd of December – 6th of December (course ending))**

*Individual Assignment:*
- Work on improving the individual assignment
- **Submit the final examination: Individual applied coaching assignment latest Thursday the 6th of December at 11.30pm (23.30)**

*Other things:*
- Coaching radio
- **Course evaluation answer latest the 6th of December at 11.30pm (23.30)**
Dates for Re-examinations - an opportunity for a re-examination for those who have failed or have missed examinations in the course will take part the following dates:

- Coaching philosophy – 20th of January 2019
- Feedback and communication – 20th of January 2019
- Individual coaching assignment - 20th of January 2019
APPENDIX 1. EXAMINATION COACHING PHILOSOPHY

TASK 1: COACHING PHILOSOPHY

Part 1: Write your own coaching philosophy (instructions below) and submit the document latest Sunday October 14 (Individual task).

Part 2: Interview a coach about his/her coaching philosophy; participate in a web seminar about coaching philosophy based on the interview and the course literature (instructions see below). The seminar will be examined through a written summary of the seminar (one summary per group). Submit the summary from the group latest Sunday October 28.

INSTRUCTIONS:

Part 1: Write your own coaching philosophy

“My coaching philosophy”:
Write a paper with the headline “My coaching philosophy” min. 2 max. 4 A4 pages (12pt) + reference list + cover page (not included in the maximum number of pages). Deadline for submitting the paper is Sunday October 8, at 23.30/11.30pm. Remember to write your name on the document!

In this task you are working on developing your personal coaching philosophy. Whether you already have a philosophy or you start building your coaching philosophy while writing this task you shall relate its content to the literature in the course and the lecture about coaching philosophy. Writing your own coaching philosophy is about starting up a process or, continuing a process of being aware of your own beliefs, principles and values important for your coaching practice.

Start the paper with a short section where you describe your coaching experience and then describe your coaching philosophy. Try to answer questions like: What is important for you in a coaching situation and why? What are your personal objectives to coach? What are your objectives while coaching (are you more focused on winning, developing athletes, having fun or something else – see the literature) and how do this show in your philosophy? What values and principles are important for you? What are your future hopes for the athletes you coach and for you as a coach? Are you ‘their’ coach or are they ‘your’ athletes? What is your role as the coach and why do you think so? How will you deal with the different values and needs of different athletes etc.?

The literature and the web lecture will help you motivate and discuss your philosophy and you shall refer to the literature in your philosophy. For those of you who are not coaches now, describe how you would like to work in the future.

References from the literature shall be included in the text but also in a reference list in the end of the paper. Only literature you have referred to in the text shall be in the reference list. Refer to the literature not to the web lecture as the web lecture is based on the literature.

See the below links for help on how to write references, (we prefer if you use Harvard, Oxford or APA style):
http://www.ub.umu.se/en/write/references
https://www.youtube.com/watch?v=zWFNsdssSYg&list=PLqBQmg51FnJ1-ZZOZ37KghLxfmzvOyBDF&index=3
Part 2: Interview + web seminar

a) Interview a coach about her/his coaching philosophy, summarize your interview and participate in a web seminar about the interviews. To deepen your knowledge it is important to use the course literature as the base for the discussions.

b) After the seminar, each seminar group will submit ONE written summary per group based on the discussions in the seminar.

Plan:

1. Contact a coach and set a time for the interview.
2. Prepare interview questions about coaching philosophy. Use the literature, the web lecture and the questions you answered in your own coaching philosophy as your guidelines when you are developing the interview questions.
3. Interview the coach about her/his coaching philosophy. Take notes during the interview or record the interview.
4. Sign up for seminars (times are posted on the course platform).
5. Before the seminar, prepare yourself by making a summary of your interview (what sport, experience as a coach, on what level the coach is coaching at, some main features in the coach philosophy, if you think the coach has a well thought out philosophy or not, interesting points etc.) Bring this summary with you to the web seminar.

Advice for the interview: Start the interview with some background questions about how long the coach has been a coach, how long the coach has been coaching the group/athletes he/she is now coaching, at what level his/her athletes are etc. then continue with questions about the coach’s coaching philosophy. Whether or not the coach states she/he has a coaching philosophy you can ask questions about the objectives to coach, values and principles etc. (see the literature).

Web seminars:

When you have performed the interview with a coach you will meet with other students in the course in a web seminar and discuss the content of the interviews (see below instructions). These seminars are student seminars with no teachers and the group shall send in one summary of the discussions after the seminar. In the theme “Between students” at the course platform you will find “Adobe Connect Pro” the program you will use for the web seminars. It is possible to use skype or other internet communities for the web seminars if your seminar group is okay with this but be aware of that many programs like Skype etc. have a limit of persons that can be involved in a free seminar. Therefore we recommend using Adobe Connect Pro.

At the course platform (theme coaching philosophy) you shall sign up for the web seminar. If none of the proposed seminar times work for you, you can post a request in “questions and discussions about coaching philosophy” forum and suggest an alternative time and if others agree with that time you have the seminar then.

The seminars:
Start with introducing yourself to each other and choose one person to be the seminar leader. It is important everyone, not only the seminar leader, is responsible for making sure that you discuss the questions below and that everyone is taking part in the discussion. Except being a part of an examination this seminar is a valuable way to get insight in and discuss other coaches’ philosophies. The seminar shall be summarized in one written summary per group (see instructions below) so choose one person who takes notes during the seminar or help each other out. Everyone shall be prepared for the seminar and take responsibility for their part of the discussion as well as respect and listen to others.
**Guidelines for what to discuss in the web seminar:**

- Remember to connect your discussions to the literature as a way to get a deeper understanding for the literature and how it can be applied and discussed in connection to coaches’ experiences!!!

- Everyone gives short information about the coach they have interviewed (how long have the coach been coaching and on what level are the athletes he/she are coaching - beginners, elite etc.)?
- Everyone describes the main features of their interviewed coach’s coaching philosophy (values/aims etc.).
- Everyone brings up something from their interview that they think are interesting, something they would like to discuss and connects this to the course literature.
- Discuss if the coaches seems to have a well-developed philosophy or not and reflect on the consequences of this.
- Discuss if the interviewed coaches’ philosophies/values/ideas differ much from each other or if they are similar and reflect on this.
- Discuss how the content in the theme coaching philosophy (reading the literature, watching the web lecture, writing your own philosophy, interview a coach and the web seminar) have affected you and how you think you will use this knowledge etc. in the future.

**Written summary:**
Every group makes one written summary of the discussions in the web seminar, **deadline for submitting the summary Sunday October 28 at 23.30/11.30pm.**

**Follow below guidelines for the summary:**

- Maximum 4 pages (reference list + cover page are not included in the maximum number of pages).
- Write the names of the participants in the seminar and the number of the group on top of the document. Important for the grading, see note below!
- A short summary of the experiences of the interviewed coaches (if they are coaches for kids, adults, beginner level, elite level etc.)
- What in the literature did you discuss during the seminar and how did you make connections to the interviews?
- Reflections about similarities and differences in the different coaches’ philosophies. Possible explanations and reasons for this? Different objectives? Consequences of this?
- Write some reflections about what the theme coaching philosophy (reading the literature, watching the web lecture, writing your own philosophy, interview a coach and the web seminar) have meant for your ideas about coaching/your coaching practice. Highlight something you as a group want to bring with you from this theme.
- Reference list.

**Important!**
Having your name on the paper on the summary that are submitted on the course platform means that you have participated in the web seminar and together with the group have been involved in the summary of the seminar. Here the group are responsible to make sure everyone who has their name on the summary also have been involved in the seminar and the summary.
**Grading criteria:**

The work is assessed with the grades Pass or Fail. You have to pass both parts of the examination (i.e. your own philosophy & the group summary from the seminar). It is required that you have followed the instructions for the different tasks (above) so all parts of the examinations are included. The text shall be communicated in logical and precise manners making it possible for the examiner to judge if you have understood the theories and concepts/perspectives and are able to discuss them in connection to the task. The examinations also needs to be submitted at the course platform on time. Note that in all of the examinations it is required that you have included references to the course literature.

A possibility for a re-examination for all the tasks will be provided and the latest date to submit the re-examination is **January 20, 2019.**

**Literature for this task:**

Chapter 4: Developing a coaching philosophy

Please note that we are working with the 2009 version of this book (2nd edition). You will find a free version in a pdf on the web, search for world press and the name of the book.

Part 1 Principles of coaching:
  - Chapter 1: Developing your coaching philosophy
  - Chapter 2: Determining your coaching objectives

For additional literature suggestions see the web platform.
APPENDIX 2. EXAMINATION FEEDBACK & COMMUNICATION

TASK 2: FEEDBACK & COMMUNICATION

The feedback and communication examination is divided in three parts but examined in one individual paper on feedback and communication.

Part 1: Read the literature and participate in a web-seminar about feedback and communication.
Part 2: Observe a coach during practice and focus on the feedback and communication between the coach and his/her athletes.
Part 3: Write a summary from the observation and include reflections from the seminar.

In order to get a deeper understanding of the theory and practice of feedback and communication, you are expected to observe a coach in action. Your task is to examine how the feedback and communication works between coach and athletes, as well as amongst the athletes themselves. Before you make your observations, you need to read the literature and attend in a web seminar about the feedback literature in order to deepen your knowledge about feedback. In your written assignment, you are supposed to add written reflections from the web seminar. You can see the areas of importance to discuss below.

Part 1: Read the literature and participate in a web-seminar about feedback and communication

When you have read the course literature regarding feedback you will meet with other students in the course in a web seminar and discuss the content. These seminars are student seminars with no teachers.

The seminars:
Start with introducing yourself to each other and choose one person to be the seminar leader. It is important everyone, not only the seminar leader, is responsible for making sure that you discuss the questions below and that everyone is taking part in the discussion. This seminar is a valuable way to gain insight in and discuss the power of feedback in coaching. Everyone shall be prepared for the seminar and take responsibility for their part of the discussion as well as respect and listen to others. At the platform, you will find “Adobe Connect Pro” the program you will use for the web seminars. On this theme, there are 6 suggested dates and times for the seminar. If they don’t suit your personal schedule put a request in “question about the feedback and communication task” and suggest an alternative time - if others agree with that time you can have the seminar at alternative dates/times.

Discuss the following during the web seminar:
The seminar is preparing you for the observation and you can discuss parts of literature as well as content from the feedback web lectures and the Powerpoint presentation. The seminar will also prepare you for the written task. You can use following areas as a guideline in your seminar discussions:

• The difference between intrinsic and extrinsic feedback, positive and negative feedback
• Give examples and describe the difference between knowledge of results and knowledge of performance and possible effects of the two for the individual.
• Discuss the article from Hattie and Timberley (2007) and the concepts of addressing the three feedback questions for effective feedback; Where am I going? How am I going and Where to next?
• Hattie and Timberley argue that four levels of feedback are influencing the effectiveness of feedback. Discuss the different levels and what consequences the different levels may have.
• Discuss the principles practitioners should keep in mind when giving instructional feedback – type, timing, how much, how precise and how often and the way you think these principles will affect athletes.
• Discuss the dependency producing properties of instructional feedback in relation to intrinsic feedback.
• Martens (2012) highlights a number of communication skills considered important as a coach to build credibility in his/her coaching. In relation to feedback what are the most crucial aspects do you think?

Part 2: One observation of a coach - observation guideline
There are many ways to study feedback. One way to judge the effectiveness of feedback is by classifying the information directed from the coach considering the three feedback questions (see Hattie and Timberley, 2007). These questions will be used as guideline for what to look at when you observe the session with your coach. Make sure you are prepared to observe the factors below and take notes when you make the observation. You might need to add a short interview with the coach after the session to clarify or get answers to some of the questions.

1. **Where am I going?** Are the goals related to task/performance or result? Does the coach provide challenging tasks? Is the goal clear? Is the goal achievable? Do the athletes share a commitment to attain the goals?

2. **How am I going?** Is information about learning progression provided? How are athletes supposed to proceed and attain the goals provided?

3. **Where to next?** Is information provided that leads to greater possibilities of learning, enhanced challenges, more self-regulation over the learning process, greater autonomy?

4. **Communicative skills and interaction:**
   Feedback, information and messages can be delivered and received in different ways.
   a) Describe and give examples if/how the coach used body language or sensory triggers that may stimulate to intrinsic feedback.
   b) Describe and give examples of if you perceived the feedback was delivered in a positive or negative way and the timing of the given feedback.
   c) How did the practitioner perceive and react to on the coach's feedback (happy, positive, with activity, doubt)?
   d) Describe and give examples of how you think that the athletes’ understood the feedback from the coach.
   e) Describe a situation from your observation where you think the coach failed or succeeded in her/his feedback.
   f) How did the coach use the body language in relation to the given feedback?
Part 3: Write a summary from the observation and include reflections from the seminar

After you have done your observation, you are expected to hand in a feedback paper. Use the feedback observation guideline as framework and highlight the most interesting aspects from your observation. The paper should be no more than 4 (A4) pages. Make sure that you also refer to the course literature using a proper reference technique. Also read chapter 8 in Cassidy et al (2009) and discuss how the coach you studied behaved in relation to the different coaching discourses (direct, task, reciprocal, guided discovery or problem solving method). Add a short summary of the topics that was brought up during the feedback seminar in end of the paper as a separate section. The written examination should be uploaded on Moodle by November 4 at the latest. Note that the paper that you are supposed to hand in is the summary of your observation and a short summary with reflective thoughts from the online seminar in the same document.

Grading criteria:
The work is assessed with the grades Pass or Fail. Pass requires that you hand in the tasks in time, i.e. you hand in (submit) your feedback assignment latest 4th of November. To pass the examination it also requires that you have followed the above guidelines about the content in the tasks and referred to the course literature in all of the tasks. Please note that the written paper is built upon literature, your own observation and the web seminar. A possibility for a re-examination will be provided and the latest date to hand in these examinations are January 20, 2019.

Literature:
Suggested readings for feedback and communication:


APPENDIX 3. EXAMINATION INDIVIDUAL COACHING ASSIGNMENT

Task 3: INDIVIDUAL COACHING ASSIGNMENT

The final individual coaching assignment is a paper that you will deliver latest the 6th of December. The paper includes three parts. In the first part you write about learning and development, as a starting point for your plan for working with your group/team/athletes. We suggest sharing feedback with another student. In the second part you write about teaching and coaching, and make a plan for applying your selected teaching and coaching method to your group/team/athletes. Before you apply it, another student will give you feedback on your plan and you can make necessary adjustments before applying it to the group. The first two parts are to be included in your final assignment. In addition to these parts you will also include your reflections about your applied work in the final assignment.

The assignment includes the following steps:

- **Part 1:** Assignment “Learning and Development” + suggested to share feedback with another student (instructions see below). Part 1 is a starting point for applying in practice and working with a sports group/team/individual.
- **Part 2:** Assignment “Teaching and Coaching”, write a plan for applying teaching and coaching to your sports group/team/individual. Give and receive feedback on your plan.
- **Apply part 2 (based on part 1)** in practice working with a sports group/team/individual.
- **Part 3:** Write the individual applied coaching assignment. The final paper is based on part 1 and 2 above and reflections of the applied work in a coaching context. Write a peer review of another student’s assignment (and vice versa). Improve your assignment based on the feedback from your peer and submit the assignment on the platform.

INSTRUCTIONS

Part 1 of the Assignment: Learning & Development

1. Briefly describe what the literature says about learning and development, concerning the three orientations to learning (behaviorist, social cognitive, and situated learning) and the two orientations to development (cognitive and cultural/historical development orientations) described in chapter 5 in Understanding Sports Coaching (2009).

2. Describe and discuss what perspectives of learning and development that characterize your own (existing or aspiring) coaching practice (or, the sport you have chosen to work with in this assignment) and how compatible your perspectives are with the learning outcomes you (are to) set for your chosen group/team/athletes to achieve. Discuss factors that are of importance to consider when “selecting” a learning/development orientation for working with your group/team/athletes.

3. Select one learning orientation to work with on your group/team/athletes and explain why this orientation is suitable for you and them (in relation to aspects such as your background and preferences, ant the skills and characteristics of your group/team/individual). Remember to refer to literature!

In this first part of the assignment, we encourage you to give feedback to each other and share ideas, and thoughts with a peer student. We will provide a list on the course platform with suggested peer-review pairs of students. You and your peer are then free to establish contact and decide on how to
exchange feedback (by using adobe connect pro, email or phone). A forum for guidance will be available at the theme (= opportunity to post questions in a forum regarding the assignment). In this forum students are encouraged to be active in helping answer questions but teachers will also be available. This part will be included in the final assignment, but in this step you do not need to submit this task, or the feedback, on the platform. In this step you work together with a peer student to improve your work.

**Part 2: Assignment: Teaching and Coaching:**

1. Describe the five coaching methods in Cassidy, Jones & Potrac (2008): the direct method, the task method, the reciprocal method, the guided discovery method and the problem solving method. Reflect and relate to the differences and similarities with the teaching principles and coaching styles described in Martens (2012).

2. Describe and discuss factors that are of importance to consider when “selecting” a teaching and coaching method for working with your group/team/athletes: for example your preferences and skills and the characteristics of the athletes.

3. Choose one teaching and coaching method to apply on your group/team/athletes. The choice is limited to the reciprocal, guided discovery and problem solving methods. Explain why this method is suitable for you and your group in accordance with the skills and characteristics of your group/team/individual.

4. Develop a plan for how to work with this method, remember to refer to the literature!

This part of the assignment shall be posted on the course platform (theme 3, individual assignment), to be reviewed by another student who will give feedback on the plan (see below instructions for this). Deadline for posting part 2 of the individual assignment is latest the 11th of November. For your peer student to be able to give you proper feedback on your plan, please remember that this part in the final assignment will include 2-3 pages.

**Instructions for feedback:**

After posting your assignment (describing the teaching and coaching methods, and your choice and arguments for what method to use) and before you will apply your plan in practice, you will get feedback from another student on your plan - and you shall read and give feedback on another student’s assignment. Below are some instructions for this: Read the assignment of your peer and give your feedback in written form (1-2 pages). Deadline is the 15th of November, at 23.30/11.30pm. When you read and give feedback to another student, remember to refer to literature!

Following questions can be your guide in writing the feedback:

- Is the selected coaching method properly described, according to the literature?
- Is the choice of coaching method logical, considering the present circumstances (for example the coaches skills, characteristics of the athletes or the group/team/athletes)?
- Is the plan for applying the coaching method relevant and reliable?
- What possible challenges and possibilities are there?
- Develop and explain the above and give your point of view!

The purpose with the peer-review is to get some feedback on the plan and a chance to improve it - before going out and applying it.
Apply your coaching method to a group
When you have improved your coaching plan according to the peer-feedback and your own thoughts after the feedback, it is time for you to go out and apply your plan into your sport group/team/athletes. We recommend that you meet with your group/team/athletes at least four times. This including a first contact and three sessions when you apply your plan.

Time plan for teaching and coaching assignment:
The latest date to hand in the assignment on coaching methods (your plan) is the 11th of November and then another student will give feedback on your assignment (= peer review). The deadline for handing in the feedback (peer review) is November 15th. A forum for guidance in connection to the task will be available at the theme (= opportunity to post questions in a forum regarding the assignment). In this forum students are encouraged to be active in helping answer questions but teachers will also be available.

Part 3: Individual coaching assignment:

1. In the final paper you will use the parts, about learning/development and teaching/coaching, you have already written (and refined after feedback and peer review) in addition with a reflection part about your applied work.

The final assignment (the final paper):
- The paper should include a front page where your name, the name of the course and the name of this assignment (Individual coaching assignment) is clear.
- The paper should be 7-10 pages (not including the front page and references).
- It is important that you have included all the different parts in the paper.
- Please use the headlines below in your paper.
- Remember to refer to the literature in the text!
- Include a reference list in the end of the paper.

2. Before handing in your final assignment (for the teacher to grade) you will get feedback from another student on your plan - and you shall read and give feedback on another student’s assignment. The individual coaching assignment (for peer-review) should be delivered on the web platform latest the 27th of November at 11.30pm (23.30).

3. Review the assignment of your peer and write feedback (see instructions below). The feedback should be delivered on the web platform latest the 2nd of December at 11.30pm (23.30).

4. Improve your assignment based on the feedback you got from your peer.

5. The final paper for the individual coaching assignment should be delivered on the web platform latest the 6th of December at 11.30pm (23.30).
Writing instructions for the individual coaching assignment – the final paper:
(Use below headlines in your work!)

INDIVIDUAL COACHING ASSIGNMENT

Group and coach background (½ page)
Here you shortly give background information about you as a (existing or aspiring) coach and your experiences, also background information about the group/team/individual (skills, experiences, size of the group, ages etc).

Learning and development orientations (1-1½ pages)
Here you briefly describe what the literature says about learning and development, concerning the three orientations to learning and the two orientations to development described in chapter 5 in Understanding Sports Coaching (2009).

Describe and discuss what perspectives of learning and development that characterize your own (existing or aspiring) coaching practice (or, the sport you have chosen to work with in this assignment) and how compatible your perspectives are with the learning outcomes you (are to) set for your chosen group/team/athletes to achieve. Discuss factors that are of importance to consider when “selecting” a learning/development orientation for working with your group/team/athletes.

Describe your “selected” learning orientation to work with on your group/team/athletes and explain why this orientation is suitable for you and them (in relation to aspects such as your background and preferences, ant the skills and characteristics of your group/team/individual).

Teaching and coaching methods (2-3 pages)
Here you briefly describe the five coaching methods in Cassidy, Jones & Potrac (2008): the direct method, the task method, the reciprocal method, the guided discovery method and the problem solving method. Reflect and relate to the differences and similarities with the teaching principles and coaching styles described in Martens (2012).

Describe and discuss factors that are of importance to consider when “selecting” a teaching and coaching method for working with your group/team/athletes: for example your preferences and skills and the characteristics of the athletes.

Describe your “selected” teaching and coaching method to apply on your group/team/athletes. Explain why this method is suitable for you and your group in accordance with the skills and characteristics of your group/team/individual. Describe your plan for how to work with this method, remember to refer to the literature!

Reflections (3-5 pages)
Here you reflect and analyze the applied work with your “chosen” learning and development orientations together with the “chosen” teaching and coaching methods/styles. How did it go? Did you follow your plan? Did you have to change something? What made you change? What was working? Did something not work? Relate your experiences to what the literature “says” about learning & development and teaching & coaching methods/styles (make references!).

Reference list
Remember to include a reference list in the end of your paper!
When writing your paper you shall refer to the literature and we ask you to use the Harvard reference system (the parenthesis – system). For more information on how you do this, look at: http://education.exeter.ac.uk/dll/studyskills/harvard_referencing.htm
http://www.unisa.edu.au/ltu/students/study/referencing/harvard.pdf

INSTRUCTIONS FOR PEER-REVIEWING AND FEEDBACK:
Before handing in your final assignment (for the teacher to grade) you will get feedback from another student on your plan - and you shall read and give feedback on another student’s assignment. Below are some instructions for this: Read the assignment of your peer and give your feedback in written form (1-2 pages). Deadline is the 2nd of December, at 23.30/11.30pm. Following questions can be your guide in writing the feedback:

- Is the theories put into practice - is the applied work discussed in relation to theories?
- Is the argumentation clear and understandable?
- Is the structure of the paper clear and worked through?
- Do the structure of the paper follow the guidelines for the assignment?
- Is the linguistic ability good?
- Develop and explain the above and give your point of view!

A forum for guidance in relation to the assignment will be available at the theme (= opportunity to post questions in a forum regarding the assignment). In this forum students are encouraged to be active in helping answer questions but teachers will also be available.

GRADING CRITERIA:
The assignment is assessed with the grades Fail, Pass or Pass with Distinction. Below you find the criteria for Pass and Pass with distinction. In addition to the below criteria you need to hand in the task in time and make proper references to the course literature. A possibility for a re-examination for this assignment will be provided and the latest date to hand in these examinations are the 20th of January 2019.

Criteria to pass the assignment:
The student describes, analyses and reflects over the content on a general level. The student demonstrates ability to put theories into practice by discussing the theories in an applied situation and by reflecting the applied work towards theories. The student demonstrates a good ability to express themselves. The argumentation is clear and understandable. The structure of the paper is clear and worked through and the paper is following the guidelines for the assignment. The linguistic ability is good.

Criteria to pass the assignment with distinction:
The student demonstrates well-developed ability to describe, analyze and reflect over the content. The student demonstrates a well-developed ability to put theories into practice by discussing the theories in an applied situation and reflecting the applied work though well-founded credible connections to the theories. The student demonstrates a well-developed ability to express themselves. The argumentation is valid, clear and convincing. The structure of the paper is well worked through and is following the guidelines for the assignment. The linguistic ability is very good.
Literature:
Suggested readings for individual coaching assignment:

For part 1: Chapter 5 Learning and development
For part 2: Chapter 2 Instructional methods and pedagogical strategies
           Chapter 3 Quality in coaching

For part 2: Chapter 3 Selecting your coaching style
           Chapter 4 Coaching for character
           Chapter 9 Coaching the games approach way
           Chapter 10 Teaching technical skills
           Chapter 11 Teaching tactical skills
           Chapter 12 Planning for teaching