

Evaluation of Two Coaching Education Programs - Measuring Effects of Content and Instruction on Novice Youth Soccer Coaches

by

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Virginia Polytechnic Institute and State University

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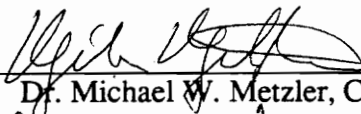
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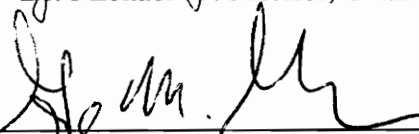
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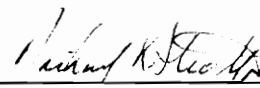
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Abstract

Coaching education programs, both non-sport specific and sport specific, have been developed by a number of sponsoring agencies. The purpose of these coaching education programs is to develop coaching competencies leading to safe programs that foster skill development, positive social-emotional development, and enjoyment. Little research has been done to support these claims.

The purpose of this study was to (1) analyze the content of one non-sport specific and one sport specific (soccer) coaching education program, (2) assess novice coaches' knowledge base and specific coaching behaviors prior to participating in a coaching education program, (3) assess novice coaches' knowledge base and specific coaching behaviors after participating in a coaching education program, and (4) contrast the differences that exist between generic and sport specific coaching education programs to determine if the coaching education programs actually influence novice youth soccer coaches to change their behaviors and does this change reflect the content that was delivered in the course they took part in.

Eight novice youth soccer coaches of boys and girls aged 6-12 were assigned to one of two coaching education groups. A descriptive profile of each coach was established using videotape analysis, field notes, and interviews. The Instructional Observation System for Analyzing Coaching Performance (IOSACP) was utilized to assess pre and post coaching education practice behaviors. Results were analyzed following a pretest-posttest design.

Pre-intervention analysis demonstrated the novice soccer coaches as a group possessed little soccer content knowledge, had limited pedagogical content knowledge, and had little understanding of what ought to be done in a youth soccer context.

The non-sport specific coaching education course was delivered as designed and was presented in a three hour lecture/discussion format. This course provided sound philosophical and structural coaching information but no content knowledge and little pedagogical information. The content presented did not influence the participants to change their practice behavior.

The five hour sport specific coaching education course, delivered in both a lecture and field based format was not delivered as designed. It provided more specific soccer content knowledge through a field based component that tied the content and the philosophy of coaching youth soccer together. This was deemed sound and this combination led to this group of coaches to change their practice structure and delivery. This change was based on the philosophy and soccer coaching content delivered in the course. The coaches' pedagogical skills did change slightly but the changes cannot be attributed to the pedagogical content delivered in this course. The major difference between these two courses was the field based content knowledge component that was presented in the sport specific course. This component had a direct impact on the coaches that participated in the sport specific coaching education course as they completely changed the structure for conducting a youth soccer practice. This change represented the content delivered in the coaching education program.

Acknowledgments

When I completed high school, my professional goal was to become a high school physical educator and athletic coach. I earned my B.S. degree in physical education and fulfilled that goal soon after graduation. After four years of teaching and coaching, I had an opportunity to return to school and pursue a master's degree. I achieved that goal as well.

After seven years of public school teaching and coaching, I had a desire to coach college aged players and pursued this goal. Once I had the opportunity to first coach and then teach on the college level, the idea of a terminal degree became real. With the support of many, I set this as my next goal. After this long and difficult process, I can state that I have worked very hard to become a better teacher and coach and I was able to reach yet another goal. There are a number of people that I need to thank.

First, I wish to thank Tom Simos, my first and most influential physical education teacher and coach. He helped me develop my skills, build my self-esteem, unlock my potential, and made physical education and sport exciting and fun.

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Dedication

To Sarah, my wife and best friend. Without your love and support, this would not have been possible. Thank you.

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CHAPTER 1

Introduction

There are over 35 million boys and girls playing organized sports in America (Eitzen & Sage, 1989; Martens, 1988). There are over 2.5 million adult coaches of these children; most of them are categorized as volunteer and uncertified (Martens, 1988; Weiss, 1989). Many of these volunteers get involved primarily because their child is playing a particular sport (Weiss, 1989).

It is the coach who serves as the link between the adult world of organized sport and the participants. The coach's knowledge has a direct impact on continued participation (Lombardo, Farone, & Pothier, 1982). Nettles (1992) states that coaching is a means of instruction that combines elements of mentoring and tutoring in natural community environments. She defines coaching as, "a form of instruction that places the responsibility for learning on the learner, fosters the development and maintenance of skill through vigorous use of specific teaching practices, provides continuous feedback on performance in environments structured for practice and display of mastery, and provides social support" (p. 3).

The coaches of these youngsters are in a position to exert great influence on their young athletes, but fewer than 20% of these coaches have received any type of coaching education (Martens, 1990). There is general agreement among most authorities studying the physical and psychological influences of sport on children that a critical "ingredient" in the process of developing young athletes is the quality of the leadership to which young athletes are exposed (Cratty, 1974).

Martens (1988) states that most volunteer coaches have no training in sports medicine or sports science and that most coaching education programs in the United States consist of sport specific training with emphasis on technique and strategy (tactics). Seefeldt

(1987) states that the adult volunteer who is designated to lead and teach these teams or groups may have had little or no professional education or competence for the tasks involved in coaching.

Although some people disagree on the value of youth sports, most agree that the role of the coach and his/her knowledge base is important in determining the effects that participation will have on young athletes (Lord & Kozar, 1982). Until recently, coaching education has been left up to colleges and universities. Responding to this need, many sport governing agencies have developed coaching education programs over the past decade. The National Youth Sports Coaches Association program, The PACE program developed and directed by the Youth Sports Institute at Michigan State University, and the American Coaching Effectiveness Program (ACEP) developed and directed by Human Kinetics are three of the most prominent coaching education programs in the United States today (Sawyer, 1992).

Some sport organizations have developed sport specific coaching education programs, ostensibly to promote a foundation for coaching competence. The United States Soccer Federation developed its National Coaching School in the mid 1970's, using a six stage program structured for beginning through advanced level coaches. The National Soccer Coaches Association of America (NSCAA) developed its four level coaching academy courses in 1984.

The main rationale for coaching education programs is that the majority of volunteer adults who coach young children in competitive sports have not had any formal training. In the ten years of the NSCAA Academy program, barely 1500 coaches have been certified at the national or advanced national levels. The state and regional diploma courses have certified a few thousand coaches but this reflects only a small fraction of the huge number of adults coaching the 11.6 million regular soccer participants.

ACEP claims to have trained over 100,000 coaches (Martens, 1990). In this ten year period, completed research evaluating the ACEP is virtually nonexistent. It is recognized

by many that coaching education is available and the general assessment is that the programs are valuable (Burton & Tannehill, 1988). In a study on coaching effectiveness by Smith, Smoll, & Curtis (1979), it was shown that the coaches who underwent training were evaluated more positively by their players.

Sports for children and youth are so popular in the United States that they have become a part of the American culture (Seefeldt, 1987). A number of benefits or purposes of youth sports have been proposed. Martens (1988) states that "winning the contest, the league, or a tournament, must always be seen as secondary in importance to the objectives of the program". These objectives are:

1. To help young people become physically skillful and gain an appreciation for these abilities
2. To develop an active lifestyle and a life-long commitment to such a life-style
3. To play for sheer fun, to enjoy themselves
4. To come to know themselves and to like what they come to know
5. To develop interpersonal skills
6. To enhance their self-worth by developing a positive self-concept and self-confidence
7. To become a responsible, autonomous contributor to society (p. 299)

Seefeldt (1987) echoes these objectives and promotes a summary of 20 objectives of agencies that sponsor youth sports. These are:

1. development of motoric competencies
2. development of physical fitness
3. learning how to cooperate
4. developing a sense of achievement, which then leads to a positive self-image
5. development of an interest in and a desire to continue participation in sports during adulthood
6. development of healthy strong identities

7. development of independence through interdependent activities
8. acquiring the values of society
9. learning moral reasoning
10. having fun
11. developing social competencies
12. enhancing family unity
13. providing opportunities for physical-affective learning
14. developing speed, strength, endurance, coordination, flexibility, and agility
15. developing leadership skills
16. developing self-reliance and emotional stability by learning to make decisions and accept responsibilities
17. learning sportsmanship
18. developing initiative
19. learning how to compete
20. learning of one's capabilities by comparing them with others (p. 5)

Duquin (1988) states that a common approach to analyzing youth sports is the enumeration of the benefits of participation in the activity. She promotes an alternative approach that creates images of the characteristics and quality of the guidances desired in a youth sport activity and then offer activities that fulfill those images. Her examples of these qualities include, youth sport:

1. is fun and enjoyable for the child
2. provides a reasonably safe means for developing the child's movement skills
3. fosters moral sensitivity and caring
4. encourages taking pleasure in the body and the beauty of movement
5. exercise a spirit of discovery and creativity
6. prepares a path for future life-long activity and love of movement.
7. inspires a sense of belonging in the world (p. 32).

Duda (1985) states that children can enjoy sport participation and competition when they feel that (a) they have the ability to meet the physical requirements of the sport, (b) they can meet their personal goals and successfully demonstrate competence, and (c) they are in effective control in the sport context.

It is clear that youth sports are a valued part of our society and children need to be exposed to an environment that promotes an opportunity to learn skills, have fun, and participate in a safe, non-threatening atmosphere. As young children are exposed to sport, and begin to experience their personal role as a participant, they will each be impacted differently. This development process is not a simple one and takes place over a number of years.

Theory of Development

There is nothing haphazard about human development. It follows a well defined systematic progression. The development process proceeds from simple to complex, from general to specific, and one's physical development follows the rules of cephalocaudal (head-to-toe) development.

Papalia & Olds (1981) state that much of the physical and intellectual development of children between the ages of 6 and 12 is characterized as a constant process. Youth coaches need to understand the basic learning stages that children pass through as they grow and age. A six year old is a small child while a 12 year old is approaching more adult like abilities. "The thinking of school age children is markedly more mature than that of younger children; yet it is clearly not as sophisticated or complex as that of adolescents" (Papalia & Olds, 1981, 261).

Papalia & Olds (1981) refer to Piaget's description of the levels of human thought as "developing through sensorimotor, preoperational, concrete operational, and formal stages" (p. 10). Thinking becomes logical, children begin to understand complex

concepts and they become less egocentric. Children in this stage react to current information and are often only able to focus on one task at a time. As they grow and develop they will be able to think abstractly, test hypotheses, and understand probabilities (Papilia & Olds, 1981).

In a youth soccer context, young children will likely have difficulty focusing on a task unless they are taught how that task is relevant to the game of soccer. Often, adults structure activities for children that are based on an adult model of what the sport should look like. Modifications for youth play are recommended (Haywood, 1986; Orlick, 1986; Pooley, 1986). Haywood (1986) states that many youth sport organizers resist rule modifications because it takes away from the experience athletes need later in their development.

Many soccer experts promote practice involving as much contact with the ball as possible and fun games with small numbers so that everyone is directly involved in playing. The context should be positively charged, children should get a high number of quality skill trials when working on specific skill development, and the coach should provide positive congruent feedback that informs the child not only what he/she is doing wrong and how to correct it, but also what they have done correctly (Chyzowych, 1978; Quinn, 1990; Rees, 1987). Sage (1978) states that in addition to teaching skills to youth, organized sports transmits attitudes and values about competition, sportsmanship, and relationships with authority figures.

The total development of the child can be enhanced and enriched through various activities in youth sports. Children between the ages of 5 and 12 are eager, enthusiastic, highly motivated, and interested in physical activity, and they comprise the population served by the various youth sport programs. Youth sport programs provide situations where attitudes toward and appreciation of competition can be learned (Blann, 1983).

The Physical Education Outcomes Project (1990), developed and promoted by the National Association of Sport & Physical Education (NASPE), describes quality

programs in physical education, providing a link to coaching education. The physically educated person is one who HAS learned skills necessary to perform a variety of physical activities, IS physically fit, DOES participate in regular physical activity, KNOWS the implications of and the benefits from involvement in physical activities, and VALUES physical activity and its contributions to a healthy lifestyle. The outcomes project promotes a series of "benchmarks" that are developed for children in grades kindergarten, grades 2, 4, 6, 8, 10, and 12. An example of a second grade outcomes *benchmark* is, "demonstrates fundamental movement by kicking a slowly rolling ball, into the air or on the ground, using the inside or instep of the foot." These values are equally important qualities for children in a youth soccer setting.

Seefeldt (1993), in a report on coaching standards and education, reports that there are 6 procedural steps needed to enact national standards, coaching certification, and program accreditation. These steps are:

1. Conducting a thorough review of coaching and coaching education and available literature about these efforts.
2. Establishing the consensus about knowledge and skills that coaches must have to be competent practitioners.
3. Generating additional competencies from studying coaching roles and responsibilities.
4. Establishing standards to be met by coaches and coaching education programs for different sport levels and considering levels of proficiency within each.
5. Establishing criteria for coaching certification and accrediting coaching education.
6. Establishing an infrastructure for developing and managing coaching and coaching education that administers nationally recognized certification and accreditation programs and reflects and coordinates the needs of all concerned with quality coaching. (p. 9)

It seems apparent that steps 4-6 are in place; however there exists no empirical evidence to document the effectiveness of this portion of the model. Steps 1-3 demonstrate the need for additional research in the area of coaching education.

There are a number of coaching education programs of both a sport specific and non sport specific nature that all promote the idea that if a coach participates in their course, they will become a better coach. Very little research has been done to substantiate these claims. If the intent of these coaching education programs is to change the participants' behavior, to what extent will it be changed and is the change based on effective methods that have been promoted in the research literature? How are adult volunteer, novice coaches affected by these coaching education programs? These are the type of questions that have generated the interest for doing this study.

Purpose of Study

The purpose of this study was to (1) analyze the content of one non sport specific and one sport specific (soccer) coaching education program, (2) assess novice coaches' knowledge base and specific coaching behaviors prior to participating in a coaching education program, (3) assess novice coaches' knowledge base and specific coaching behaviors after participating in a coaching education program, and (4) assess differences that may result from one non sport specific and one sport specific coaching education program.

Research Questions

1. a) What is the content of one non sport specific coaching education course?
 - b) What is the content of one sport specific (soccer) coaching education course?
 - c) How do these two programs differ?
2. What are the expressed goals of the non sport specific and sport specific coaching education programs?
3. How effective are these programs in reaching their expressed goals as determined by:
 - a) Analysis of coaches' practice behavior
 - b) Interviews with coaches

Significance of the Study

A great number of youth sport coaches are recruited from the ranks of concerned parents and other adults who perceive youth sports as being valuable. Many of these volunteer coaches have little knowledge of the sport they are coaching or the methods needed to teach young children.

Coaching education programs have been developed and refined over the years. These programs are promoted as being valuable for the novice coach, but to date, the effectiveness of these programs has not been substantiated. This study will contribute to the body of research on coaching education programs by investigating the effectiveness of two programs on eight novice youth soccer coaches.

Delimitations

1. The study was delimited to eight novice, volunteer youth soccer coaches in a recreational league sponsored by the Southwest Virginia Soccer Association.
2. The study was delimited to two coaching education programs, one sport specific and one non-sport specific.

Limitations

1. The eight coaches described in this study may not be representative of the total population of youth soccer coaches in the United States.
2. The instructors of each coaching education course, although certified by the agency they represent, may vary in the method used to deliver the course.
3. Each participants' s motivation for participating in this study may be different.

Basic Assumptions

1. It is assumed that the eight novice youth soccer coaches are equally motivated to participate in this study.
2. It is assumed that the coaches' reaction to videotaping was satisfactorily reduced and thus representative of behavior when no videotaping occurred.
3. If these novice coaches take the course voluntarily, it is assumed that the behavior observed after the course is attributed to the material learned in the course itself.

Definition of Terms

American Coaching Effectiveness Program (ACEP) - ACEP is recognized as one of the largest programs for coaching education. It has educated more than 100,000 coaches since 1981 and is comprised of 13 different courses with five more in development. These courses are placed in three levels (volunteer, leader, and master). The Rookie Coaching Course was used in this study.

Coaching Education Program - A program specifically designed to provide persons involved in coaching, information about how to coach in an athletic setting. The programs may be generic or sport specific.

Instructional Observation Systems for Analyzing Coaching Performance - A system designed to record various behaviors demonstrated by coaches in practice sessions with young athletes.

National Soccer Coaches Association of America Coaching Academy State Level Course (NSCAA) - A series of four coaching courses catering to the beginning to advanced level coaches. The State course comprises 5 hours of instruction while the Regional course

provides 13 hours of instruction. Both of these courses are recommended as prerequisites for the National and Advanced National courses which provide 50 hours of instruction.

Novice Youth Soccer Coach - A volunteer who has two years or less of experience working with youngsters between the ages of 6 and 12. For this study, it also reflects that no coach has participated in a coaching education program.

CHAPTER 2

REVIEW OF LITERATURE

Before discussing the relevant literature and how it impacts the coaching act in a youth sport setting, it is important to understand how sport is perceived in the United States. Sport dominates our lives. Most newspapers feature a separate sports section and often, sports related stories are featured on the front page. Most local and national television and radio news reports relay sports news. Last night's game or an upcoming sports event are often topics of conversation at work and school. The use of sports events or personalities are often featured in various media advertising. Sport is all around us.

Youth sport is considered valuable by our society (Nixon II, 1984; Seefeldt, 1987; Smoll, Magill, & Ash, 1988). Hopper (1988) reports on a national poll that 89 percent of parents with sons and 82 percent of those with daughters feel that it is important for their children to be active in sports. Telama (1991) reports that in many countries, organized sport has become children's most common leisure time activity. He states that "sport is usually regarded as a good environment for the education of children and the youth" (p. 176).

Youth sports typically include children aged 16 and under who participate in adult organized sport programs (Gould, 1987). Adult organized programs are characterized by an arranged schedule of contests for children in a competitive environment using prescribed rules (Martens & Seefeldt, 1979). Youth sports have become extremely popular in the United States and it is estimated that over 35 million youngsters now participate (Martens, 1990; Seefeldt, 1987; Eitzen & Sage, 1989). The coaches of these youngsters are in a position to exert great influence on young athletes but unfortunately, fewer than 20% of these coaches have received any type of training to become a coach (Martens, 1990). Kimiecik (1988) poses the question, what makes these coaches qualified for the job?

It is the coach who serves as the link between the adult world and the world of the child. The knowledge the coach possesses and the ability he/she has to impart that knowledge in a sport context, will greatly influence the child, the parents, sport officials and the sport itself.

It is reported that of the more than 3 million coaches who annually direct our youth, about 2.5 million have no formal training in any aspect of sport sciences or non sport specific coaching techniques and concepts (Stewart & Sweet, 1992); This raises two questions, who are these coaches and what are they doing with these children? The control of sports by non school agencies has brought about the need of assigning volunteers, 90% of whom are parents (Weiss, 1989); very few are trained in child development or any of the sport sciences. Weiss (1989) states that these coaches often draw upon their own experiences as former athletes and follow the example of college and professional coaches.

Most volunteer youth sport coaches have had no formal instruction in the developmental or educational aspects of teaching/coaching (Eitzen & Sage, 1989; Martens, 1988). In an effort to help these volunteer coaches become more knowledgeable, some youth sport organizations and educational agencies have developed and promoted coaching education programs. Although a number of coaching education programs have been in existence for a number of years, there has been little systematic evaluation of coaching education programs (Weiss, Barber, Sisley, & Ebbeck, 1991).

The purpose of this study was to determine if the content delivered in a coaching education course for novice soccer coaches is reflected by a change their practice instruction behavior. In addressing the stated research questions with the methods to be outlined in chapter 3, the following six areas of literature were deemed pertinent to this study: volunteer coaches, coaching behavior, behavior change, effective instruction in physical education, novice/experienced teachers, and coaching education programs.

Volunteer Coaches

Volunteer coaches serve as important role models and teachers, with the potential to affect psychological, moral and social development of those competing in youth sports (Barber, 1982; Houseworth, Davis, & Dobbs, 1990; Martens, 1986, 1990; Martens & Gould, 1979; Smith, Smoll, & Curtis, 1978; Smoll & Smith, 1984, Weiss, 1989).

Unfortunately, there is evidence to suggest that these volunteer coaches lack content knowledge, pedagogical content knowledge (Shulman, 1987), knowledge of sports medicine, and interaction skills (Smoll, & Smith, 1984; Smoll, Magill, & Ash, 1988).

Both proponents and opponents of youth sports agree on the importance of the coach in determining the effects which participation will have on a young athlete (Lord & Kozar, 1982). Lord & Kozar (1982) state that the knowledge the coach possesses relative to the task demands of the sport will affect the impact they have on young athletes.

Many volunteer coaches are novices, in their initial year or two of coaching, and in many cases have no formal playing, teaching or coaching background that prepares them for this role. Even if they have a playing background, they tend to draw upon their own experiences as former athletes (Weiss, 1989). Often, youth sport administrators "draft" a parent whose most recent sport experience has been through television [ESPN] or other media [Sports Illustrated] (Carr, 1993).

To address the needs of these novice coaches, a number of volunteer sport organizations have adopted one or more of the existing coaching education programs for their coaches. Some of these programs are sport specific, sponsored by the sports' governing agency. Others are not sport specific, sponsored by independent organizations, and have come into existence since the late 1970's and early 1980's to provide education for thousands of coaches (Engh, 1992; Partlow, 1992; Seefeldt & Milligan, 1992). According to Kimiecik (1988), not many people would argue against the need for coaching education for youth sport coaches. He goes on to say that people have to realize

that coaches must be educated in order to improve the performance of athletes, from the grassroots programs all the way to the top athletic programs. Kimiecik (1988) states that the coaching education movement is about changing coaches' values so that more children experience sports in a positive way. In order to determine what coaches do in these organized sport settings, it is necessary to study their behavior in natural environments (i.e. at practice or at games).

Coaching Behavior

Coaching behavior studies by Darst, Langsdorf, Richardson, & Krahenbuhl (1981); Smith, Noland, Smoll, & Coppel (1983); Smith, Smoll, & Curtis, (1978, 1979), Smith, Smoll, & Hunt, (1977); Wandzilak, Ansorge & Potter (1988); and Wandzilak, Potter & Ansorge, (1985) have been valuable contributions to the understanding of the coaches' role in youth sports. Liukkonen, Salminen, and Telama (1990) state that although there are many factors regulating the social-emotional atmosphere of training sessions, coaching behavior can be considered a decisive factor. These behavior studies give us a picture of what coaches do. It is important to determine from this picture what are effective coaching ideals.

Gordon (1986) reports that coaches who exhibit technical competence and positive feedback in a direct but supportive and friendly manner are more likely to be regarded as effective by athletes. Ewens (1986) states that coaching effectiveness depends on the application of sound education principles. These principles include, focusing on the process as well as outcomes; logically sequencing learning experiences; defining sport through skills, tactics and rules; and recognizing the importance of the decision making process.

A number of researchers (Martens, 1978; Seefeldt & Gould, 1980; Smith, Smoll, & Curtis, 1978) have shown a clear correlation between the coach-athlete relationship and

the quality of the sport experience. Coaches do have an impact on the athletes they coach. Studies have shown that young athletes who withdraw from participating in youth sports often do so because of the negative actions of the coach (Robinson & Carron, 1982; Smith, Zane, Smoll, & Coppel, 1983; Coakley, 1987). Armed with this understanding, if coach-athlete interactions can be improved through coaching education, attrition rates will slow and the overall quality of the athletic experience for children will improve. Coakley (1987) concluded that sufficient research does exist to indicate that the behaviors exhibited by individual coaches within a program can affect the attitudes, values, and self-perceptions of young athletes.

"The most essential problem in the pedagogical research of coaching is the validity of assessing coaching behavior" (Likkonen, Salminen, & Telama, 1990, p. 161). There are a number of coaching behavior observation systems that have been developed in the past twenty years (Lacy & Darst, 1985, 1989; Langsdorf, 1989; Lombardo, 1989; Sherman & Hassan, 1986; Tannehill & Burton, 1989). The Arizona State University Observation Instrument (ASUOI) was originally designed for collecting information on the behaviors of coaches in practice settings (Lacy & Darst, 1989). Langsdorf (1989) developed the Coaching Behavior Recording Form to aid in determining the nature and amount of specific coaching behavior that occurs during a practice session or within particular segments of a practice session. This study, showed that the observer could determine the rate of behavior (expressed in behavior per minute) for a practice session or part of a practice session. He determined, "it is evident that comparisons of coaching behavior involving two or more coaches are enhanced by using both percentage and rate figures" (p. 341). The Lombardo Coaching Behavior Analysis System (LOCOBAS) was designed to describe and record the interaction between the coach and athletes, officials, assistant coaches, and others in a sport setting (Lombardo, 1989). LOCOBAS is an interval system that provides information about the sequence of interactions between the coach and others. Tannehill & Burton (1989), designed the Coaching Behavior Observational

Recording System (CBORS) to be a multidimensional instrument used to identify the coaching climate, type of interaction, and specific coaching behaviors used by coaches in practice and game settings.

These studies helped spark the development of the Instructional Observation System for Assessing Coaching Performance (IOSACP) that is a major part of this study. This instrument was designed to identify a number of verbal and non verbal coaching behaviors exhibited in practice settings.

There is additional support through behavioral observation studies in physical education (Metzler, 1990; Cheffers & Mancini, 1989; Siedentop, 1991). “Systematic observation has played a major role in the emergence of teaching/coaching behavior research as a bona fide area of empirical study” (van der Mars, 1989). It is important to gain an understanding of what coaches do in a sport setting and it is important to directly observe the behavior of these coaches in diverse physical activity settings such as practices. Once it is determined what behaviors are exhibited by coaches in practice settings, it is important to understand how these behaviors may change and determine what influences the change. This is most important when the effectiveness of coaching education programs is studied. One method of assessing the effectiveness of coaching education programs is by analyzing any changes in coaches' behavior that may occur after the coach has participated in a coaching education program.

Behavior Change

Once a record of coaching behavior has been established, it will become necessary to determine if a coaching education program has an effect on the coaches who participate in it. One must look at changes in behavior that occur after the coaching education program has been conducted. The manner in which coaches structure the athletic situation (practice), the priorities they establish, the attitudes and values they transmit,

and the behaviors they engage in can markedly influence the effects of sport participation on children (Smith & Smoll, 1991).

A record of behavior prior to participating in a coaching education course must be established in order for comparisons to be made afterwards. Johnston & Pennypacker (1980) state that " the behavior of an organism is that proportion of the organism's interaction with its environment that is characterized by detectable displacements in space through time of some part of the organism and that results in a measurable change in at least one aspect of the environment" (p. 48). It is this measurable change in coaching behavior that will hopefully indicate if the coaching education course has resulted in a change on certain in-practice behaviors.

The concept of behavioral intention occupies a prominent position in models of interpersonal behavior that is promoted in the works of Fishbein & Ajzen (1975) and Triandis (1977). These theories cite a large body of research which shows that under certain conditions, specific behaviors are highly predictable from behavioral intentions and are predictable from a number of social, cognitive, and motivational variables. In a complex social setting like sport, individual differences are certain to play an important role in the behavior that coaches exhibit. At the level of the individual leader (the coach) it can be assumed that behaviors are typically organized into patterns that reflect particular coaching goals and behavioral intentions.

Sparks (1986) found that teachers can, under certain conditions, and in a relatively short period of time, make desirable changes in their teaching. She goes on to stress the need for studying the long term effects of brief training interventions.

"If a teacher is to create and maintain change in practices, he or she must have an acknowledged, legitimated, and rewarding role in creating the knowledge to facilitate these changes" (Briscoe, 1991, p. 186). Only recently have researchers begun to study coaching behaviors, factors affecting them, and the impact they have on athletes. Smith, Smoll, & Curtis (1979) conducted a field experiment that employed a variety of behavior-

change techniques that attempted to train certain coaches to relate more effectively to their athletes. This three hour intervention program showed that coaches can be taught to relate more effectively to young athletes. In effect, they can change their behavior based on an intervention program.

Smith & Smoll (1989), report that coaches have a somewhat limited awareness of how frequently they engage in different behaviors and that athletes are more accurate perceivers of actual coaching behaviors. Some coaches, especially novice coaches, are unsure of their role when they agree to coach a group of young players (Martens & Gould, 1979). Some coaches believe they are expected to win, and that successful coaches are (and should be) punitive. Other coaches view their role as one of promoting fun and personal development. These differences influence coaching behaviors as well as attitudes and values transmitted to athletes (Smoll & Smith, 1989). This perception of the role of the coach may also be reflected in the amount and type of behavior change that takes place after a coaching education course. "A key to behaving effectively involves awareness of one's behavior and its consequences" (Smoll & Smith, 1989 p. 15). It is likely that the coaching education programs will change the subjects' awareness of their behavior, but, what content and/or strategies are included in the program that may cause an actual change in behavior?

In a study by Smith, Smoll, & Curtis (1978), they were able to identify three independent behavioral dimensions 1) supportiveness (comprised of reinforcements and mistake-contingent encouragement); 2) instructiveness (general technical instruction and mistake-contingent versus general communication and general encouragement); and 3) punitiveness (punishment and punitive technical instruction versus organizational behaviors).

Youth sport proponents (Duda, 1985; Seefeldt, 1987; Duquin, 1988; Martens, 1988) and soccer experts (Chyzowych, 1978; Rees, 1987; Quinn, 1990) agree that the youth sport atmosphere must be supportive and instructive in nature. Programs should promote

skill development and be conducted in a positive environment that is fun for the participants. The third behavioral dimension (punitiveness), cited by Smith, Smoll, & Curtis, (1978), does not appear as a component in any youth sport program nor is it featured in any coaching education program. It was determined that nearly two-thirds of the behaviors recorded were related to technical instruction, encouragement, and reinforcement, while only 3% of the recorded behaviors were punitive. Attempts were made to identify coaching behaviors in these three dimensions prior to and after the coaching education programs.

When assessing the effectiveness of coaches' behavior in a sport setting, it is necessary to have an understanding of what coaching behaviors are considered effective. It is important to review the research of effective teaching in physical education as this seems to provide a reasonable link towards understanding what youth sport coaches need to know about interacting with young children in an athletic setting.

Summary of Effective Teaching Literature

Research in teacher effectiveness actually dates back 30 years showing that teaching and learning are dynamic, interactive processes. Effective teachers in physical education enable students to learn skills, gain knowledge, and grow in their appreciation of the joys of participating in sports (Siedentop, 1991). Effective soccer coaches likely do the same thing.

Shulman (1987) proposes a seven component knowledge base for teachers. These components apply in physical education and can be clearly linked to what coaches ought to know. Four of these components include information that applies to all teachers and coaches. They include knowledge of learners and their characteristics; knowledge of educational contexts; knowledge of educational ends, purposes and values; and general pedagogical knowledge. It is important for youth soccer coaches to have some

knowledge of the children they are coaching, the environment or context they will be coaching in, the reasons why the program exists, its value, and some basic understanding of how to teach.

The three other components of Shulman's teacher knowledge structure are content knowledge, curricular knowledge, and pedagogical content knowledge. These three components form a strong foundation for coaching education programs. The content of each course must be clear as to purpose and expected outcome. The curriculum must include specific components that will enable the youth coach to gain a broad background of techniques and tactics necessary to coach an effective program, and to paraphrase Shulman, the capacity of the coach to transform content knowledge he/she possesses into forms that are pedagogically powerful yet adaptive to the variations in ability and background presented by the players.

Much research has been done in the area of effective teaching in physical education (Graham, 1992; Rink, 1985; Siedentop, 1991). A number of studies that have reviewed teaching effectiveness in physical education have been completed in recent years, (Griffey, 1991; Harrison, 1987; Silverman, 1991). These studies review research in numerous areas but central themes emerge that have a direct effect on coaching young children in soccer. These central themes are planning, management, content development, time, skill trials, and the use of feedback.

The structural similarities between coaching sports and teaching physical education are evident. This information becomes important as many of the qualities of effective teaching in physical education can be applied to effective youth sport coaching. This information becomes valuable when those working with children in an athletic environment are studied.

Much of the research on teacher effectiveness has been conducted by studying both novice and experienced teachers. It is clear that as teachers gain experience in teaching, they begin to process and store information that can be called up when needed, a

cognitive "hard drive" if you will. This study is investigating the effectiveness of two coaching education programs and how they impact novice youth soccer coaches. It is important to understand what characteristics both novice and experienced teachers bring to a physical education setting. It can be stated that these traits will be similar in an athletic setting.

Novice/Experienced Teachers Literature

There is a body of research that studies differences between expert and novice (or experienced and inexperienced) teachers in physical education (Berliner, 1986; Graham, Hopple, Manross, & Sitzman, 1993; Griffey & Housner, 1991; Housner, & Griffey, 1985; Silverman, 1991). In a study by Daves, Morton, & Grace (1990), it was found that novice teachers were not employing the instructional practices they acquired in undergraduate education programs. A study by Weiss, Barber, Sisley, & Ebbeck (1991) reports that coaching education programs for women need to be reevaluated to directly meet the need for improving sport-specific skills. There is also a need for more sport-specific coaching clinics, especially for novice coaches. This research can be applied to those coaching in the youth sport paradigm.

There are few studies that actually look at the coaching act. Studies that look at the effect on training behavior of different educational programs have been done by (Darst, Langsdorf, Richardson, & Krahenbuhl, 1981; Rushall & Smith, 1979; Sherman & Hassan, 1986; Smith, Smoll, and Curtis, 1979; Smith Smoll, & Hunt, 1977; Wandzilak, Ansoerge, & Potter, 1988).

Sherman & Hassan (1986) conducted five studies of youth sport coaches with the objective of describing coaching behavior, determining the stability of the Coaching Behavior Assessment System (CBAS), developed by Smith Smoll, & Hunt, (1977), and discovering if CBAS differentiates coaches on the basis of experience and success. The

study did not support the validity of CBAS as an indicator of coaching effectiveness and stated that more meaningful standards of coaching effectiveness are needed in the youth sport context. This study also recommended that CBAS categories should be expanded to permit qualitative assessment of coaching. Wandzilak, Ansorge, & Potter (1988) studied soccer coaches in practice and game contexts using the Coaching Behavior Assessment Inventory (CBAI). This study revealed that coaches should be provided feedback on their observed behaviors, and coaches need additional information on teaching techniques, a stronger knowledge base in soccer, and assistance in improving player/coach interaction. Although a number of studies on behavior have been done in recent years, more studies in the "naturalistic laboratory of youth sports" are needed (Smith & Smoll, 1991, p. 342).

A closer look at coaching education programs is in order. There are a number of sport specific and non sport specific programs available to the public and two programs will be investigated in this study.

Coaching Education Programs

In an effort to help volunteer coaches become more knowledgeable, some youth sport programs and many school districts have instituted mandatory clinics for their coaches (Eitzen & Sage, 1989). The intent of many of these programs is to provide a better sporting environment for children and coaches. Many of these programs are aimed directly at volunteer youth coaches. Hopper (1988) reported that children spend approximately 80 percent of their physical activity time outside the school setting. Much of this activity revolves around organized youth sports.

Much of the research into coaching education programs was developed during the 1970's and a landmark piece by Smith, Smoll & Curtis (1979) provides much insight into the world of youth sports, the coaches, and the need for coaching education programs. The results of the study showed that an experimental training program demonstrated

significant influence on overt coaching behavior, player-perceived behaviors, and children's attitudes toward their coach and teammates. It was also noted that positive changes in self-esteem occurred in the children who played for the trained coaches. A study by Smoll & Smith (1989) determined what coaches were doing, what they thought they had done, what children thought the coaches had done, and how the children felt about their coach, their experience, and about themselves. This was done by testing a coach training program.

Siegel & Newhof (1992) report that organizations such as the American Coaching Effectiveness Program (ACEP), the Youth Sport Institute, and the National Youth Sport Coaches Association have been instrumental in developing certification programs which focus on coaching at the youth and scholastic level. Most of these programs provide a variety of educational and practical experiences to develop minimal coaching competencies for part-time coaches. Many coaching education programs become mandated due to the threat of liability and lawsuits. Engh (1988), states that "any program that makes untrained people responsible for children sets itself in jeopardy" (p. 43). Conn & Razor (1989), in a discussion of the need for qualified school coaches, stated that parents in particular and the public in general, who entrust their children and the youth of the community to the coach, have a legal right, responsibility, and moral obligation, to demand that school administrators select qualified individuals to coach in and supervise the interscholastic athletic program. Youth sport administrators have this same obligation. Houseworth, Davis, & Dobbs (1990), also report that coaches are the first line of defense against athletic injuries and are agents representing clubs, recreation departments, and schools which could be liable should some child become injured. Coaching education is needed to ensure that youth sports have competent and qualified coaches. In a study by Gould & Martens (1979), it was determined that many coaches did not have any background in first aid, prevention and treatment of injuries, training

and conditioning, teaching sport skills, or knowledge of growth and development of children.

Smith, Smoll, Hunt, Curtis & Coppel (1979) used the Coaching Behavior Assessment System (CBAS) to assess athletes perceptions of coaching ability and stated that coaches supplied significantly more technical instruction, reinforcement, and mistake contingent feedback. These behaviors were determined by utilizing a rating scale that examined attitudes, beliefs, and self-esteem of athletes at the end of a sports season. In phase two of this study, coaches were randomly assigned to one of two coaching education programs. Another group of coaches were assessed but received no coaching education. The results indicated that the athletes who played for the coaches who participated in the coaching education program, felt their coaches were more knowledgeable, rated their coaches as better teachers, and liked their teammates more than the athletes who played for coaches who had not participated in the coaching education program (Smith, Smoll, Hunt, Curtis, & Coppel, 1979).

Humphries (1991) states that educating coaches is the first and most important step in ensuring that youth sport is athlete-, rather than outcome-oriented. The welfare of the child is more important than the outcome of a game. Coaches need to know how to make youth sport a good experience for children. Although it is not clear in the literature exactly what being a certified coach entails, there is a rationale for why these programs are needed.

Seefeldt & Gould (1980) write that children learn and emulate the behaviors they see demonstrated by others whose actions and opinions they value. Coaches must understand that they will have an influence on children in a youth sport context and they need to insure that their program provides a quality experience that is based on sound education principles.

Summary

There is a substantial amount of research that has been conducted over the past two decades that have provided information that sets an agenda for this study. A high percentage of youth sport coaches are volunteers with no playing, coaching, or teaching experience. A number of coaching behavior studies have informed us of what coaches do and what are effective coaching ideals. It has been shown that coaches can change their behavior but they must understand why a change would be beneficial for them and their athletes. Effective teaching involves an understanding of content and pedagogy into what Shulman (1987) calls pedagogical content knowledge. We know that most youth sport coaches are novices in experience and we know we must provide sound information for them to build a knowledge base that they can refer to while coaching. Last but not least, there are a number of coaching education programs available to youth sport coaches. All claim to make the participant a better coach. These areas of study provide a foundation enabling one to analyze coaching education programs to determine if the programs do what they claim.

CHAPTER 3

Procedures

The purpose of this study was to analyze one non sport specific coaching education program and one sport specific coaching education program. By utilizing various data sources, attempts were made to determine resulting changes on novice youth soccer coaches' practice behaviors.

Chapter 3 has five purposes: 1) to identify and describe the content of each coaching education program; 2) to describe the subjects of the study and the setting in which these coaches conduct their practices; 3) to present baseline data which assess coaches' knowledge and behavior prior to completing a coaching education course; 4) to describe the intervention process in detail; and 5) to explain the post intervention data collection process, as well as the data analysis procedures.

Content Analysis of the National Soccer Coaches Association of America Coaching Academy Program (NSCAA)

The nature and purpose of the NSCAA is to educate, provide service, promote, and stimulate interest in the game of soccer. With this in mind, the Coaching Academy Program was established in 1984.

The expressed benefits of the NSCAA Academy courses are that participants: (1) will learn how to make coaching strategies for various abilities and age groups, (2) will become more effective teachers, (3) will develop a greater knowledge of the game, (4) will increase awareness of soccer techniques, (5) will strengthen understanding of soccer

tactics, and (6) will gain a solid appreciation of the physical and psychological demands of soccer (Soccer Journal, 1993, p. 63).

The overall goal for all levels of this program is to improve the development of soccer by creating a learning experience which may enhance the players' experience and enjoyment of the game. The NSCAA Coaching Academy Program is a four level program (State, Regional, National, and Advanced National). It attempts to address a variety of needs, ranging from the parent who is about to undertake his/her first youth coaching assignment, to the advanced coach who has in-depth insight and analysis. The NSCAA states that any individual completing a diploma course offered through the Coaching Academy Program should become a more effective teacher (NSCAA State Diploma, p. i).

The State Diploma course is directed toward the person newly involved in coaching the game of soccer. The State Level Diploma course is conducted at a local site for coaches involved with player levels between 6-14 years of age. This five hour course is presented in two parts. There is a 2.5 hour field component in which the coaches participate in both technical, and tactical skill sessions led by the instructor. Participation (active) is highly recommended but not mandatory. This is combined with 2.5 hours of lecture in a classroom setting.

The content of the NSCAA State Level course consists of the following seven components. Approximate percentages of time spent on each area are listed in parentheses.

Components Covered Primarily in Classroom Sessions (40%)

* Coach as a Facilitator (10%) - This component features information relative to the differences between adults and children. The coach must emphasize fun, be enthusiastic, and allow children the opportunity to experience success. Emphasis is also placed on appropriate numbers of players, smaller field and ball sizes, the use positive reinforcement, and dealing with the ball in a dynamic setting. This is primarily a classroom session but some aspects are covered in an active field session.

* Care & Prevention of Athletic Injuries (15%) - This component concentrates on information that a coach needs to know about the prevention of potential injuries and the basic care of them when they happen. Proper warm-up techniques, safety procedures relative to environment and equipment, the development of an emergency plan, and basic first aid techniques are covered.

* Laws of the Game (15%) - Review of the 17 FIFA laws and how they should be modified for different age group play.

Components Covered Both in the Classroom and on the Field (20%)

* Organization of Session (20%) - Focus on the development of an effective warm-up, skill development sessions, game related activities and play under actual game conditions. This session is covered both on the field and in the classroom and approximately half of the material is covered in each context.

Components Covered Primarily in Field Sessions (40%)

* Seven-a-Side for Games (10%) - Promotion of six field players plus a goalkeeper for games. This involves more players in actual game action, reduces team roster sizes and makes substitution easier.

* Games Approach to Technique (20%) - This approach focuses on learning fundamental skills and tactics while playing in game like situations. This technique involves combining many of the basic skills in simulated game activities. Many of these sessions involve each player utilizing a ball.

* Small Number Games (10%) - This section demonstrates the sequencing of technical and tactical components of the game in small number games. These include 1 vs. 1, 2 vs. 2, and 3 vs. 3 groupings as well as odd number pairings such as 3 vs. 1, and 5 vs. 3.

There is no assessment or testing of the coaches who participate in this course.

Participation in the field sessions is optional. Everyone who attends the course, "passes."

Content Analysis of the American Coaching Effectiveness Program (ACEP)

This program was originally developed by Rainer Martens and is promoted through Human Kinetics Publishers. Several levels are included (Volunteer Level, Leader Level, and Master Level). The Volunteer Course will be the focal point of this study. It is comprised of two sections, The Rookie Coaches Course and the Coaching Young Athletes Course. The American Coaching Effectiveness Program is committed to

improving amateur sport by engaging coaches to embrace an “athletes first, winning second” (Martens, 1988, p. 299) philosophy, and by providing the education to put that philosophy to work. The Rookie Coaches course is delivered in a three hour session and is composed of the following eleven components. Listed in parentheses are approximate percentages of time spent on each component.

* Responsibilities of a Coach - (13%) - This section promotes three important responsibilities: making the athletes' sport experience enjoyable, developing each athletes' physical, psychological, and social skills, and providing a safe environment for each athletes' participation.

* Developing a Coaching Philosophy - (11%) - Coaches are encouraged to adopt ACEP's philosophy of "athletes first, winning second," and the idea of safety + fun + development = great coaching.

* Communication - (9%) - Both sending and receiving messages are covered here. Communication is both verbal and nonverbal. "Actions speak louder than words" is the philosophy promoted here.

* Sending Effective Messages - (6%) - This is a continuation of section 3 but goes into detail about being positive, clear, constructive, consistent, honest and repetitive.

* Listening Skills - (6%) - This lesson compliments sections 3 and 4. This session focuses on an often-neglected part of communication.

* Parent/Athlete/Coach Meeting - (7%) - This triangulation offers advice on how to begin the season with a meeting among coaches, the players, and their parents.

* Comparing Teaching and Coaching - (9%) - This section provides coaches with a look at the differences between teaching in a classroom and in an athletic setting. Attempts are made to compare and contrast the qualities of good teachers and good coaches.

* Steps for Teaching - (13%) - This section promotes an Introduction, Demonstration, Explanation and Attending as effective steps for teaching children in an athletic setting. ACEP agrees that this won't create expert coaches but promotes these steps as sound ways to start. The IDEA concept is promoted: Introduce the skill, Demonstrate it, Explain the components of the skill, and then Attend to your players as they practice it.

* Season Planning - (10%) - Coaches will learn how to sequence events and set goals that will encompass social, psychological and sport techniques and carry out this sequence over the course of a season.

* Practice Planning - (6%) - This section helps coaches learn how to develop a fun, well-planned sessions that are held in a safe environment. The components of a well designed practice include warm-up, review, teaching, competition, cool-down, and evaluation.

* Fulfilling Legal Duties - (10%) - The focus of this section involves the proactive measures coaches can take to fulfill legal duties. This session covers nine legal duties of

youth coaches. These include: providing a safe environment, explaining risks, effective planning, proper equipment, match athletes by maturity and ability, supervision, identify injuries, first aid, and keeping adequate records.

The participating coaches in this portion of the study received a Rookie Coaches Soccer Guide that was developed in conjunction with the material included in the Instructor's Manual. The coaches were expected to read this manual at the conclusion of the ACEP coaching education course and use it to answer a 25 question take home test. For this study, the content within the Rookie Coaches course was utilized because the participants were novice coaches.

Participants

The study analyzed the coaching behaviors of eight novice youth soccer coaches. These coaches were volunteers, all in their first or second year of coaching youth soccer. Prior to the beginning of this study, none of the coaches had participated in any coaching education programs. Potential novice coaches were recommended by the league's age group coordinators and when contacted, volunteered to be participants in this research study. They agreed to be interviewed and videotaped throughout the spring 1994 soccer season and signed informed consent forms (see Appendix A).

All but one of the participants were parents of children who played on the team they coached. There were seven male coaches and one female coach. One coach had a team in the kindergarten or under-6 division. Four coached under age 8 teams, two coached under age 10 teams, and one coached an under age 12 team. Each team was made up of between 11 and 15 children that are of mixed ages. One under age 8 team and one under age 10 team are the only teams that are comprised of all boys. There can be up to a two year spread in the ages of participants on any one team (see Table 1).

Table 1

ANALYSIS OF PARTICIPANTS IN COACHING EDUCATION PROGRAM STUDY
GROUP ASSIGNMENTS

GROUP I - NSCAA STATE LEVEL COURSE*

Coach	Gender	Experience	Team Age	Coaching Ed.	Age
A	M	2ND YR	8U	NONE	34
B	F	1ST YR	6U	NONE	35
C	M	2ND YR	12U	NONE	48
D	M	2ND YR	8U	NONE	36

GROUP II - ACEP ROOKIE COACHES COURSE*

Coach	Gender	Experience	Team Age	Coaching Ed.	Age
E	M	2ND YR	8U	NONE	42
F	M	1ST YR	10U	NONE	27
G	M	1ST YR	8U	NONE	43
H	M	1ST YR	10U	NONE	36

* Group I and Group II coaches were assigned to a coaching course once their practices had been videotaped twice.

Four novice coaches were assigned to the NSCAA coaching education group and four were assigned to the ACEP coaching education group. The coaches were assigned a coaching education group based on the order of completion of two pre intervention video taped recordings of their practice behaviors. The first four coaches to be video taped twice were assigned to the NSCAA Coaching Education Course, the second four coaches were assigned to the ACEP Coaching Education Course.

The four coaches assigned to the NSCAA course received the State Level course developed by the National Soccer Coaches Association of America. This course was delivered by a Certified Instructor and member of the NSCAA Academy National Staff. The four coaches assigned to the ACEP course received the Volunteer Level Rookie Coaches course developed by the American Coaching Effectiveness Program. This program was delivered by a Certified Level I ACEP Instructor.

The Setting

This study took place in predominately rural areas in Southwestern Virginia. The Southwest Virginia Soccer Association sponsors recreational soccer programs for boys and girls aged 6-16 with over 700 registered players. Practice sessions took place at various school, park, and neighborhood fields located throughout the two county area. All of the practice sites varied in size and configuration. Some had fixed goal posts, some did not. In some circumstances, teams shared practice facilities with other teams.

There was one practice and one game per week. The under 6 age group held a 30 minute practice, followed by a 30 minute game. The other age groups held a practice session on a weekday evening that was scheduled to last between 60 and 90 minutes. Games were usually held on Saturdays.

All eight coaches in this study were head coaches. Some teams had volunteer assistant coaches that helped primarily with organization and supervision at practices and games. Seven of the eight novice coaches were parents of children who played on the team they coached.

Baseline

Videotaping Procedures

Each coach was videotaped twice in practice settings prior to his/her completion of one of the coaching education programs. Kounin (1970) noted a number of factors on the value of using videotapes for data collection. He states, "the combination of a lens and videotape recorder meets the criteria of a good observer and recorder. The lens has no biases, theories, preconceptions, needs, or interests. It takes in all that is occurring in its field and makes no distinctions between what is boring or interesting, major or minor,

important or unimportant, outstanding or ordinary, good or bad. The videotape records it all without forgetting, exaggerating, theorizing, judging, interpreting, or eliminating.” Videotaping also guards against certain threats to observer reliability (van der Mars, 1989). The coaches' behaviors were recorded on the Instructional Observation System for Analyzing Coaching Performance (IOSACP) recording forms and profiles of each coach were obtained. (see Appendix B).

Several of the coaches held their practices on the same day and at the same time, therefore, four people served as videotape recorders for both baseline and post intervention practice sessions. All recorders videotaped the actions of the coach and recorded all verbal interactions between the coach and his/her players. A wireless microphone was utilized with the video camera.

Interviewing Procedures

Each coach was interviewed during the baseline recording period prior to his/her completion of one of the coaching education courses. Questions were asked to gain demographic information (age, education, work status, family, etc.). Other questions helped determine coaches' baseline knowledge of soccer and their knowledge of how to coach soccer. Questions were asked to ascertain: who and why they are coaching, what they would like to accomplish during the season, how they plan for a practice, and how they came to know what to do at practices. It was important to determine what these novice coaches knew and how they came to know it. In order to determine what information is garnered from the coaching education program, a baseline knowledge base must be established. The interview was audio tape recorded at the conclusion of one pre-intervention practice and a transcript was developed and used to construct an overall profile on each participant in this study.

The open ended questions were structured as follows:

1. Tell me a little about yourself, age, family, job etc.
2. Why did you choose to coach this team?
3. Do you have a child playing on the team you are coaching?
4. How long have you coached?
5. Do you have any playing experience in soccer?
6. What is your soccer knowledge? - What do you know about the game? Where did you obtain this knowledge?
7. How long do you spend planning for practice?
8. What do you do at practice? Is there any particular structure?
9. How did you come to know what to do at soccer practice?
10. What are your goals and objectives for practice, the next game, the season?

Analysis of Practice Behavior

The Instructional Observation System for Analyzing Coaching Performance (IOSACP) measures behaviors of coaches that are observed in either practice or game contexts. This system was developed by using an instruction systems design format and was deemed reliable following a series of tests of the system by one other recorder. Information was gathered from the literature on effective methods of teaching in physical education. The information used in the development of this recording system came from two sources, the literature on the supervision of students teachers in physical education (Metzler, 1990), and the literature on analyzing physical education and sport instruction (Darst, Zakrajsek, & Mancini, 1989). The system was initially developed, field tested, and refined in 1992. The intent was to develop a system that would enable an observer to determine both what the coach and players did during a practice session and also record

what was said by the coach to the players. The IOSACP recording system enables an observer to do this.

Instructional Observation System for Assessing Coaching Performance

The Instructional Observation System for Assessing Coaching Performance (IOSACP) was developed over a period of three months in 1992 and each section was constructed and approved by an expert in behavioral assessment. The IOSACP system was tested in actual practice settings in the summer of 1992 and revisions were then made to the system.

Section I This section includes demographic information about the coach, his/her experience level, their highest playing level, their highest coaching level (beginning - little or no experience, intermediate - some experience as a youth or high school player, or advanced - many years of experience at the advanced youth, Olympic Development Program, or college level) and team information (number of players, age group, level of play, and organizational format of the team, i.e. recreation, select, high school etc.). There is also a section to note the time practice starts and ends and a space to list the total length of the practice.

Section IIa - This section includes areas to record verbal feedback responses from the coach to the entire team or group of players (**general**) or to individual players (**specific**). These feedback statements will be recorded as **positive skill feedback** (players practice time is focused on the development of motor skills related to soccer and the coach provides feedback specific to the performance of a particular skill. Examples of feedback in this category are ("nice job keeping your eye on the ball, nice follow through, I like the way you locked your ankle on that pass), **negative skill feedback** reflects an emphasis on the negative aspects of a particular skill trial (you didn't lock your ankle, don't lean back, you failed to face your target, don't duck your head). **Positive non-skill feedback** are

praise statements directed at an individual player, a group of players, or the team as a whole and provide no information relative to the performance of a skill. Examples includes (praises such as nice try, good job, well done). **Negative non skill feedback** are statements made about what the player, group of players or the team as a whole did incorrectly that have no information relative to the skill performed. Examples include (that was terrible, you can do better than that, what was that, you're all lazy etc.). There is also a coding section for **information statements**. These are not skill related nor are praises or scolds. These comments are directed to individual and groups of players and are command oriented. The coach tells the player(s) what to do and when to do it. Examples include (pass it now, bring it down the field, cross it, dribble, shoot, go after it, etc.).

Section IIb - provides a place to record **cues** (verbal responses that help refine skill). There is a focus on the quality of the movement and cues occur immediately before or after a skill trial has been attempted by an individual player. These cues must be emphasized by the coach prior to the beginning of skill trial sessions. **Guidances** are a utilization of specific cues while the skill is being performed. If the coach demonstrates the skill, it is referred to as **modeling**. If the coach physically manipulates a player's body part or puts a player in "correct position," it is referred to as a **manipulation** and is so noted.

Section IIc - This space is for the listing of the use of first names in conjunction with specific feedback or cues. The use of names in conjunction with skill oriented feedback, personalizes the message being delivered and provides for a greater opportunity for the child to focus on performing that skill.

Section IIIa - This section provides a time-line to record what the coach does during the practice session. This time line helps keep track of **management time**. The coach is moving players from place to place. Examples include calling the players together, putting players in position, having them line up, etc.). **Lecture/demonstration time**

focuses on the coach who is in an explanation mode. The players are inactive and the coach is talking to them. During **Instructional time**, the children are actively engaged in soccer related activity and the coach is interacting and providing feedback directly with them. He/she is moving among the players and provides feedback that is often specific to an individual player. **Monitoring** is another behavior where the children are active but the coach has removed him/herself from the center of the activity. The coach may stand off to the side or if it is a scrimmage situation, may stand on the sideline. There may be some feedback offered from this position. **Behavior management** finds the coach dealing with a specific or group behavior problem to the exclusion of everyone or everything else. The coach may be attempting to correct inappropriate behavior or punishing player(s) for their behavior. **Diversion time** involves events such as greeting a late arriving player, talking with a parent, tending to a player's injury while other players continue to practice. The coach is distracted from the normal flow of conducting practice. **Rest time** is a period, typically in the middle of practice, when the players stop and get a drink and/or take a break from activity.

The entire practice is analyzed from this time perspective and an accurate picture of how the coach spends his/her time is provided. Upon conclusion of the practice session, the observer can add the time spent in each of the seven behavior categories and affix a percentage of time spent in each. An example: 12 minutes of management time in a 60 minute practice is 20 %. Space is provided at the top of the second, or back page, for the recording of this information.

Section IIIb allows the observer to record what is actually taking place in the practice setting. In other words, what are the players doing? Is the coach stressing **fitness (FT)** development, **technical (skill) development (TE)**, **tactical (strategy) development (TA)**, or any combination of the afore mentioned trio. The observer can also record whether or not the coach progresses from a **fundamental stage (FN)** - little movement of the players and no pressure from opponents, to a **game related stage (GR)** - players

increase speed and direction of play and there can be an aspect of pressure from opponents provided , and then on to an actual **game conditions stage (GC)** - players participate a game speed and pace and pressure from opponents is constant). The coach's practice emphasis in these two groups of three components are recorded on the IOSACP form every five minutes. The IOSACP form allows for the recording of behaviors that are representative of the content of the ACEP Rookie Coaches course and the NSCAA State Level course.

Section IV - On the back, or page 2, of the IOSACP form, - an outline of a soccer field is provided so the observer can record how the coach used the space available to him/her. Many times, a soccer field is shared by more than one team for practice, a none soccer field may be marked to resemble a soccer field.

Section V - This section provides space under the space utilization section to report in what sequence activity took place in practice. This allows the observer to list the order of occurrences (i.e. warm-up, dribbling, receiving high balls, shooting, scrimmage, etc.). The actual activity and the objective (what is the coach attempting to accomplish) are recorded.

Section VI - This section provides space for field notes and includes space to list equipment available at practice (number of balls, cones, scrimmage vests, goals), site of practice, weather conditions, and any other information that is pertinent to this practice. See Appendix B.

Reliability

Reliability of the Instructional Observation System for Assessing Coaching Performance (IOSACP) instrument was demonstrated through interobserver agreement. The reliability of observations was assessed by comparing the judgments of two independent observers (the researcher and one other person) measuring a coaches' practice behavior to see how closely agreement was reached on predetermined target behaviors. "Reliability refers to the capacity of the instrument to yield the same measurement value when brought into repeated contact with the same state of nature" (Johnston & Pennypacker, 1980, p. 191).

There are two concerns presented when using interobserver assessment. First, has the behavior to be observed and measured been adequately defined, and second, has the observer been adequately trained in the use of the observation system. The IOSACP instrument was developed over a period of three months in 1992 and tested in actual practice settings that same year. Revisions were made to the system and a detailed description of each section of the instrument was developed. This description included examples of the behavior that will likely be demonstrated by coaches' in practice settings. The instrument was then used in data collection for this study. Johnston & Pennypacker (1980) state that the single greatest source of measurement error is introduced at the stage of actual observation. To minimize such error, it is necessary to take care in the selection and training of human observers. For this study, a training program, following an instructional systems design format was developed and implemented (see Appendix C). An observer was trained utilizing a four phase system of instruction prior to the actual coding of coaches' practice behavior. Phase 1 was an introduction to the use of a behavioral analysis system, the need for such a program, and an introduction to the study, including a review of the IOSACP system. Phase 2 included a detailed familiarization with the context in which the observation would occur. Phase 3 was concerned with allowing the observer to become more familiar with the use of the IOSACP instrument.

Phase 4 involved actual practice with “training” videotapes. These “training tapes” were actual recordings of youth soccer coaches’ practices but were not used in the study. The training program that included explanations, discussions and work on each section of the IOSACP, and actual coding of the practice tapes took approximately eight hours. After demonstrating a comfort level with the format and acceptable percentages of agreement with the behaviors exhibited on the practice tapes, the observer coded three tapes of coaches that participated in the study.

Interobserver agreement measures indicate the believability of the measurement procedure. Interobserver agreement can be reported for a preestablished percentage of sessions, perhaps 20% of the observation sessions (Cooper, Heron & Heward, 1987). For this study, 20% (3) of randomly selected pre-intervention videotapes were utilized. Post-intervention videotapes could have been selected for the interobservational assessment but due to the similarities of the structure of the practice sessions, it was deemed not necessary to assess these. To report interobserver agreement measures, percentage of agreement was utilized. Cooper, Heron, and Heward (1987) state that a minimum criteria for the acceptability of interobserver reliability has not been established but the usual percentage that is sought is an average of 80% agreement. This 80% figure is arbitrary however and must be interpreted in light of the complexity and quantity of the observations. Metzler (1983) suggested flexible levels of agreement for variable frequencies of intervals across behaviors:

When the frequency of the target category is five or less, acceptable agreement is 60 percent. When the frequency of the target category is six to ten, acceptable agreement is 70 percent. When the frequency of the target category is 11 or more, acceptable agreement is 80 percent (pp. 189-190).

Of the 42 target behavior categories coded by the two independent observers, 35, or 83% were demonstrated to be reliable when compared to original observer measurements (See Appendix D).

Structure of Components, Delivery, & Assessment

The components of the ACEP Volunteer Level Course and the NSCAA State Level Course are presented differently. The ACEP Course was delivered in a classroom setting and utilized both video tape presentation and discussions led by the instructor. The presentation time frame was three hours in length. The eleven components each reflected between 6 and 13 percent of the overall content (see Table 2).

The NSCAA Course involved a lecture and demonstration format with content delivered in the classroom (50%) and on the athletic field (50%). The seven components each reflected between 10% and 20% of the overall content. The course was five hours in duration (see Table 3).

Both the NSCAA and ACEP coaching education programs were assessed utilizing pre and post intervention video tape analysis. Personal interviews of each of the participants were conducted before and after the delivery of the coaching education courses (see Table 2 and 3).

Table 2
National Soccer Coaches Association of America (NSCAA)
State Level Coaching Course Analysis

<u>Components</u>	<u>% of Content*</u>	<u>How Delivered</u>	<u>How Assessed</u>
Coach as a Facilitator	10	Lecture	Video Analysis Interview
Care & Prevention of Athletic Injuries	15	Lecture	Video Analysis Interview
Laws of the Game	15	Lecture	Video Analysis Interview
Organization of Practice Session	20	Field Session Lecture	Video Analysis Interview
Seven-a-Side for Games	10	Field Session	Video Analysis Interview
Games Approach to Technique	20	Field Session	Video Analysis Interview
Small Number Games	10	Field Session	Video Analysis Interview

*Content percentage are estimates based on assessment of NSCAA State Level Coaching Education Program.

Table 3

American Coaching Effectiveness Program (ACEP)

Rookie Level Coaching Course Content Percentage Analysis

<u>Components</u>	<u>% of Content</u>	<u>How Delivered</u>	<u>How Assessed</u>
Responsibilities of a Coach	13	Video Discussion	Video Analysis Interview
Developing a Philosophy	11	Video Discussion	Interview
Communication	9	Video Discussion	Video Analysis Interview
Sending Effective Messages	6	Video Discussion	Video Analysis Interview
Listening Skills	6	Video Discussion	Video Analysis Interview
Parent/Athlete/Coach Meeting	7	Video Discussion	Interview
Comparing Teaching and Coaching	9	Video Discussion	Interview Video Analysis
Steps for Teaching	13	Video Discussion	Interview Video Analysis
Season Planning	10	Video Discussion	Interview
Practice Planning	6	Video Discussion	Interview Video Analysis
Legal Duties	10	Video Discussion	Interview Video Analysis

The Intervention

NSCAA State Level Coaching Course

The National Soccer Coaches Association of America (NSCAA) State Level Coaching Course contains five hours of instruction delivered in a combination of lecture and active participation formats. The nature and purpose of the NSCAA is to educate, provide service, promote, and stimulate interest in the game of soccer. The course was delivered at a southwestern Virginia university on two weekday evenings prior to the beginning of the spring soccer season. Twenty-eight youth coaches attended the course, including the four participants in the study. A lecture hall with an overhead projector and blackboard, a gymnasium, and a soccer field were made available for the presentation of the material. Participants brought soccer balls to use in the field component sessions. The instructor provided colored scrimmage vests and cones.

The first evening covered nearly three hours of material that featured 66 minutes of lecture and 107 minutes of active participation by the coaches. It was led by a Certified NSCAA National Staff Coach. The second evening featured 74 minutes of lecture and 43 minutes of active instruction. Totals for the two evenings of instruction were 2.4 hours of lecture (49%) and 2.5 hours of active instruction (51%). The pre-delivery content assessment stated that the components, coach as a facilitator, care & prevention of injuries, and laws of the game were to be lectures and comprised 40% of the content. Organization of a session was determined to be equally divided with 10% in lecture format and 10% in an active field session. The other components, 7-a-side for games, games approach, and small number games were to be conducted in an active field session and comprise 40% of the course.

Part I

The NSCAA State Level Coaching Education Course was delivered by the NSCAA Director of the Non-Residential Coaching Academy and National Staff Coach. He has been instrumental in the development and delivery of these courses for a number of years. He began the course with a four minute explanation of the NSCAA and the Academy Courses. He then formally began the course with a lecture on how youth soccer coaches serve as facilitators to children learning the game of soccer.

The Coach as a Facilitator - The instructor spoke of concerns that children are being turned off by an over emphasis on winning and their needs not being met in youth sports. He cited research showing that boys rated winning #9 and girls #12 in importance out of 12 items in a survey of what children want out of their youth sports program. Both boys and girls rated having fun and learning skills as the two most important reasons for participating in youth sports. He went on to discuss the fact that youth sports today are highly organized with the coach in control. He expressed concern that children do not have a chance to learn the game on their own as they are constantly told what to do and when to do it. He stressed the need for coaches to set up an environment to allow the learning of skills to take place. "Kids need to be active."

The instructor explained that coaches often approach the game of soccer by incorporating models of other sports, stating that "soccer is not baseball." Youth soccer is entirely different than the adult game of soccer. Children have positions in baseball that are identical to the adult baseball model. Soccer for kids is different than adult soccer and specific positions are not necessary. He promotes a simple concept of "when we have the ball everyone is on offense and when we don't have the ball, everyone is on defense." The game involves freedom of movement and the kids should be encouraged to go after the ball. "If we (as coaches) develop the player's individual skills, the game will take care of itself."

The instructor spoke of neighborhood games that children played when he was a child such as hide and seek and flashlight tag. These games help children develop socialization and organization skills. Rules are developed, followed and modified, conflicts are resolved, and children learn to adapt to the environment as the game is being played (i.e. in the neighborhood). The children make all of the decisions. Youth sports have to capture this philosophy because these types of children's games are not as common today.

He spoke of individual player development by stating "without player development, you can't have team play." He listed three important components of player development: 1) Develop a barometer to measure performance - he introduced Mosston's Slanty Line Concept, 2) Match the child's interest and ability into a state of flow, and 3) Expand practice to allow more players to have more contact with the ball. "It is necessary for everyone at practice to have an equal opportunity for success, and promote interactive challenges that will encompass a wide range of abilities within a group of children."

The Games Approach to Technique - The first field session took place in a gymnasium and featured a series of games done while in possession (dribbling) the ball. It requires every player to have a ball and the training is done in a 360 degree environment. "Dribbling through cones is only 90 of 180 degrees and doesn't happen in a game." He stressed the need for the coach to take a step back and observe what the players are doing. "It is hard to analyze when you are in the middle directing things." The first game was a simple tag game called "**Body Part Tag**." Players dribble in small space, change speed and direction and use multiple parts of the foot to propel the ball. Children make decisions on how fast to go, what parts of the feet to use and must keep the ball close so they can put a body part on the ball when it is called for by the coach. This is an effective warm-up and the "kids don't need to run laps." This was followed by additional dribbling games called **Musical Balls** (exchanging balls with other players), **Everybody Is It** (another tag game), and **Hospital Tag** (must hold onto tagged body part with hand and

when tagged three times, player must go to the hospital to get healed). None of these games are elimination games. Once the players have been active for a short period, some basic stretching of the large muscle groups is done. He stressed the use of the ball to help in the stretching process and to have the children sitting down while doing it. He stressed that this only takes a few minutes of practice time.

Before the next series of games the course instructor explained how to quickly have children form groups or get partners. He uses a series of math problems ($1 + 1$, $3 - 1$, 2×2) to have his players form the group he wants. If there is an odd number of children, he often will let the players decide how it should be resolved. The idea here is that it is to be done quickly. Slow formation of groups leads to difficult math problems.

A second series of tag games was introduced that featured play from a passing or kicking mode rather than dribbling. **Pac-Man** and **Knockout** were examples. Players always had the ability to re-enter the game. No one was eliminated. Games lasted for a prescribed period of time (usually 30 - 60 seconds). These games helped foster an attitude that "the ball is important and I need to get it immediately". Players also intuitively learn how to protect it from someone else who wants it. Players develop their own strategies, some are aggressive and take risks, some are more tactical or analytical and will look for an opportunity. It is a game-like format. Another game was introduced - **Marbles**, to develop the motivation to follow the ball. At this point in the session he stressed the need for the coach to acknowledge effort as much as ability. The use of feedback can be very beneficial but don't overdo it. He talked briefly about taking the opportunity to teach or correct skills by focusing on one component such as a "firm ankle" when passing. He explained that it is important to only stress one component or "cue" at a time.

He introduced another passing game called **Bridge Passing**, in which players try to pass the ball between his/her partners legs. An organizational point was made that all

players need to go in the same direction because it fosters immediate movement after the ball. **Crows and Cranes** is another game that fosters quick reactions.

Soccer Defrost Tag is a game that promotes teamwork and cooperation within a small group. In one group, everyone has a ball, the other group is trying to avoid being touched by the first groups ball in a restricted space. If you are touched, you are frozen. Your teammate can unfreeze you by crawling through your legs. A safety rule is that both players are safe as long as any part of one player's body is still between his/her teammate's legs. The game ends when the entire team is frozen. This game promotes technical skill development, tactics, fitness, and social development, and works with all fitness and ability levels. It introduces the soccer term "support."

This field session was concluded with a small sided game that reflected both passing and dribbling (that what was stressed in the skill development sessions). It reemphasized what had been done in practice and gave the players a chance to "play."

The first evening's session was concluded with this statement "we need to break out of current paradigms of how we have children participate in youth sports. We need to incorporate more than one ball and more than one goal to stimulate more attacking and defending." The instructor ended the session with three rules he enforces with his own teams:

1. Once we start playing, nobody stands still - everyone must be moving.
2. Once we start playing, the ball never stops rolling.
3. Once we start playing, if the ball is kicked up into the air, it never hits the ground without someone going after it.

Part II

The second evening of the course began with a brief review of the previous evening's components. The instructor referred back to the study on why children choose to play sports and cited four conclusions:

1. Having fun is pivotal
2. Skill development is crucial and more important than winning
3. The most rewarding challenges of sport are self knowledge
4. Intrinsic rewards are more important than extrinsic rewards in developing lifetime athletes

The instructor went on to stress that is necessary for everyone to participate, for everyone to be challenged, and that everyone be provided with an equal opportunity for success. With this in mind, he began the second field based section.

The second field session took place, this time on a soccer field. He began the session with a warm-up game called **The Other Ball is the Goal**. It is a 1 vs. 1 game where the participants play with one ball and try to strike the other ball for a point. Play begins with a draw (face-off).

As a warm-up, he introduced "**fundominals**," a series of abdominal exercises performed with a partner or in a small group. This led to small number games.

Small Number Games - The first game introduced was **Team Knockout**. Two groups of six were identified and one group donned red scrimmage vests so they could be differentiated from the other team. The "red" group entered into a designated space on a signal and attempted to knock balls away from the group inside the space that attempted to maintain possession. The instructor emphasized, "out of chaos comes structure." Attacking and defending concepts were introduced and players began to work together to

either knock a ball out of the space or work together to protect a ball that was still in the space. Sessions were timed and roles were reversed.

This session was followed by a **Passing in Sequence** game that featured groups of six. Each player has a number: 1 passes to 2, 2 to 3 and so on. Everyone must remain active and you must get into position to receive the ball when it is your turn. A second or third ball can be added. Two groups of six participated and the instructor gradually had them infiltrate each others' space. Players were still able to find the person they were supposed to pass to.

Triangle Tag and **Keeper's Nest** are two games involving four players. Triangle tag promotes fitness, lateral movement, and working together to keep one member of the group from tagging a specific member of a triangle. Keeper's Nest is a game that has three players trying to kick a ball out of a small triangle without being tagged by a person protecting the ball. Players tagged are frozen for 10 seconds and then allowed to rejoin the game. Again, fitness, lateral movement, and working together are promoted.

Keeper's Nest 3 vs. 1 is a passing game. Three players pass the ball around the outside of a triangle that has a fourth player inside trying to prevent a pass being made through the triangle. One point is awarded for each successful pass to a teammate that goes through the triangle.

The small number games session ended with a possession game in a designated space that had multiple goals. The goals were cones placed about 3 feet apart. For every connected pass through the cones, a point was scored. The score doesn't matter because so many goals will be scored in a short period of time, players won't be able to count them all. Multiple balls were used and everyone was very active.

The beginning of the next lecture session began with a short review of the coach's role in small number games. The instructor stated, "if I'm shouting, I'm not observing, remember to step back and watch what all your players are doing." He said that, "some of these activities may not work right away." He stated, "it is important not to force too

much on them too fast and try not to over coach. We have the tendency to over coach young players and under coach older players."

Care & Prevention of Injuries - The instructor urged all of the coaches in attendance to take a first aid & CPR course if possible. His basic advice here was "don't treat what you can't see and when in doubt, put ice on it." He reviewed the Rest, Ice, Compression, and Elevation (RICE) procedure to be used for bruises and sprains and urged the coaches that if an injury occurs, be sure to inform the parents exactly what happened as soon possible after the injury. He did not recommend the use of a chemical ice pack because of its short term use and chemical factor. He told the coaches to save bread wrappers, fill them full of ice cubes, and put them in a small cooler and take it to practice. He also said that he fills paper cups with water and has players use them for ice massage if they get a bruise or sprain. "It is also a good idea to have a first-aid-kit in the car that has some loose change in it in case one needs to make a phone call.

He urged the coaches to make water available and allow the players to drink as much as they wanted. Many players bring squeeze bottles to practice anyway, he mentioned.

If an injury happens at practice or a game, instruct the other players to sit down where they are while the injured player is cared for. It eliminates the group of players that stands over the injured player and makes the situation worse than it is. He strongly suggested, "don't allow a player who has had any type of head injury to re-enter the game."

He stressed that coaches need to know each players medical history. "It needs to be decided in advance how you treat a bee sting or diabetes reaction." He stated that if a child has an allergy or asthma, it needs to be noted on the permission form and a plan devised in advance about how to treat it if it happens.

The Laws of the Game - The instructor stated that the rules of soccer need to be modified for the age of the players involved. He stated that reduced numbers of players on the field should exist up until the player is old enough to play in a 12 and under age group. With reduced numbers of players comes a reduced sized field. Small goals and small balls should also be utilized. "Use a common sense approach. Young players will not learn all 17 laws of soccer. Teach them the rules they need to know, like the ball in and out of play, goal kicks, corner kicks, throw-ins, and why they occur. When trying to get them to understand what fouls are and what happens when you commit one, I follow this rule of thumb, when something is done to you or you do something to someone else that is of a personal nature (kicking, tripping, pushing, holding) then it is a foul and a direct kick occurs. The other infractions except a hand ball result in an indirect kick." He stated that offsides should not be called until the child is at least 11 years old.

In regards to substituting during the game, the instructor had a simple solution. "I assign each of my players a number. If I have 12 players, they are numbered 1-12. If we play with seven players in a game, players 1-7 start the first quarter. Players 8, 9, 10, 11, 12, 1, & 2, start the second quarter, and so on." He says that over the course of the season, everyone plays just about the same amount of time. "Once the players know this system, it works very well. They sort out who plays where, once they get on the field." He stated that there are four groups that are involved in a soccer game and their roles should not overlap:

1. The players are there to play
2. The coaches are there to coach the players
3. The referees are there to referee the game
4. The parents and other fans are there to be spectators.

The end of the second day's session concluded with a response to a question about moving younger players up to older age groups. He responds to requests by parents to

move their child up by asking them "don't you want your child to be successful with their peers?" He states that a player's development may slow down if they are forced to play with players that may be a little bit bigger, faster, and stronger. "Players should not change peer groups until after puberty. A nine year old all-star does not exist."

He doesn't advocate keeping groups of players together season after season and does not advocate traveling teams for players under age 10. "Once players start playing 11 vs. 11, traveling teams are OK."

The coaching course was concluded with the instructors personal motto which is "be patient, be flexible, have alternatives and make these sessions fun." The course content was delivered in 4.9 hours over two evenings. (see Table 4)

Table 4
Pre/Post Intervention Content Delivery Percentages
NSCAA State Level Coaching Course

<u>Component</u>	<u>Prescribed Course %</u>	<u>Instr. Projections Course %</u>	<u>Actual Course %</u>
Coach as a Facilitator	10	20	24.8
Care & Prevention of Injury	15	10	5.4
Laws of the Game	15	10	7.7
Organization of Session	20	10	4.6
7-a-side for Games	10	0	0@
Games Approach to Technique	20	20	28.0
Small Number Games	10	15	14.6
NSCAA Academy Information	-	-	1.0
Philosophy of Youth Soccer	-	15	13.9
Total	100%	100%	100%

* The percentages listed for the Prescribed Coaching Education Course are estimates developed from an assessment of the outline of the NSCAA State Level Course. These estimates also include a 50/50 % split of the lecture/activity portions of the course. Some material is covered both in a lecture format and reintroduced in an active field session.

@ The idea of having youth players play on teams of less than eleven players was made numerous times throughout the delivery of the content of the course. A specific lecture topic or field component that dealt with Seven-a-side for Games was not included.

Summary

The instructor has been involved in the development of the content of the NSCAA State Level Coaching Education Course since the NSCAA Coaching Academy was formed in 1984. Over the years the content has remained essentially the same but the emphasis placed on the delivery of the content has been refined.

The Coach as a Facilitator section of the course, when analyzed in outline form, does not appear to contain a lot of content. When the course instructor was asked to project the percentage of the course this topic consumed, the amount was double the original projection due to the instructor's interpretation of how much content needed to be discussed with the coaches in attendance. The actual course content percentage was 5% more than the instructor's projection.

The Care & Prevention of Injury and Laws of the Game sections of the instructor's outline contains information that was assessed to be 30% of the entire course content. This percentage was based on an incomplete knowledge of the amount of information to be included in each section. The course instructor projected that each of these two sections would compose approximately 10 percent of the course but in reality, both comprised slightly more than 13 percent. Basic first aid procedures and a common sense approach to injuries was stressed and only rules that applied to the youth game were covered in the laws section. The original prescription anticipated that all of the laws would be included and covered.

The Organization of a Session section was prescribed to include 20 percent of the content and would be delivered both on the field and in the classroom in equal distributions. The field session was conducted by the instructor in a manner that was representative of the way a youth soccer practice should be organized. Different content areas were being stressed but the coaches in attendance got a picture of what their practice should look like and the instructor did not have to spend excessive time explaining this section. The instructor projected that he would spend about 10 percent of

the course on the organizational aspects but in reality only spent about half of that amount of time actually addressing organizational issues.

The Games Approach to Technique section was indeed that largest section of content that the instructor covered. Both the prescribed percentage and instructor projected percentage of the course was 20 but in actuality was 28%. During the delivery of this section, the instructor provided information that if taken separately could be assigned to other content areas. The instructor provided information about **7-a-side for Games, Small Number Games and Organization of a Session.**

The actual percentage for the section **Small Number Games** (14.6%) was nearly identical to the instructor's projection (15%). The prescribed estimate based on the analysis of the course outline was lower (10%), but in the presentation of information, components of other sections were touched upon and this may reflect a higher content percentage here.

The outline of the content for the NSCAA State Level Coaching Education Course does not include a section that promotes a **Philosophy of Youth Soccer**. The NSCAA course instructor feels that this is an important component and allots 15% of the overall content to a discussion in this area. The actual percentage of delivered philosophical content is nearly 14%.

The content included in the course outline was covered totally by the NSCAA course instructor. Percentages of time spent on each component of the course were much closer to the instructors projections than to the initial prescriptions that were based on the analysis of the course outline.

American Coaching Effectiveness Program (ACEP)
Rookie Coaches Course Delivery Summary

The American Coaching Effectiveness Program (ACEP) Rookie Coaches Course was delivered to the novice soccer coach participants in a three hour session conducted at a southwestern Virginia university on a spring weekday evening. The instructor of the course was a Certified ACEP Level 1 Instructor. The course took place in a classroom. In attendance were 14 coaches, including the four involved in this study. Each participant received a notebook containing worksheets designed to help stimulate thought and discussion relative to the information presented on the videotape. A VCR and two color monitors were used for the presentation of the videotaped material.

The course began with a brief overview of ACEP and how the information would be delivered. This course does not specifically provide information for any individual sport. The material is generic to youth sport coaching. Coaches involved in the study were provided The Rookie Coaches Soccer Guide, a 73 page book written for the youth soccer coach taking the ACEP Rookie Coaches Course. No reference to the book was made by the instructor.

The information included in the course is delivered utilizing a series of short video selections, followed by either individual or small group work sessions. The delivery of each section is then concluded by a general group discussion led by the instructor. The instructor spoke of the need to use the information on the video and combine it with the worksheets to help formulate ideas that will hopefully help them with their coaching. The instructor emphasized that there were no wrong answers and coaches should not be afraid of sharing their thoughts with the group. This was followed by having each coach introduce himself/herself to the group. The first video was played, following the 15:40 minute introduction of ACEP which promotes the Athletes First - Winning Second philosophy.

Video 1 - Meeting Your Coaching Responsibilities - This section highlighted three major responsibilities: fun - development - and safety. In the discussion session, coaches added knowledge, skill instruction, positive attitude, development of sportsmanship, discipline, team spirit and fairness to the three primary ideals promote by ACEP.

Video 2 - Putting Your Philosophy Into Action - This section promoted putting the athletes first and de-emphasizing winning. The coaches worked individually to construct their own mottos and to develop actions that might allow them to enact their motto. Suggestions from the coaches included build self confidence, keep the players hustling, reward effort, have players try all positions, keep it fun and safe, promote knowledge, maintain enthusiasm, allow for equal playing time, and to recognize that each player has some ability.

Video 3 - Communicating as a Coach - This section dealt with the importance of being an effective communicator. Six goals were promoted in the video: be honest, be clear, be consistent, be positive and constructive, repeat the message often, and speak so all can hear. Coaches worked in small groups and came up with some additional communication needs: learn and use children's names, learn to control emotions, be aware of body language, be tactful, set a good example, be sure you have their attention, and develop credibility.

Video 4 - Sending Effective Messages - This section was a continuation of the effective communication component and promoted several communication skills: use simple and clear statements, adjust voice depending on the environment, be positive, use consistent messages, be honest, and repeat messages often. The instructor talked briefly about the need for coaches to explain how skills are to be performed and stressed the word "cue" in his discussion.

Video 5 - Listening - A third section dealing with effective communication focused on developing listening skills. The video began by explaining the submissive, command, and cooperative styles of communicating. It then promoted listening as an essential aspect of the cooperative style. Three athletes are then highlighted and the coaches are asked to listen and write their impressions of what is said. After each athlete's statement is finished, the coaches are given 15 seconds to write down their response. The coaches concurred with ACEP's interpretation of each athlete's message.

Athlete #1 - Serious, Athlete #2 - Determined, Athlete #3 - Upset

Video 6 - Parent - Athlete - Coach (PAC) Meeting - The video depicts a PAC meeting with a youth soccer team. The coach is well prepared, organized and ready to meet the parents and his athletes. He has the players introduce themselves and their parents and then reviews his philosophy which promotes ACEP's Athletes First - Winning Second message. The attending coaches were asked to share additional ideas that may be beneficial. They added that it was important to ask the parents what their expectations were, to assign parents tasks to keep them involved, to develop a way to explain the rules of soccer to the parents, and to be sure to communicate why one is coaching.

After the conclusion of Video Session 6, the instructor instituted a 10 minute break.

Video 7 - Comparing Teaching and Coaching - The video suggests that teaching in a classroom and coaching have many similarities but are not the same. A statement is made that good coaches are good teachers. This lesson identifies four major elements of a sport setting that distinguish it from the typical classroom: safety, emotion, teamwork, and motivation. The coaches are asked to compile a list of three most important qualities of their favorite teacher and favorite coach. An assumption is made that all of the coaches attending this session have been coached at some part in their lives. This was not

true for this group of coaches. The following is a compilation of the qualities this group of coaches developed.

Teacher Qualities

Knowledgeable
Pleasant
Humorous
Enthusiastic
Demanding
Interesting
Reasons Well
Is Complex

Coaching Qualities

Demonstrates
Gives Positive Feedback
Disciplinarian
Teaches Skills
Enthusiastic
Constantly Active
Is Athletic
Has Respect for Others

Video 8 - Steps for Teaching - The instructor began this section by stating that the short period of time spent on this lesson will not make anyone a competent teacher. He stated, "if it could we would package it like a Jane Fonda Aerobic Video." The lesson promotes a four stage progression that includes an Introduction of the skills to be taught, a Demonstration, an Explanation of how it is done, and then Attend to the athletes as they practice it. This IDEA method does not discuss breaking a skill down into smaller parts, using feedback or cues, or how the skills are to be performed. This lesson assumes that these coaches have specific content knowledge in the sport they are coaching. The four coaches participating in the study and many of the other coaches in attendance stated that they were new to coaching and they didn't know very much about the game of soccer. After the video, they formed small groups and were asked to select one skill they would teach to their team. The coaches were told not to worry about getting the technique of the skill correct but to focus on the method of instruction - IDEA.

Video 9 - Season Planning - The coaches were asked to focus on what skills they would cover during a season. The soccer seasons for this group of coaches lasts approximately the same period of time (8-10 weeks). Emphasis was placed on a written plan that included the most important things for the group they were coaching. Following the

video presentation, the coaches were asked to select the four most important physical skills they would teach during the season and then determine an instructional sequence. Most groups of coaches came up with very similar skills. One group expressed that teaching positioning was a physical skill.

Video 10 - Practice Planning - The video promotes practice as a fun, well planned, organized session in which athletes can develop their skills in a safe environment. Six areas of practice are outlined: warm-up, review of previously taught skills, teaching new skills, competition (scrimmage), cool down, and evaluation. Coaches were asked to place a time amount to each of these six categories. No effort was made to discuss what components ought to go into each category. ACEP lists approximate number of minutes as follows for each component of a one hour practice.

Warm-up	5
Review	15
Teach	12
Competition	20
Cool Down	5
Evaluate	3

Video 11 - Fulfilling Your Legal Duties - The section focused on methods coaches can use to fulfill their legal duties towards the athletes they coach. Nine legal duties are promoted in the video. As the duties were listed, the coaches were asked to provide a statement of action to ensure the duty was being fulfilled. These actions were shared with the entire group at the conclusion of the video. The nine duties are listed below.

- Provide a safe environment
- Warn athletes and parents of risks
- Plan activities
- Provide proper equipment
- match athletes by maturity and ability
- Supervise athletes closely
- Evaluate athletes for injury or incapacity
- Know first aid
- Keep adequate records

Video: Making the Commitment - This short video selection brings to closure this ACEP presentation. It leaves the audience with the statement: "You know what? For some reason, I think I can do it. In fact, I'm going to call Chris right now and tell her she has the coach she's looking for."

This concluded the presentation of the ACEP Rookie Coaches Course. The material was presented by the course instructor in 2:54:40 not including the 10 minute break that came after video session 6. See breakdown of time percentages for each of the 11 components in Table 5.

Table 5
Pre/Post Intervention Content Delivery Percentages
ACEP Rookie Coaches Course

Component	Recommended		Actual	
	<u>Time</u>	<u>% of Course</u>	<u>Time</u>	<u>% of Course</u>
Welcome	5:00	3.1	5:00	2.9
Introduction	5:00	3.1	5:00	2.9
Meeting w/ Coaches	10:00	6.3	5:40	3.2
Lesson 1	18:00	11.3	17:20	9.9
Lesson 2	14:30	9.1	15:50	9.1
Lesson 3	12:00	7.5	13:10	7.5
Lesson 4	8:30	5.3	10:00	5.7
Lesson 5	8:30	5.3	10:30	6.0
Lesson 6	9:00	5.6	13:30	7.7
Break*	10:00		10:00	
Lesson 7	12:00	7.5	13:30	7.7
Lesson 8	19:00	11.9	15:30	8.9
Lesson 9	13:00	8.1	14:15	8.2
Lesson 10	8:00	5.0	16:35	9.5
Lesson 11	13:00	8.1	14:20	8.2
Making Commitment	4:30	2.8	4:30	2.6
Total	160:00	100	174:40	100

*Break of 10 minutes not figured into total instructional time.

Summary

The ACEP Rookie Coaches Course was delivered as designed. Video taped presentations were made and were followed by work sessions led by the instructor. These work sessions were either individual or small group sessions. Some sessions involved writing, others involved discussions. The thoughts and questions of individual coaches or groups of coaches was shared with the entire group at the end of each session. The course instructor did his best to keep the work sessions and discussions on recommended time schedules.

The initial meeting with the coaches did not take as long as was planned. All sections were completed within two minutes of the recommended ACEP delivery time except lessons 6, 8, and 10. Lesson 6 involved the Parent-Athlete-Coach (PAC) Meeting and due to the fact that these coaches were already into their season and some had not conducted a PAC meeting. There was much discussion and the instructor brought this session to a close after 13:30 minutes rather than the recommended 9:00.

Lesson 8 dealt with the steps for teaching. The instructor ended the session after 15:30 even though ACEP allowed for 19:00 minutes. The coaches met in their groups, discussed the IDEA method and how it applied to one specific skill, shared the information with the other small groups and asked very few questions. The instructor sensed that it was time to move on and did so.

Lesson 10 involved practice planning and the coaches had many questions that stimulated quite a lengthy discussion. This section lasted more than twice the 8:00 minutes that ACEP allowed.

The Rookie Coaches Soccer Guide - This 73 page book was compiled by the authors of the ACEP Rookie Coaches Course. There are currently 10 different coaching guides, each developed for a specific sport. The book is divided into 8 units with the following titles:

Unit 1 - Who, Me...a Coach?

Unit 2 - What Tools Do I Need to Coach?

Unit 3 - How Should I Communicate With My Players?

Unit 4 - How Do I Get My Team Ready to Play?

Unit 5 - What About Safety?

Unit 6 - What Is Soccer All About?

Unit 7 - What Soccer Skills and Drills Should I Teach?

Unit 8 - How Do I Get My Players to Play as a Team?

There is also a sample season plan for beginning soccer players. It does not take into consideration age or experience levels of the players and never provides for practice on any one skill for more than 10 minutes in a practice. There is also a display of soccer's officiating signals. The book covers most of the material presented on the videotapes in the ACEP Rookie Coaches Course.

Unit 6 discusses what soccer is all about and some of the material presented is in direct contrast to information presented in the NSCAA State Level Coaching Course. Unit 6 goes into detail about positions and where children should play. The NSCAA does not promote position play and subscribes to a philosophy of, if you have the ball your on offense, if you don't your on defense. This applies to all players on the field. The book promotes modifications of numbers of players, size of field, size of the ball, and size of the goal but does not make any recommendations as to the modifications of the rules for specific age groups.

All of the coaches participating in this study have referred to Unit 7 - What Soccer Skills and Drills Should I Teach? They hope to gain ideas of what to do in practice. Their attempts are chronicled in their Post Intervention Profile. A section in this unit promotes dribbling around cones. This is in direct contrast to information presented in the NSCAA State Level Course that emphasizes dribbling in natural settings that

emphasizes changing speed, direction, use of all parts of the feet and being challenged by an opponent. Many of the drills listed in Unit 7 promote players standing still or standing in line waiting their turn. The NSCAA State Level Course promotes constant activity and the use of a ball by every player as much as possible.

Post Intervention

Once the coaching education programs had been administered, another set of two videotape records of the coaches practice behaviors was obtained and the behaviors exhibited by the coaches was recorded on the IOSACP forms.

The post intervention videotaping recording sessions lasted approximately three weeks and was completed after the novice coaches in the study had been videotaped two times.

There was another series of interviews with each novice coach. There were two areas of focus:

1. What is the coaches' perceptions of this process?
2. What in the course impacted them the most and why?

Summary

This chapter provides an in-depth content analysis of one non-sport specific and one sport specific coaching education program. It also analyzes how each course was delivered to the eight novice coach participants in this study. The procedures for collecting data, videotaping, interviews, and analyzing the coaches' practice behavior, are identified and explained in detail. The results of this analysis will be presented in chapter 4.

CHAPTER 4

Results

This chapter consists of individual profiles developed on each of the eight novice youth soccer coaches in this study. The profiles are presented in two groups of four coaches each. The NSCAA Coaching Education Group (coaches A-D) is presented first, followed by the ACEP Coaching Education Group (coaches E-H). The first set of profiles reports on pre-intervention information gathered through observations of practice behavior and interviews. The data compiled during these observations of the coaches' practice behavior is presented as part of each coach's profile.

The second set of profiles reports on post-intervention practice behaviors. Each coach's profile includes a summary of compiled data. Specific behaviors were coded using the Instructional Observation System for Assessing Coaching Performance (IOSACP) forms.

Each profile was based on data collected from three sources: a systematic analysis of the videotaped practices (IOSACP recordings), field notes, and interviews. Two IOSACP recordings were taken of both pre and post coaching education program behavior at youth soccer practices. Field notes were taken at every practice. Two interviews were conducted. Interview 1 focused on collecting information on each novice coach to determine each coach's content knowledge, philosophy about the game of soccer, and his/her knowledge of coaching children in a sport setting. Interview 2 was conducted at the conclusion of the study to determine what components of the coaching course had an influence on them, what coaches felt they learned, and to determine if any changes were made in their coaching behavior to reflect what might have been learned in the coaching education course.

All data from interviews, videotapes, and field notes were compiled into profiles that included six separate components:

1. participants' personal information and their expressed reasons for coaching
2. participants' soccer and coaching knowledge base
3. participants' coaching philosophy for youth sports
4. a profile of the participants' pre coaching education course soccer practice
5. a profile of what the participants' team is like in age group competition
6. an overall summary of what these coaches do in this setting

Youth soccer practice in this setting consisted of one practice per week for a period of eight weeks (one season consists of eight games). Most teams had one or two practices prior to their first game. Most players played both a fall and spring season. All coaches in this study had coached less than two years (four seasons) and had never participated in a coaching education program of any type.

Novice Soccer Coach Participants Pre-Intervention Profiles

NSCAA Coaching Education Group

1. Coach A (WA) Age 8 & Under

Personal Information and Reasons for Coaching:

Coach A is 34 years old and works for the Virginia Dept. of Transportation in Southwestern Virginia. He also plays drums in a band on many weekends. "I'm an active type guy and I like doing things right. I hang glide, fly, I'm a caver, and play in a band and you get a sense that you are doing things right." He recently had major back surgery to relieve chronic pain. He is married and has two boys ages 7 and 4. The older son plays on this team.

Coach A became involved a little over a year ago. The first year his son played, he came with him to every practice. The previous coach asked Coach A if he wanted to help coach. After that first season, Coach A became the coach of his son's team. This is his third season as head coach. There are 11 players on his roster, 10 boys and one girl.

Prior Experience (Knowledge Base):

Coach A's knowledge of soccer and of coaching comes from what he thinks is the way the game should be played. He watches a lot of football, baseball, and other sports which have positions. He expressed the need to put players in position. He has not read any books, watched videos, or observed high school, college, or professional soccer games. He went to the library to get soccer books but found them written for more advanced coaches of older players. He did buy a videotape but it is for more advanced players, however he did get the knowledge of how to stop the ball off the tape. Coach A tried talking with his local recreation supervisor but received no information. He has not received any information on rules, or coaching, or the game itself. He says he doesn't think that any of the other coaches in the league get any information either.

Coaching Philosophy and Goals:

Coach A states that it is important to understand who you are working with and to keep the players involved, especially the shy ones. He wants them to understand the basics. His goals include winning. "I want to win, I'm a competitive guy. The first year I coached we lost every game except for the last one. It meant a lot to the kids and me to because I didn't want to go out a loser." "I hope the *first years* [his reference to beginning players] are paying attention and know what's going on because in four or five months, they are going to be on my team again." He admits that most of the time they don't pay attention. "They are preoccupied and ask me if they can go sit with their mom or get a drink." They find things to do other than watch the game. He states he is doing the best he can based on what he knows about soccer and coaching. He admits that if he had more general knowledge about the game then he would have no trouble coaching.

Pre Intervention Practice:

Coach A prepares about an hour for his practices and does write down what he plans to do. He has 11 players on the team but not all are at practice each week. He usually has 7 to 9 in attendance at each practice. The practices last for one hour, one day per week. If players can't make it to the game their parents will let him know. He states he needs 12 players in order to scrimmage.

Coach A's team practices in the "Soccer Bowl" which is a small field (50 x 30 yards) and has small goals at either end (5 x 15 feet). It is located in a quiet neighborhood and is in a natural bowl surrounded by houses.

Coach A's practices are organized but there is very little work on fundamental skills being done. He structures his practices based on how the last game went. He reflects on what went wrong and then tries to improve it at the next practice. "If they got a really good game going and they are playing really tight, they're tough and they've got their

passing down and stuff, then usually that's what we'll do during the practice is just have fun. If it's a bad game where they act like they've never ever heard of passing and stopping the ball before then that's what we will work on."

Typically there is only one ball in use and only one player at a time using it. The players get very few skill trials. He places players in positions and has them pass the ball from the "goalie" to the defenders, to the forwards, who kick it in the goal. The more experienced players tend to play central roles that give them opportunities to score goals. The newer or beginning players (first years) play peripheral roles and are often defenders.

There is no skill related feedback provided to any of the players. He is positive and seems to get along well with the players and the parents who attend practice, although some of the parents give their children directions of what to do and tend to control their behavior by yelling at them during the practice. Coach A does not yell and does not control off task or inappropriate behavior. The players do as they wish.

He spent a good portion of one practice having skill competitions. All skill trials were performed one at a time with all the players standing in a designated position. The shooting trial consisted of one player running up to shoot two balls into the goal against a goalkeeper from about 5 yards from goal. One trial was from the left and one was from the right. Each player shot the two balls (there were only two) once from each side while everyone else watched. The speed dribbling trial consisted of running and kicking the ball from the endline to half-field (he called it half-court) and back. He used a stopwatch to record times. This was also done one at a time, with him recording the results for both the shooting and speed dribbling sessions. It took over half of the practice time to do these two competitions. He said he intended to do this at every practice.

Coach A provided little general feedback to his team and some specific feedback to his players, a mean of .83/min. The majority of these feedback statements were praise statements made to individual players. He spends the majority of his time at practice monitoring the players' activity, 47.5%, which on many occasions features one player

being active and the rest waiting their turn; management time took 26% of practice time. He used no cue statements and provided no guidance while players were practicing skills. He rarely demonstrated skills.

The Game:

In this age bracket, the game consists of six field players and a goalkeeper. Coach A starts off each game "with the players that have played a few seasons, the players that know what is going on." He has four first year players that don't know anything about soccer. They stay on the sidelines and he tells them to "watch how the game goes." The six experienced players tend to play all the time and the four "first years" substitute for each other. The game is played in four 12 minute quarters. Some of his players play the whole game but they get tired so they ask for a break sometimes. He substitutes players while the game is going on rather than at the end of a quarter. All of the players that come to the game play but not everyone plays the same amount.

He would like to know where the players are supposed to be standing and how they are supposed to act on the field. He doesn't know if it is him or the player's young age but they really don't realize where they are supposed to be. It is real hard for him to get positioning across to them. He doesn't know what the positions are called.

Summary:

Coach A provides very little opportunity for the children to practice skills. There is usually only one ball in use during practice so most of the children spend a lot of time waiting for their turn. There are usually only one or two balls at practice. He does not provide any feedback on what they are doing and spends most of his time putting players "in position." The children seldom get to play in game like (scrimmage) activities and often find other things to occupy their time. He is very "laid back" and tends to stand in

the goal and monitor their activity. He attempted to teach trapping the ball by using one ball and rolling it to one player at a time. Each player got 3 - 4 trials but only received feedback in the form of praise when the skill was perceived to have been performed well.

Table 6

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis - NSCAA Group - Coach A

Component	Practice 1	Practice 2	Mean
Feedback General	0	5	2.5
#/min.	0	.13	.07
Feedback Specific	25	49	37
#/min.	.48	1.31	.99
1st Names w/F.B.	12	29	20.5
#/min.	.23	.77	.46
Cues	0	2	1
#/min.	.00	.05	.02
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	34	18	26
Lecture/Demonstration	21	8	14.5
Active Instruction	1	16	8.5
Monitor	43	52	47.5
Behavior Management	1	3	2
Diversion	0	1	.50
Rest	0	1	.50
Planned Practice Time	60:00	60:00	60:00
Actual Practice Time	52:30	37:30	45:00

2. Coach B (KM) Kindergarten League

Personal Information and Reasons for Coaching:

Coach B is married and the mother of two boys and one girl (ages 5-10) all of whom play soccer. She is a pre-school teacher 5 days a week for 3 hours. She is also involved as a Sunday School teacher and with the New River Valley Association for the Education of Young Children. Her youngest son plays on the team she coaches. She is coaching because there is a lack of coaches for this age group (kindergarten league). She signed up to coach ahead of time because she was told by the league's age group coordinator that if she didn't coach, there wouldn't be a team. There are 11 players on the team, most of them are four or five years old. Four of the players are girls one of whom has Down's Syndrome but is fully included into practices and games. She is one year older than the other children.

Prior Experience (Knowledge Base)

Coach B states she has no knowledge of the game and has never played. Last year she helped her husband coach; he has coached on and off for 5 years. This is her second season of coaching. She indicated that her pre-school teaching background helps her with her coaching. "I know what to do to have fun with kids." She admits that she didn't pay much attention to what her husband did. "I wish I had." He is her source of information as he has attended a couple of coaching courses, has a soccer video on coaching and has "rented" a few soccer books from the library which neither of them have opened. "Last season he assisted me and he just told me what to do."

Coaching Philosophy and Goals:

Coach B states she wants the children to have a good time. "Playing sports is fun." "They are out here to learn good sportsmanship. A lot of them really need that right now. This is their first experience in school so I want them to know that there is something out there other than sitting at a desk for six hours a day." She states that she wants the children to learn that soccer is a very good sport. Her children play other sports but they seem to like soccer best. She enjoys soccer and likes to watch it on TV. She states, "having the kids play positions at this age is not important. They are too young." She said, "I want them to learn what a soccer ball is, how to kick it, how to make a throw-in and why you can't hold it, and understand that some of the players go down the field and some stay back." She expressed concern that too many coaches make it confusing for the players. She has one assistant coach who helps when he can. "I wanted the kids to get to know who the main coach was and who they really needed to listen to. When you get three or four people together who are all volunteers, I'm afraid the kids are going to get confused about who is in charge, who is the boss and who do they need to listen to."

Coach B is unclear if there is a league philosophy about the number of players on the team and how many should play at one time. She expressed a strong desire that everybody should play. "I think with this group that ten is a good number." She states, "kids don't understand substitution" so she has all 11 players playing at once. The games are a series of pileups (numerous children falling on top of the ball) and throw-ins because the ball is constantly going out of play. She does use the command "freeze" to get the players to stop playing.

She wants to see the players be able to pass to each other by the time the season comes to an end. She would like to see them work together as a team, bring the ball from one end to the other and not run in a pack. She realistically doesn't expect all 11 players to accomplish this but hopes it is a reachable goal.

Pre Intervention Practice:

Coach B says she spends a total of about 90 minutes getting ready for practice but it is broken into bits and pieces of planning. During practice she says she "wings it." She has no organized plan. She spends time remembering the players names, getting equipment together and learning the rules.

The Kindergarten League practices for one half hour, followed by a 30 minute game. Her average practice lasted 31 minutes. This takes place one day per week in an unmarked field that is located between a primary and elementary school in Southwestern Virginia. She was never told how big the field should be so she just guessed and marked a space with cones. She knows a regulation field is too big for kindergarten children but she doesn't know if it should be 1/2 or 3/4 as big as a regulation sized field. She remarked after a practice game that the space for the game seemed crowded. (The field she marked out was approximately 30 x 20 yards and 22 kids were trying to play in this space with 1 ball). Her practice space is sometimes even smaller (18 yards x 12 yards for 11 players).

There is very little emphasis on skill work in practice. The players tend to run around the space kicking the ball, dribbling for control (there is very little), and kicking it between two cones. Everyone has a ball. The children play a game of dribble around the circle of players (similar to a game of duck, duck, goose - one or two dribbled while the remainder of the children sat in their designated space). A zig-zag passing drill, which is advanced for high school aged players, did not work with five year olds. They kicked the ball but they did not know why they were doing it or who they were supposed to kick it to.

Coach B sits down with them so that she is at their level to communicate. She asks questions and is very positive. She is very patient. She tolerates the whining of her son who thinks much of what she has the players do is boring. There is no skill related feedback but the atmosphere is positive and there are lots of praises.

Coach B provides few feedback statements to her players during practice (.74/min.). Most of her feedback statements are praise statements made to individual players (.35/min.). Most of her time at practice is spent in an active instruction mode (33.5%), lecturing (27.5%) or managing non playing movements (24%). She rarely provides instructional cues (.05/min.) and was not observed demonstrating skills in practice.

The Game:

Following the 30 minute practice session, a game against another kindergarten team was held. It consisted of two 12-13 minute halves with a five minute half-time period. The field space for the game is very small (30 x 20 yards) and is marked by cones. Cones are also used to mark the goals at the ends of the field but it is often unclear which cones delineate the line and which cones delineate the goal.

Both teams play all of their players who are put in positions at the beginning of each half. Play is stopped if the players fall on top of the ball or if the ball goes outside the playing space. It is put back into play with a regulation throw-in. The children get very little opportunity to actually play as they are constantly falling on top of the ball and play has to be stopped or they are kicking it out of bounds. In one game, the ball was only in play for 7 of the 27 minutes of actual game time and the longest bout of continuous activity was 14 seconds.

Some players are not involved in the play and in a couple of cases, the players never moved out of "their position." The ball never came to them and they chose not to chase it like most of their teammates. In the 27 minutes of game activity, a number of children never touched the ball.

Summary:

Coach B is very positive, keeps the children active and busy by providing everyone a ball. She has learned the players' names and has them written on the back of their uniforms. She constantly praises effort and uses their names often but there is no skill related feedback or cues related to skill development. The skill sessions allow opportunities for the players to possess and kick the ball but many of the drills don't directly relate to playing soccer and are often very complex and difficult. She really doesn't know what to do with these children in this setting. The games are a constant series of throw-ins and the ball is very seldom dribbled or kicked with any purpose. There are too many players playing with one ball, in a small space that is not clearly marked.

Table 7

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis -
NSCAA Group - Coach B

Component	Practice 1	Practice 2	Mean
Feedback General	2	11	6.5
#/min.	.07	.31	.21
Feedback Specific	20	12	16
#/min.	.74	.34	.52
1st Names w/F.B.	19	15	17
#/min.	.70	.43	.55
Cues	2	1	1.5
#/min.	.07	.03	.05
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	28	20	24
Lecture/Demonstration	35	20	27.5
Active Instruction	21	46	33.5
Monitor	10	14	12
Behavior Management	0	0	0
Diversion	6	0	3
Rest	0	0	0
Planned Practice Time	30:00	30:00	30:00
Actual Practice Time	27:00	35:00	31:00

3. Coach C (PO) Age 12 & Under

Personal Information and Reasons for Coaching:

Coach C is 48 years old and has two children (oldest 10, youngest 8). The 10 year old plays on the team he coaches. This team has 15 members; only one is a girl. He has been a college professor for the past 18 years. He is coaching for two reasons, his son asked him to coach, and he has two assistants who use coaching as a social activity. This was his second year and coaches both spring and fall (4th season).

Prior Experience (Knowledge Base):

Coach C states that his knowledge of the game is his biggest weakness but his teaching has helped him in this role. "The psychology of learning courses I teach have helped me reinforce what they are doing right and not be critical all the time." The other coaches do the same thing. He remains positive and wants the players to enjoy being active. "I'd like this team to do more passing and have better teamwork. We have a couple of real strong players and sometimes they tend to play by themselves."

"Generally what I try to do is talk with the other coaches about what went right or wrong at the last game and form a plan of what to work on. "I don't have a natural knowledge of soccer. This is a new game for me. I have watched some soccer and it is not completely unlike basketball or hockey and has similar ideas such as strategy." His knowledge of what to do comes from his knowledge of other sports. "My son gives me pointers." He refers to the book Coaching Youth Soccer which he states "seems to be pretty good."

Coaching Philosophy and Goals:

Coach C wants to teach players fundamentals and some teamwork skills. "I take a positive approach and I try to tell them what they are doing right (positive feedback). I consider playing well to being in the game, playing hard, and trying to improve by using fundamentals and teamwork." "We don't emphasize that they have to win but we would like for them to play well." "I want this team to learn how to play and stay in position. We try to emphasize that in the scrimmage situations." His personal goal is to become a better coach.

The Practice:

He states he spends about 45 minutes getting ready for practice usually just before he goes to practice. He looks through Coaching Youth Soccer for a few ideas but usually knows what he wants to do and writes it down.

This team practices at a regulation field at a park in the community where he lives. Practice is scheduled for 75 minutes beginning at 5:15 PM. Coach C averages 62:30 minutes of practice time per week. The field is lined and there are full sized goals, with nets, available for use.

They begin each practice with laps around the field for "fitness development." It is usually three laps that take less than five minutes. Some players cut corners and some don't run the whole distance.

His practices are organized and the players spend time practicing and playing. In most cases, every player has access to a ball but the drills are not designed to allow every player to use one. The players often play on their own regardless of the directions given by the coach and some players do not listen or pay attention to what is being asked of them. Very seldom is their off-task behavior controlled by any of the coaches. Drills tend to break down and the players get off task easily. Some players do whatever they wish regardless of the structure of practice. The coaches split the players into groups but

even then only one ball is being used with three or four players waiting their turn. They will often design a practice around what didn't go well in the last game. Example: "at one station we worked on instep kicks because we noticed in the last game that our shots on goal lacked power."

Coach C has a scrimmage built into every practice. He tends to monitor this activity closely but does not provide much feedback of any kind. "We wanted to give the kids a chance to play but we wanted to teach them how to stay in position." Coach C wants the players to be mentally in the game, to play hard, and use the fundamentals for good teamwork.

Coach C spends most of his time monitoring his players activity at practice (41%), lectures an average of 20.5% of the practice and instructs while the players are active 21% of the time. He provides just over one feedback statement per minute of practice (1.03/min.) and most of the feedback statements are positive non skill statements, praises, (.57/min.), or specific information statements that tells the player what to do and when to do it (.38/min.).

Note: This team has a player who is a Down Syndrome child with moderate mental retardation. He is totally included in every practice and game. He often causes disruptions but understands "time out." He gets to kick off and does run around although he often is not able to follow the ball. He is very strong and sometimes tackles or holds on to his teammates. His peers tell him when his behavior is inappropriate and the coaches will step in when necessary. His mother or older brother is also close by but does not interfere unless the coaches and his teammates cannot control his behavior.

The Game:

Games are played on most Saturdays throughout the season. There is more travel involved with this age group as there are fewer teams in the local area. Games feature 10

field players and a goalkeeper and are played on a field that is close to regulation size for adult players (approximately 110 x 65 yards). Players at this age seem to have more defined roles. Some players are forwards and some always play fullback. The more skilled players play central attacking roles. Two players share goal keeping duties. There are 15 players on the team and all play an equal amount.

Summary:

Coach C is organized and ready for each practice. There are two assistant coaches and the players are often divided into groups for skill work. Players get a number of opportunities to work with the ball but there are still periods where players are waiting for their turn. There is no skill related feedback and the individual skills are not broken down for instruction. There is very little tactical instruction about how the game should be played (defensive principles, attacking play etc.). The atmosphere is positive and the coaches are upbeat. Coach C tends to tolerate off task and inappropriate behavior. Approximately 40% of each practice is in the scrimmage mode and the players seldom change positions.

Table 8

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis - NSCAA Group - Coach C

Component	Practice 1	Practice 2	Mean
Feedback General	2	7	4.5
#/min.	.03	.11	.07
Feedback Specific	22	93	57.5
#/min.	.38	1.40	.92
1st Names w/F.B.	6	60	33
#/min.	.10	.90	.53
Cues	0	12	6
#/min.	.00	.18	.10
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	15	14	14.5
Lecture/Demonstration	34	7	20.5
Active Instruction	16	26	21
Monitor	34	48	41
Behavior Management	0	1	.5
Diversion	1	4	2.5
Rest	0	0	0
Planned Practice Time	75:00	75:00	75:00
Actual Practice Time	58:30	66:30	62:30

4. Coach D (DS) 8 & Under

Personal Information and Reasons for Coaching:

Coach D is a 36 year old father of two, ages 7 and 5. His older son is playing on the team he coaches. He is an engineer and lives and works in Southwestern Virginia. It is his third season of coaching. He became involved because his son's team needed a coach.

Prior Experience (Knowledge Base):

Even though he has no formal playing experience, his knowledge of soccer comes from playing on his fraternity intramural team when he was at the University of Illinois (14 years earlier). He also took a physical education soccer class while in college. His preparation for coaching this team consisted of talking with a colleague who had coached in Rhode Island. This coach provided Coach D with information prior to this season about what to do with kids in this age group. He notes that "practices last year were pretty much a free for all." He thinks there are a couple of books in the library but has not read them.

Coaching Philosophy and Goals:

Coach D hopes the players he coaches "develop a *feel* for how to kick a ball properly, good passing, trying to get them to catch the ball - trap it properly, and eliminate *buffalo ball* (getting players to spread out)." Another goal is one of sportsmanship. "I hope that the kids won't cry if they lose or when it comes their turn to sit on the sideline that they won't get upset about it." "Even if they are the best player on the team they know they won't play the whole game." "It is important for the players to know that the referee is in control of the game." "My main thing is sportsmanship." Coach D wants the players on his team to participate and give their best effort. He tries not to be concerned with

winning. "Sometimes when there is that team that you lost to before I will work the lineup a bit to keep the lineup as strong possible to try to get the kids a win." He wants the players to learn a little bit about the game, have a good time, and learn to be good sports. If they win that's great. He wants them to try. He feels that a youth soccer coach needs to be patient, needs to help develop the players self-esteem, and needs to teach sportsmanship. A coach should also be knowledgeable of the game's fundamentals.

Pre Intervention Practice:

Coach D spends very little time planning for practice. He has decided on a set policy of starting with a warm-up, practicing the basic skills for a while then finishing with some type of scrimmage if he has enough players. His decisions regarding which skills to work on stem from how the previous game went.

Coach D's team practices in the "Soccer Bowl" which is a small field (50 x 30 yards) with small goals at either end (5 x 15 feet). It is a natural bowl located in a quiet neighborhood surrounded by houses. About half of the parents stay for the entire practice. They don't interfere. Practice is scheduled for one hour but his observed practices lasted only an average of 30:50.

His practice begins with calisthenics for a warm-up (toe touches, jumping jacks). "This helps to stretch them out." "For kids this age, I'm not sure how important this is." His approach is "that this is what they will have to do when they get in games later on." He then has them run a couple of lengths of the field for warm-up and endurance. After they are "warmed up," he will spend about 15 minutes working on basic skills. Players will get a partner and pass the ball back and forth. They use their dominant foot exclusively and are not encouraged to use their other foot. There are enough balls at practice so that each player can use one. Only a couple of players bring a ball to practice. Coach D brings a bag of eight balls, most of which are supplied by the local soccer league. Coach D does not design activities that encourages every player to use a ball.

The players get very few skill trials and no skill related feedback. Coach D places the players in positions and the largest portion of practice involves the players passing the ball from position to position. The players are placed on the field in a specific space and the ball is then played to each player in that space. There is no pressure from defenders and once the ball gets to one of the forwards, it is OK to shoot it in the goal. It was observed that the players are placed in the same positions at each practice.

The practice usually ends with a scrimmage if numbers permit. He feels that there should be a minimum of 12 players in order to scrimmage but he only has 11 players on his roster so he doesn't scrimmage very often. In the observed practices, no scrimmages took place. The coach is very positive, encouraging, and very enthusiastic.

Coach D spends most of his practice time instructing while the children are active (38%), lectures an average of 26.5% of the practice and managed players' non soccer movements 15.5% of each practice. He provides 1.31 feedback statements per minute of practice, most of them positive non skill feedbacks.

The Game:

The games consist of 7 vs. 7 (6 field players plus a goal keeper). There are 11 players on the roster. He subs players at the end of the quarter which are 12-15 minutes in length (he didn't know exactly). His philosophy is that everybody plays an equal amount. Each player who starts a quarter plays the whole quarter. The children who are not playing are often wrestling with each other or sitting with their parents. They usually don't pay attention and he feels it is difficult to keep them occupied for that length of time.

Summary:

Coach D is a very positive and enthusiastic coach. He provides opportunities for the players to work on skills and often provides a ball for each player to use. There is no skill feedback provided and the players spend most of the practice involved in the fundamental mode. There is no progression into more game-like activity. There is little change of direction and speed and very little pressure from defenders. He has a habit of using the response "OK" often.

Overall, the children seem to enjoy practices and are for the most part well behaved. They listen when spoken to by Coach D. His management time for organizing activities is minimal.

Table 9

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis -
NSCAA Group - Coach D

Component	Practice 1	Practice 2	Mean
Feedback General	4	6	5
#/min.	.18	.15	.16
Feedback Specific	28	44	36
#/min.	1.27	1.09	1.15
1st Names w/F.B.	19	22	20.5
#/min.	.86	.54	.66
Cues	4	7	5.5
#/min.	.18	.17	.18
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	16	15	15.5
Lecture/Demonstration	18	35	26.5
Active Instruction	62	14	38
Monitor	0	33	16.5
Behavior Management	0	1	.5
Diversion	0	2	1
Rest	4	0	2
Planned PracticeTime	60:00	60:00	60:00
Actual PracticeTime	22:00	40:30	31.15

NSCAA Novice Coaching Group Summary

This group of coaches were truly novices with limited soccer knowledge and how to teach the game to young players. All four are well intentioned and are positive in their approach to the children. None of these four coaches was observed yelling or screaming nor were they demanding of the children they coach. They gave little skill related feedback and spent little time teaching the children how skills are to be performed. There were no cues and very few demonstrations (models) provided. They were all intent on putting players in positions, basing the structure of the game on a model of their perception of what the adult game looks like. They all wanted to learn how to be a better coach. Listed below are the meaned behaviors of the four coaches that make up the NSCAA Coaching Education Group (see Table 10).

Table 10

NSCAA GROUP MEAN

Novice Coach Participants - IOSACP Coded Behaviors -
Pre-Intervention Analysis - NSCAA Group

Component	Group Mean
Feedback General	4.63
#/min.	.11
Feedback Specific	36
#/min.	.85
Total Feedbacks	40.63
#/min.	.96
1st names w/F.B.	22.75
#/min.	.54
Cues	3.5
#/min.	.08
Guidances	0
#/min.	.00
Avg. Practice Time	42:25
Practice Time Analysis (%)	
Management	20.00
Lecture/Demonstration	22.25
Active Instruction	25.25
Monitor	29.25
Behavior Mgt.	.75
Diversion	1.75
Rest	.63

Novice Soccer Coach Participants Pre-Intervention Profiles

ACEP Coaching Education Group

5. Coach E (RF) 8 & Under

Personal Information and Reasons for Coaching:

Coach E is a 42 year old former high school teacher (12 years in industrial arts), currently a training representative for industry. His 8 year old son plays on the team he coaches. He was in his second year of coaching this team and is involved because his son's team needed a coach.

Prior Experience (Knowledge Base):

Coach E has experience coaching high school football and golf but has not coached for ten years. He played football, baseball and basketball as a youth and played golf for four years in college. He has no formal knowledge of how to play or coach soccer and has never played. He indicated that his high school teaching and coaching experience helps him coach this team.

Coaching Philosophy and Goals:

Coach E states that it is important for him to understand the children he is working with and how to motivate them. He states, "it is also important to teach skills in a fun way and you must enjoy what you are doing." He states, "I want the kids to enjoy the game and learn how to get along with other kids. With the age group that I coach, it is imperative that the players learn how to be good sportsmen, play hard, give it their best and be happy. Winning at this age is not important."

Pre Intervention Practice:

He plans for practice beforehand and is organized. He structures his practices in four distinct areas: warm-up, skill work, controlled scrimmage, and scrimmage. He indicated that he spends about an hour planning for practice, either the night before practice is scheduled or just before practice. He has a written plan and bases a lot of his practice on how the team did in the last game. His practice is scheduled for one hour beginning at 5:30 PM. His practices average 61:15 minutes each week.

Coach E and his team practice at a local elementary school that features a field behind the school. The field is approximately 60 yards long and 42 yards wide and has permanent goals at either end. There are no nets. At one corner of the field near the road is a culvert that empties drain water directly on to the field. Over the years, a rather significant area of erosion has developed, leaving a dangerously large rutted area.

He always has one soccer ball for each player, but seldom during the practice does each player get to use one. Some balls are in need of being pumped up. He also had a number of orange cones that he used to designate space.

Coach E's practices begin with the players running laps (usually 2-3) around the field followed by some large muscle group stretching. The stretching model he presents is not static but ballistic. They bounce through all of the stretches. He stresses ball control in the skill development session by playing an elimination game. Players dribbled toward the coach and are supposed to stop on command. The players taking the longest time to stop are eliminated and are told to go work on their ball skills on the side. They weren't told what specifically to work on or showed what to do nor were they monitored by Coach E or his assistant coach (another parent). The players needing the most work on ball control were the first to be eliminated.

The controlled scrimmage situation involved Coach E putting players in positions with the ball played from the goalkeeper to the backs, to one of the midfielders, and then to a forward who dribbled the ball toward goal and either shot the ball or passed it to another

forward to shoot. This was done without the pressure of a defender and except for the forwards, there was no running by any of the other players. The players had all been placed in "their positions" by the coach and he stood on the field and told them where to pass and what to do. Most of the players stood in their positions and waited their turn to receive and pass the ball. Some players never received a pass, they just stood in their space.

The last 10 -15 minutes of practice was a scrimmage with all of the players competing against Coach E and his two assistants. It was clear that some players dominated play while others stayed near their positions and only became involved if the ball came near them. Some did not know what their responsibilities were or what to do when the ball came to them. The scrimmage was not stopped to explain any of these problems. The biggest feedback statement from Coach E was "don't just kick it."

Coach E spends most of his practice (31.5%) monitoring his players activity and he spends an average of 17% of each practice managing the movement of his players in non playing situations. He provides .76/min. verbal feedbacks per practice and most are positive non skill related.

The Game:

This team plays their one game per week on a Saturday. The games are played in four 15 minute quarters and feature 7 vs. 7 (6 field players and a goalkeeper). He substitutes players at the end of each quarter and tries to give every player equal playing time.

Summary:

The players stand around for large periods of time during the first 45 minutes of practice. Elimination games and relays did not allow many players, especially the lesser skilled ones, an opportunity to get more practice time with the ball. The atmosphere was positive, however, and Coach E did offer praise when he perceived that things were done well. The players were well behaved, listened to the coaches, and stayed mostly on task. They didn't get much opportunity to play amongst themselves. The scrimmage sessions were very controlled with the coaches telling the players what to do and when to do it. Scrimmages consist of youth players against adults (the head coach and his two assistants -11 vs. 3) which is not realistic. Some of the players are intimidated when challenged for a ball by one of the coaches and they never get an opportunity to confront similar numbers of players that they will experience in a game.

Table 11

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis - ACEP Group - Coach E

Component	Practice 1	Practice 2	Mean
Feedback General	7	20	13.5
#/min.	.11	.32	.22
Feedback Specific	37	31	34
#/min.	.59	.49	.54
1st Names w/F.B.	16	23	19.5
#/min.	.26	.37	.31
Cues	0	3	1.5
#/min.	.00	.05	.02
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	20	14	17.0
Lecture/Demonstration	12	15	13.5
Active Instruction	18	51	35
Monitor	48	15	31.5
Behavior Management	0	0	0
Diversion	2	1	1.5
Rest	0	4	2
Planned Practice Time	60:00	60:00	60:00
Actual Practice Time	62:30	62:20	62:25

6. Coach F (MH) 10 & Under

Personal Information and Reasons for Coaching:

Coach F is a 27 year old engineering graduate student (Ph.D.) who played high school soccer. He coaches because he enjoys the game, wants to work with children, and wants to be involved in the community in which he lives. He volunteered after he was told by a colleague that the league needed coaches. He was not recruited. He does not have a child playing on this team. His wife, who has also played soccer, serves as his assistant coach. They work together on all aspects of practice and games. "My schedule is pretty busy and I work 12 -14 hours a day but it is a pretty flexible schedule so I can make time for this sort of thing." This is his first year (second season) as coach of this team. There are 15 players on this team; all are male.

Prior Experience (Knowledge Base):

He watches a little soccer on TV but beyond playing in high school, his soccer knowledge is limited. He hasn't consulted any books or films about soccer and his practice reflects the way he was coached in high school. He states, "I think I have fairly good patience with the kids."

Coaching Philosophy and Goals:

Coach F's states, "my strong point is my patience with the kids." He instills discipline and has three rules, 1) no name calling, 2) no fooling around, and 3) when the coaches are talking you are to be listening. He added a fourth rule: if you are not going to try in practice, go sit down. His states his biggest weakness is his inability to get them to do what he wants them to do. "They sometimes don't respond very well." He wants to learn how to keep his players interested and keep them involved.

He stated that he would like to learn more about the rules (game rules) that apply to young players. He said he is unclear about some of the rules. He mentioned that the players know the rules pretty well but there are a few rules they don't understand. He continued, stating "the parents are about the same as the kids as far as their understanding of the rules goes." Coach F said that the parents do talk to both he and his wife about the games. He noted that once in a while a parent will say things to their child during the game (coaching from the sidelines) but Coach F does not consider what is said to be inappropriate.

He would like to see his team learn and improve during the season. He would like them to play their position better and not bunch up as much. Last season they bunched up a lot. He will develop a "picture" of what they do at the beginning of the season and compare it to what the "picture" looks like at the end of the season.

Pre Intervention Practice:

Coach F structures his practice by what he perceives didn't go well in the previous game. He plans for about a half hour before practice is scheduled. He talks about the team with his wife periodically throughout the week. He has a clipboard with notes written on it that he carries around with him during the entire practice.

Coach F conducts his practice at a local elementary school field that is 100 yards by 56 yards. His team shares the field with another team so they confine their efforts to half the field which features one permanent goal but no net. The coach provides enough balls so that there is one ball for every two players. He also has about 18 orange cones that he uses to designate space. Practice is designed for 90 minutes and begins at 4:00 PM. His practices average 82:25 one day per week.

He begins his practice by going over the problems from the past weekend's game on a dry erase board. He does entertain questions and statements from the players. This is

followed by a lap of the field (not run by all players, many walk) and calisthenics (15 jumping jacks) and stretching. The hurdle stretch is done, but incorrectly.

After the completion of the warm-up, Coach F structures a lengthy (minimum of 40 minutes) skill development session. The players are usually in pairs and have a designated space. He doesn't assign time periods for the completion of drill. He assesses how they are doing and he changes things when the players begin to lose interest (which happens rapidly).

Coach F spends most of his time (45%) monitoring the activity of his players, spends an additional 18% managing their movements in non soccer activity and 15.5% of practice is spent in a lecture/demonstration mode. Coach F provides a high rate of verbal feedback, 2.06/min. Most are positive non skill related (.89/min.) or information statements to individual players (.66/min.). His feedback statements are primarily "good job" to a player whose name he uses. The information feedbacks are commands of what to do and when to do it. Example: pass the ball to John, kick it to the wing, Andrew, stop the ball first.

The Game:

This team plays their one game per week on a Saturday. There is more travel required with this team because they compete with teams from two other communities. The games are played in four 15 minute quarters and features 11 vs. 11 (10 field players and a goalkeeper). The game is played on a field that is nearly regulation in size (100 x 60) which is too big for this aged player. Coach F follows the play of the ball up and down the sideline. The substitute players follow him. It is not uncommon to see him standing next to the other coach at the end of the field. He doesn't yell instructions from the sideline but does offer encouragement and praise. He substitutes players at the end of each quarter and tries to give every player equal time.

Summary:

Coach F has a well developed plan for practice, with players getting numerous skill trials with the ball. He offers verbal instructions and demonstrates each skill (the whole skill as opposed to breaking it into parts) before the players go to their assigned spots to practice. There is no specific skill feedback but he will often work individually with a player who is struggling. The skill sessions remain at the very fundamental stage and the better skilled players become bored with this type of practice.

As the players become bored they get off task and become behavior problems. A number of players look to pick on other less skilled players and problems result. When Coach F senses that the players are out of control or a player breaks one of the rules, the whole team is punished by having to run suicides (wind sprints). This happens several times during each practice.

Part of Coach F's practice is a series of dribbling relay races between two "teams." The players are more interested in who finishes first and who "cheated" than in dribbling correctly. Coach F thinks this is a great drill and does it at every practice. Another drill involves the players performing corner kicks under game like conditions. In one 15 minute segment of practice, only 6 corner kicks were taken. Players became bored almost immediately and behavior problems were common.

"If you behave today you'll get to scrimmage" is repeatedly said to the team by Coach F. This statement is often accompanied by, "your goofing off is cutting into your scrimmage time."

The scrimmage is set up at the end of practice. The players are divided into two teams and they play across 1/2 of the field and use cones as goals. Coach F monitors this activity and the players actually seem to enjoy it.

Table 12

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis -
ACEP Group - Coach F

Component	Practice 1	Practice 2	Mean
Feedback General	20	24	22
#/min.	.24	.29	.27
Feedback Specific	136	159	147.5
#/min.	1.64	1.94	1.79
1st Names w/F.B.	117	125	121
#/min.	1.41	1.53	1.47
Cues	4	0	2
#/min.	.05	.00	.02
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	16	20	18
Lecture/Demonstration	12	19	15.5
Active Instruction	4	14	9
Monitor	55	35	45
Behavior Management	3	9	6
Diversion	2	1	1.5
Rest	8	2	5
Planned Practice Time	90:00	90:00	90:00
Actual Practice Time	83:00	81:50	82:25

7. Coach G (SS) 8 & Under

Personal Information and Reasons for Coaching:

Coach G is a 43 year old father of four adopted sons with two eight year olds playing on this team. He is self employed in a small construction business. He is also a full time college student who will receive a B.S. degree soon. When he agreed to coach he had not seen a soccer game and knew nothing about the sport. He agreed to coach as an assistant but two days before the season began, the head coach quit. He decided to help the children and the youth association who needed coaches. "This is my second season as coach. The last season (fall) we flew blind the whole time." "I hope to have fun and I hope the kids will have fun." He took the position two days before the first game. He has twelve players on his team, seven boys and five girls.

Prior Experience (Knowledge Base):

He has seen a few local high school games since becoming coach, which really hasn't helped him as a coach of 8 year olds. He refers to a book, Coaching Youth Soccer by John Cossaboon for information about what to do at practices. He has an organizational plan and the players seem to really enjoy his practices. They are active for much of the time.

Coaching Philosophy and Goals:

Coach G states his biggest strength to be his like for children. His biggest stated weakness is that he does not know the fundamentals of soccer. He indicated he wants to learn some exercises for the kids in terms of ball handling skills and learn to convey to them not to gang up on the ball. He states, "I would like the kids to improve, win a couple of games, and most of all to have fun."

Pre Intervention Practice:

Coach G spends about a half hour planning for practice. He sits down, goes through Coaching Youth Soccer and gets ideas for drills he can do. He usually does this the night before his scheduled practice.

Practice lasts for one hour, beginning promptly at 5:00 PM. His practices average 58:30 minutes one day per week. Coach G practices on a small field at a local elementary school. The space is not a soccer field. The field is about 50 yards in length by 40 yards wide. There are no goals. Many of the parents bring their children to practice and then stay and watch. Frequently, Coach G is distracted by a question from a parent but for the most part the parents don't interfere. One parent serves as an assistant coach and often works with about half the players during the first 40 minutes of practice. He comes to practice directly from work and is usually dressed in dirt covered overalls and work boots.

All the children have a ball and they spend the majority of practice playing with it. Coach G keeps his players busy and on task for much of the practice. He is very positive and offers a great deal of praise feedback. He does not break a skill down into components but will use an occasional cue. He begins with a five minute active warm-up (players dribbling in space) and has them go into practicing various skills for about a half hour. At every practice he has the players participate in game like activities (scrimmage of some type). This takes place at the end of every practice for at least 15 minutes. "If the players had their way, they would scrimmage all of the time." He has 12 players on his coed team (7 male, 5 female) and they are usually all at practice, on time, and in uniform (red). Coach G has 6 white tank top shirts that he hands out to players when it is time to scrimmage. Practice ends at 6:00 PM.

The Game:

The game is competed in a 7 vs. 7 format (6 field players plus a goalkeeper). "I don't want to put all my best players in first because the second team will just get slaughtered." He splits some of his "good" players with some of his "so-so" players to have even teams on the field during each quarter. "I give each kid a chance to play forward and to play defense." He writes down who starts each game to keep track of who plays so a different groups starts the game each week. "I try to keep it as even as I can." He categorizes his players as "6 pretty good, 4 medium good, and two beginners." One of his sons has cerebral palsy but is at every practice, is active, and plays every game. He puts his players in position to begin the game, some on offense and some on defense. "The defense is getting pretty good about moving to half-field but the offense still has a cluster problem." He shouts encouragement from the sideline.

Summary:

Coach G shows several indicators of effective teaching. He begins his practices with instant activity and everyone has a ball. He encourages them to just "dribble around." He is very organized and has plans for what he wants the players to accomplish at practice. The warm-up is followed by a skill development session that features one ball for every two players. Both Coach G and his assistant offer help and give feedback in the form of explanations of what to do to both the team and to individual players (.66/min.). Specific skill feedback about what was done correctly or incorrectly is not provided. The group of players is often divided into two equal sized groups and each group is involved with either Coach G or his assistant. Each coach works with just the one group during the practice time that is allotted.

Nearly half the practice involves a game-like scrimmage activity. The scrimmage space is set out by Coach G using cones. The structure of play involves 5 vs. 5 with the

two coaches serving as goalkeepers. He does put players in positions by labeling them either offense or defense. Coach G offers a large amount of individual praise (.91/min.) and uses first names with specific feedback liberally (1.33/min.).

It is a high quality practice. An average of 40.5 % of his practice time is involved in an instruction mode while an additional 29% of practice has Coach G monitoring activity.

Table 13

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis - ACEP Group - Coach G

Component	Practice 1	Practice 2	Mean
Feedback General	14	12	13
#/min.	.25	.20	.22
Feedback Specific	100	83	91.5
#/min.	1.75	1.38	1.56
1st Names w/F.B.	86	70	78
#/min.	1.51	1.16	1.33
Cues	4	0	2
#/min.	.07	.00	.03
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	15	12	13.5
Lecture/Demonstration	4	2	3
Active Instruction	36	45	40.5
Monitor	30	28	29
Behavior Management	0	0	0
Diversion	15	13	14
Rest	0	0	0
Planned Practice Time	60:00	60:00	60:00
Actual Practice Time	57:00	60:00	58:30

8. Coach H (RM) Age 10 & Under

Personal Information and Reasons for Coaching:

Coach H is a 36 year old salesman who recently accepted a job in Southwest Virginia. His motives for the job change centered around his desire to spend more time with his family, which influences his desire to spend quality time with his son who plays on the team he coaches. He was volunteered for the position by the Age 10 & under group coordinator. This is his first season coaching youth soccer.

Coaching Experience (Knowledge Base):

Coach H has never played soccer nor has he ever coached any sport, including soccer. He admits to having no knowledge of the game and really doesn't know what to do with this group of children. He played high school basketball and admits that some of his coaching ideas and strategies come from his basketball playing experience. "I have virtually no knowledge of the rules." The league provides only safety guidelines and no specific information about rules or any modifications for the age group he coaches.

Coaching Philosophy and Goals:

Coach H has no specific goals for the season. He states he wants the "kids" to have a good time. His coaching strength is his patience with these children and he says he has worked hard to reduce stress. He indicated that coaching is not stressful but, "I get a little exasperated." His expressed coaching weakness is a lack of knowledge of what to do with these children and a lack of organizational skills. He is upbeat and positive. He wants his players to stop hovering around the ball, to spread out and to pass to each other.

The Practice:

Coach H practices with his team on a high school practice field that is 82 yards long and about 40 yards wide. The space includes some playground equipment and some stations of a fitness trail. The space has two permanent soccer goal posts with nets but the space itself was not set out to be a soccer field. If this practice field is being used by the high school team, Coach H practices in a 40 by 40 yard space between the school and the tennis courts. This space does not have much grass and is rock-strewn. He has 15 players on the roster, 13 boys and two girls, but he has not had all of them at either practices or games. He has three to four soccer balls available at practice and four orange cones. Some players (half the team) have no experience while the rest have between 1 and 4 years of playing experience. He spent the first few practices trying to determine players ability levels. He also assessed players' behavior and attitude by watching how they act at practice.

He tends to structure his practice around what happened at the previous game. For the first five minutes, while waiting for all the players to arrive, the players just kick the ball around. The first organized activity is a passing drill with offensive players trying to pass the ball with pressure from defensive players. It is a tactical session to goal, but attacking and defending principles are not covered. The intent is for the players to pass the ball past the defender and get a shot on goal. Many of these players have not developed skills for this advanced component. Each 3 vs. 1 session breaks down because players lack fundamental skills. There is no teaching here. He monitors the activity and praises the players when something good happens (his perception). He doesn't have a set time frame for progressing to another drill. He determines how the players are reacting to it. He said that if they are doing well with it he will stay with it longer. If they start losing interest, he will change it. They will scrimmage at the end of most practices in the form of offensive players playing against defensive players.

His attempt at skill practice involves players standing in a line while he tosses or rolls one ball towards one player at a time. The players get bored almost immediately and do not pay attention especially when it is their turn. He often praises poor skill performance.

A number of players do not listen, follow directions, or stay on task. They are disruptive and some are rude to other players. Some are especially rude to the girls. No attempt is made by the coach to curb this behavior.

The Game:

The format for the game for this age group is an 11 vs. 11 structure on a field that is nearly full sized. No two fields are the same size have been approximately 110 yards long by 60 yards wide. The games are 60 minutes long and feature four 15 minute quarters.

"I had laid out (on paper) players who I thought could play certain positions in terms of offense and defense." When it came time for the game, "I only had 11 of the 12 players I was going to have so the 12th player became the substitute and everybody else started the game." The substitute got to play in the second quarter. A forward was arbitrarily substituted for. "By the fourth quarter, everyone who had been at defense for the whole game was put on the front line. I tried to mix everybody up so than no one was in the same position the whole time."

Summary:

Coach H utilizes a "nice-guy" approach with very little control of the players at practice. They do not listen and pretty much do what they want regardless of what he has planned. Coach H has to plead with them to behave, pay attention, stand still, and not kick the ball away. A few skilled players seem bored by practice (they just want to play), while those with very little skill are really struggling. Some of the players are mean to

their teammates. The practices allow very little opportunity for actual skill acquisition with few skill trials at any one skill and no game related activity which would help novice players become more comfortable in game situations. Every player needs a ball and there are only 3-4 available for as many as a dozen players.

Coach H only spends an average of 2% of practice trying to instruct his players. The majority of time (82.5%) is spent monitoring inappropriate activity.

Table 14

Novice Coach Participants - IOSACP Coded Behaviors - Pre Intervention Analysis - ACEP Group - Coach H

Component	Practice 1	Practice 2	Mean
Feedback General	30	3	16.5
#/min.	1.09	.07	.47
Feedback Specific	34	38	36
#/min.	1.24	.90	1.04
1st Names w/F.B.	53	23	38
#/min.	1.93	.55	1.09
Cues	0	0	0
#/min.	.00	.00	.00
Guidances	0	0	0
#/min.	.00	.00	.00
Practice Time Analysis (%)			
Management	14	12	13
Lecture/Demonstration	1	0	.5
Active Instruction	0	4	2
Monitor	85	80	82.5
Behavior Management	0	0	0
Diversion	0	3	1.5
Rest	0	0	0
Planned Practice Time	60:00	60:00	60:00
Actual Practice Time	27:25	42:00	34:45

ACEP Novice Coaching Group Summary

This group of four novice coaches presents three different pictures of what is happening at youth soccer practices. One coach who clearly admits he knows nothing about soccer or about coaching, nonetheless provides a very good atmosphere for learning at his practice. His practices are very organized, beginning with every player being involved with the ball. His players get a large number of skill trials (compared with the other coaches in this group) and the game is promoted through small sided games where everyone gets to participate fully and equally. The atmosphere is very positive and there is a lot of appropriate praise oriented feedback.

This situation is contrasted by another coach whose practice lacks organization and an appropriate atmosphere for learning. This coach admits that he does not know what to do with these children and spends large amounts of his time at practice fighting behavior problems. He does not have enough soccer balls for each player to stay active and does not allow them the opportunity to play the game. He is ineffective at teaching the basic skills. He does not break skill components down and limits player opportunities to attempt to perform the tasks. His feedback, although positive, is often inappropriate.

The other two coaches in this group make attempts to teach skills and are organized for practice. They both have a broader soccer knowledge and coaching knowledge perspective than the other two coaches in this group. They do not have enough equipment to keep all of their players active and the players become bored and get off task quickly. Both coaches offer scrimmage activities but usually the structure of the scrimmage is inappropriate. Listed below are the pre intervention meaned behaviors of the four coaches that make up the ACEP Coaching Education Group (see Table 15).

Table 15

ACEP GROUP MEANS

Novice Coach Participants - IOSACP Coded Behaviors -
Pre-Intervention Analysis - ACEP Group

Component	Group Mean
Feedback General	16.25
#/min.	.27
Feedback Specific	77.25
#/min.	1.30
Total Feedbacks	93.5
#/min.	1.57
1st Names w/F.B.	64.13
#/min.	1.08
Cues	1.38
#/min.	.02
Guidances	0
#/min.	.00
Avg. Practice Time	59:31
Practice Time Analysis (%)	
Management	15.38
Lecture/Demonstration	8.13
Active Instruction	21.63
Monitor	47
Behavior Management	1.5
Diversion	4.63
Rest	1.75

Novice Soccer Coach Participants - Post-Intervention Profiles

NSCAA State Level Coaching Education Group

1. Coach A (WA) Age Group 8 & Under

Coach A attended the NSCAA Coaching Education Course and came back to his team as a new coach. The post-intervention practices were much more organized, featured a ball for every player, with children active for much longer periods of time (66.5% of the coaches' time was spent in active instruction or monitoring behavior compared to 54% in the pre-intervention stage). Coach A also showed a marked reduction in the lecture/demonstration portion of practice, nearly eliminating the amount of time she talked while the children were inactive. All of the players were active, whereas before the coaching course, most of his players were waiting their turn while one or two players were active.

The Practice:

In observed practices, Coach A was always waiting for a number of his players to arrive for practice. He formally started practice about 10-15 minutes past the designated hour. Coach A infused a number of ball possession and tag games into his practices instead of any formal or traditional warm-up such as laps around the field. Practice began with different tag games, featuring everyone moving with their own ball. The players struggled to understand their responsibilities for each game. Once they caught on, they were active and seemed to be enjoying themselves. One player in particular, who was shy and withdrawn in the pre-intervention portion of this study was now actively involved and seemed comfortable in this setting. Coach A then had the players perform some simple, large muscle stretching exercises. A game of red light/green light featured every player using a ball and was so well received that he returned to it to close out one

practice session. He also featured a small sided game (3 vs. 3 to goal) that he had not done in the observed pre-intervention practices.

Coach A reverted back to some drills that featured only one player being active with all other players waiting their turn. He spent 11% of one practice having his players participate in a dribbling relay with one ball. He occasionally had players become off task, but he takes few steps to get them back on task. In one practice observation, a few parents in attendance became irritated by their own child's behavior that they took steps to correct it by yelling at them during the practice session.

He also increased his practice time by 2:55 of observed pre-intervention practices. His observed post-intervention practices averaged 47:55 in length.

Behavior Changes:

Coach A is still a very laid back, quiet coach who did not instruct differently than before his participation in a coaching education course. He provided only one specific skill feedback statement prior to and after the coaching intervention program. He did, however, spend 66.5% of his practice time keeping players active with a ball or in a soccer related activity, opposed to 56% prior to his participation in the NSCAA coaching education course. He incorporated a number of the possession and tag games that were demonstrated in the field sessions of the NSCAA State Level Coaching Course.

In discussing the changes in his practices, the biggest revelation is that he states he is much more comfortable in the practice settings because he feels he knows more about coaching and the game of soccer. He stated, "my players are approaching practice with a better attitude."

The Game:

"The games are better because the kids like what they are doing better." This statement sums up Coach A's feeling about the differences after he took the NSCAA State Level Coaching Course. Coach A's players were more active in the games and seemed to play with an increased level of confidence in their own ability as well as in their teammate's ability. "I stopped worrying about positions and told them to go forward when we had the ball and play defense when we didn't."

Table 16

**Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - NSCAA Group - Coach A**

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	2	7	4.5	2.5
#/min.	.02	.15	.08	.07
Feedback Specific	7	14	10.5	34.5
#/min.	.14	.31	.22	.83
1st Names w/F.B.	9	19	14	20.5
#/min.	.18	.42	.29	.46
Cues	0	1	.50	1
#/min.	.00	.02	.01	.02
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	18	24	21	26
Lecture/Demo	0	1	.50	14.5
Active Instruction	32	12	22	8.5
Monitor	38	51	44.5	47.5
Behavior Mgt.	0	0	0	2
Diversion	2	3	2.5	.5
Rest	10	9	9.5	.5
Planned Practice Time	60:00	60:00	60:00	60:00
Actual PracticeTime	50:40	45:15	47:55	45:00

2. Coach B (KM) Kindergarten League

Coach B showed a dramatic change in how her practices and games were conducted after attending the NSCAA State Level Coaching Course. She came to her practices armed with a new approach to teaching the game and had to sell the new program to the players, their parents, and to the other kindergarten league coaches. The results of her efforts were positive except for one other coach who only sees value in winning.

Coach B eliminated time spent monitoring her teams' activity (pre: 12% vs. post: 0%) but she showed a near doubling in her active instruction (pre: 33.5% vs. post: 65%). She demonstrated a reduction of over 50% in lecture and demonstration time (pre: 27.5% vs. post: 11%). Overall, the children on her team were more active and spent much more time practicing with the ball.

Note: A new player appeared on this team after the coach had attended the coaching education program. She was a Down Syndrome child. She was able to do all of the skills that the rest of the team was able to do and was an active performer in the games. She did take a longer period to grasp what was being asked of her and she often had to be encourage to begin moving but she did very well. Her parents were very supportive and helped her when necessary.

The Practice:

Coach B did her best to begin practice at the designated time. She began her practices with "instant activity" designed to be a warm-up. Every player had his/her own ball. She had a designated space (15 x 15 yards), marked by cones, for them to practice in. She began with dribbling games with everyone dribbling their own ball inside the designated space. In the observed practices, she instituted a method for having the children form small groups by using simple math problems (i.e. $1 + 1$, $3 - 1$, etc.). She had learned a game called Pac-Man during the coaching education course and taught this game, which

the children really loved. She renamed it "Power Rangers" after a popular cartoon show. She had the players play red light/green light, allowing for everyone to be active and practice getting the ball under control before they were caught. She or her assistant coach demonstrated how the game was to be played. Everyone on the team was successful. In the observed practices, she concluded the approximately 30 minute session with a game called "Mighty Ducks," named after the NHL hockey team these children had adopted as their team name. This game involved kicking or dribbling the balls through cones inside the designated space. The parents were urged to stand around the outside of the space to keep the balls "in play." Her observed post-intervention practices averaged 24:50 minutes in length.

Behavior Change:

Coach B appeared to be a much more confident coach. She was very organized and made a point to have her players be as active as possible in the short time she had them. The drills she had them practice all featured "everyone with a ball." She saw to it that every player experienced some success.

Her practices reflect what was promoted in the NSCAA coaching education course she attended. She was most affected by the attitude of not worrying about winning, making sure the children have a good time. She stated that "I learned a lot of soccer skills which helped me in the practices." She stated that "getting out there and actually doing it" was a big asset of the course. "It made all the coaches much more enthusiastic which got passed on to the kids."

The Game:

At the conclusion of the approximately one-half hour of practice, the kindergarten league features a one-half hour game against another league team. The game was played in two - 12 minute halves. Coach B's pre-intervention game featured all of her team's players vs. the entire opponents team's players. This was typically an 11 vs. 11 match that took place in a very small space. This type game featured numerous stoppages for player "pileups" and throw-ins after the ball went out of play. This format allowed for very little sustained activity and very few ball touches by any player. Many players never touched the ball during the course of the game.

The post-intervention game featured two separate games being held at the same time on two different small fields. Each team was divided in half for two games of approximately 5 vs. 5. The coach of one team monitored one game while the opposing coach monitored the other. At half-time, one team had their players swap fields and the games continued. The games featured a flow and all players were involved with the ball. Many goals were scored and the players' enjoyment was evident. Coach B arrived at practice early to set up the two fields, using cones to delineate space. She then had to "sell" the two game format to the other coaches in the kindergarten league by telling them that this was the way it was going to be. She enlisted all the parents in attendance to serve as sideline barriers to help keep the ball in play. Throw-ins per game, which totaled as many as 39 in the pre-intervention observations, now totaled only 3-4. The ball was almost always in play and the children were constantly active. The idea for splitting the team into two groups and playing two small sided games came directly from the NSCAA State Level Coaching Course.

Coach B stated that 10 of 11 players will return to play the next season. The 11th player is moving out of town but will continue to play near her new home. She is looking forward to coaching again next season.

Table 17

**Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - NSCAA Group - Coach B**

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	2	6	4	6.5
#/min.	.09	.22	.16	.21
Feedback Specific	2	14	8	16
#/min.	.09	.51	.32	.52
1st Names w/F.B.	11	19	15	17
#/min.	.49	.69	.60	.55
Cues	0	0	0	1.5
#/min.	.00	.00	.00	.05
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	17	23	20	24
Lecture/Demo	12	10	11	27.5
Active Instruction	71	59	65	33.5
Monitor	0	0	0	12
Behavior Mgt.	0	0	0	0
Diversion	0	0	0	3
Rest	0	8	4	0
Planned Practice Time	30:00	30:00	30:00	30:00
Actual Practice Time	22:15	27:30	24:52	31:00

3. Coach C (PO) Age 12 & Under

Coach C struggled to implement some of the ideas he picked up in the coaching course but stated that the course helped him organize his practice better. He perceived that his players liked practice better because they asked to play many of the tag games and other games like Knockout and Pac-Man at every practice. His approach reflected some of the "old ways" and some of the "new stuff." Every player had a ball and he used a number of cones to define the practice space for each activity. There was a big difference in how he structured his second practice following the coaching course intervention when compared to the initial practice. One factor that stood out was the amount of time it took him to get the players under control so he could talk to them or get them active and on task. He nearly doubled his management time from his pre-intervention behavior (pre: 14.5% vs. post: 25.5%). Many players were still not paying attention and were off task immediately after the activity started.

The second practice saw more attempts to infuse new ideas from the coaching education course, which led to a decrease in the amount of management time required to get the players moving and an increase in the time spent either actively instructing or monitoring the players' activity. He stated that the players have more confidence in themselves and in their teammates. He also said that the lesser skilled players had really improved and "the kids were having a lot of fun."

The Practice:

Coach C did his best to begin practice at the designated time. Often, players and assistant coaches arrived late. In the first practice after attending the NSCAA State Level Coaching Course, he still had the players run three laps for warm-up and fitness. He then spent the next ten minutes, or 14% of practice talking to the players about the last game

while they sat in the middle of the field. He attempted to infuse a game learned in the coaching course but by the time the players understood it enough to try it, it was time to change fields which took 5:30 minutes, an additional 7% of practice time. He tried a passing drill that had the players in a circle using three balls but no pass went more than 10 yards and many went only 2-3 yards to no one player in particular. This was followed by a scrimmage against another team that lasted a little over 10 minutes.

The second post-intervention practice was very different from the first. Coach C began with instant activity in the form of a tag game after a brief (2:15) review of the last game. This initial tag game was followed by a series of games that had all be featured in the field session of the NSCAA Coaching Education Course. Coach C spent 67% of this second practice either instructing while the players were active or monitoring their activity as opposed to % in the first practice. The second practice again ended in a scrimmage against another team, this time lasting 14 minutes. His observed post-intervention practices averaged 1:08:25 in length or 5:55 minutes longer than pre-intervention practices.

Note: Attempts are made to include a 12 year old Down Syndrome child who has been on this team for the past number of years. He is moderately mentally retarded which restricts his understanding of what to do and when to do it. He is often able to mimic the behavior of one other player or a coach but for only a short period of time of for one or two skill trials. If his brother attends practice, he will often work one-on-one with him. At times, Coach C will attempt to encourage his involvement by passing back and forth with him. His behavior at times is still a problem as he physically holds onto or attempts to wrestle other players to the ground. Players are very tolerant of him and he is an accepted member of the team.

Behavior Change:

Much of the feedback offered by Coach C to his players came in the form of positive non-skill (praise) feedback with a marked reduction in the number of feedbacks offered from pre-intervention to post-intervention practices (pre: 1.14/min. vs. post: .31/min.). There was also a decrease in the number of information statements given to individual players or to the team as a whole (pre: .75/min. vs. post: .19/min.). Coach C was much less vocal towards his players after attending the coaching education course. However the feedback was more congruent with the skill being performed. Much of his pre-intervention feedback featured Coach C praising poor skill attempts.

The Game:

The game for this age group featured competition of 11 vs. 11 players. The players are still position-driven in the sense that they are labeled early about where they will play and don't get much opportunity to play another position once the game starts. Everyone does play but most players are locked into one or two different positions. Coach C noted that the coaching course gave him the confidence to try different players in different positions. He had traditionally placed his best players on the forward line so they could score goals. He tried many of these players as midfielders and he said the team as a whole played much better. He also encouraged those players playing fullback to move forward as the ball moved closer to the opponents goal. They became more involved in the play and were able to sustain play in the opponents end of the field for much longer periods of time.

Coach C stated that when the team got behind in the past, they had the tendency to give up and resign themselves to the fact that they were going to lose. Once he started moving players around and encouraging them to try different positions during the game,

they seemed to develop a new confidence in themselves and their teammates, managing to come from two goals behind twice, once to win and the other to gain a tie.

He stated that all but one player planned to return to play next season. The one player that may not return had been the team's "all-star" who was under a lot of pressure to excel from his father. Coach C said that he may decide not to play anymore or chose to join a traveling select team.

Table 18

Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - NSCAA Group - Coach C

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	5	3	4	4.5
#/min.	.07	.03	.06	.07
Feedback Specific	20	13	16.5	57.5
#/min.	.29	.19	.24	.92
1st Names w/F.B.	21	18	19.5	33
#/min.	.30	.27	.29	.53
Cues	0	0	0	6
#/min.	.00	.00	.00	.10
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	32	19	25.5	14.5
Lecture/Demo	19	11	15	20.5
Active Instruction	30	20	25	21
Monitor	19	47	33	41
Behavior Mgt.	0	0	0	.50
Diversion	0	3	1.5	2.5
Rest	0	0	0	0
Planned Practice Time	75:00	75:00	75:00	75:00
Actual Practice Time	69:00	67:50	68:25	62:30

4. Coach D (DS) Age 8 & Under

Coach D was immediately sold on the NSCAA approach to coaching youth soccer. He infused much of the content delivered during the field session portion of the course into his practice. Just as the players were beginning to get the idea of how to play a game, he changed it and started a new one. This got better as time went on but initially, his players were somewhat lost. One big problem was that he did not have a clear start/stop signal. Everyone had a ball and he had his practice area of 20 x 20 yards defined by cones. Players were unsure about when it was OK to start and they kept playing long after he attempted to get them to stop.

Coach D is very vocal and uses lots of verbal feedback, mostly in the form of + nonskill (praise) or information statements to individual players of the team as a whole. He uses the statement OK an average 2.24/min. during observed practices.

The Practice:

Coach D was observed waiting for "enough" players to arrive in order to begin practice. He often began practice 10-15 minutes after the designated time. His initial practice following the NSCAA State Level Coaching Course began with instant activity that included a number of tag games: Everybody Is It, Hospital Tag, Knockout, and Elbow Tag. The players seemed to enjoy these new games but just as they were beginning to get comfortable, he changed the game. It was not until Coach D taught the game of Elbow Tag did he allow enough time for the players to get comfortable with it in order to learn it and enjoy it. He concluded his practice with a scrimmage against another team in which he had all eight of his players play. The game was 9 vs. 8 rather than the 7 vs. 7 structure that is league policy. The opposing coach was very negative and screamed at his team for the entire time the game was going on. Coach D added a second ball to

the game (an idea given to him in the coaching education course) which did allow more children to become involved in play. The other coach stated "this second ball stuff doesn't accomplish anything."

The second post-intervention practice ran smoother as the games were now somewhat familiar to the players. He again infused tag games and ball possession games into the first half of his practice and then concluded practice with a scrimmage that lasted over 20 minutes. The scrimmage featured 4 vs. 4 but was done on the entire field rather than in a smaller space. Play was ragged and the players got tired easily.

Behavior Change:

Coach D is sold on the NSCAA approach to coaching youth soccer. He saw the benefits of having all players using a ball and designed his practices to keep them all active for large periods of time. His active instruction and monitoring time increased 14.5 points (pre: 54.5% vs. post: 69%). He also reduced his management time during the entire practice by over half (pre: 15.5% vs. post: 7.5%). Coach D maintained his verbal feedback statements when compared to the pre-intervention data (pre: 1.37/min. vs. 1.24/min.).

The Game:

Coach D and his players approached the game with a whole new enthusiasm and confidence. The players were all very active around the ball and they were encouraged to go after it rather than stay in position. This emphasis of attacking when they had the ball and defending when they didn't have it resulted in many scoring opportunities and numerous goals by a number of different players. This philosophy is a direct result of information presented in the NSCAA State Level Coaching Course.

Table 19

Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - NSCAA Group - Coach D

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	7	16	11.5	5
#/min.	.15	.34	.25	.16
Feedback Specific	29	65	47	36
#/min.	.62	1.38	1.00	1.15
1st Names w/F.B.	46	59	52.5	20.5
#/min.	.99	1.25	1.12	.66
Cues	4	8	6	5.5
#/min.	.09	.17	.13	.18
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	8	7	7.5	15.5
Lecture/Demo	10	19	14.5	26.5
Active Instruction	25	18	21.5	38
Monitor	48	47	47.5	16.5
Behavior Mgt.	1	1	1	.5
Diversion	4	3	3.5	1
Rest	4	5	4.5	2
Planned Practice Time	60:00	60:00	60:00	60:00
Actual Practice Time	46:30	47:15	46:50	31:15

NSCAA Coach Education Group Post-Intervention Summary

The NSCAA State Level Coaching Course had a great impact on all four novice coaches in this group. The coaches all emerged with greater enthusiasm and a higher comfort level for what they needed to do with children in a youth soccer setting. A number of the course components were highlighted by the coaches but the two most often cited were the philosophy of coaching youth soccer and the field based sessions that infused soccer content knowledge with a methodology of instruction.

All four coaches left the NSCAA coaching education course with an abundance of information they intended to infuse into their practices. Three coaches completely changed the structure of their practices to reflect the material presented in the course. The fourth coach blended new material with some drills and procedures that he had done in the past. The coaches demonstrated an increased confidence level and commented that they really believed in the methodology and philosophy expressed in the course.

Coach C stated "the lesser skilled kids have improved. They are more confident in their abilities and in their teammates." Coach B stated that "everyone on my team had a good time, and I stopped worrying about winning." Before attending the coaching education course, Coach A did not know what to do to at practice. In his practices after the course he said, "I was doing everything wrong but now I know what to do." Coach D was really impressed by the field component of the NSCAA course. He commented that he really got to see how the drills that are designed for young children really work. (see Table 20).

Table 20

Novice Coach Participants - IOSACP Coded Behaviors
Post-Intervention Group Analysis - NSCAA Group Summary

Component	Pre Group Mean	Post Group Mean
Feedback General	4.63	6
#/min.	.11	.13
Feedback Specific	36.00	20.5
#/min.	.85	.45
Total Feedbacks	40.63	26.38
#/min.	.96	.58
1st Names w/F.B.	22.75	25.25
#/min.	.54	.58
Cues	3.5	1.6
#/min.	.08	.04
Guidances	0	0
#/min.	.00	.00
Mean Practice Time	42:25	46:55
Practice Time Analysis (%)		
Management	20.00	18.5
Lecture/Demo	22.25	10.25
Active Instruction	25.25	33.38
Monitor	29.25	31.25
Behavior Mgt.	.75	.25
Diversion	1.75	1.88
Rest	.63	4.5

Novice Soccer Coach Participants - Post-Intervention Profiles

ACEP Rookie Coaches Course Coaching Education Group

5. Coach E (RF) Age 8 & Under

Coach E showed very little change in how his practices were conducted after attending The ACEP Rookie Coaches Course. As he did in the pre-intervention phase, he was well organized and had a written plan with enough balls (one for each of the 11 players on the team), and cones to mark practice space.

Coach E stated that the ACEP Coaching Education Course had no impact on him. He did refer to the book Rookie Coaches Soccer Guide and got ideas for drills out of Chapter 7 that he tried in practice. "Other than that, he says, my practices are pretty much the same as before." He states that the three new players on his team all got better, everyone had fun, and all planned to return to play next season.

He stated that he wished the coaching course had helped him learn more about how to get the players to move the ball down the field and get it into a position to score a goal. He also wanted to learn to be able to get the players to be more aggressive when they are in a position to get the ball.

The Practice:

Coach E promptly began practice at the stated time and most of his players were on time. One or two arrived shortly after practice began. Practice took place in two different settings. The first half of practice took place in a space that was about 40 yards wide and 50 yards long. After their "skill work," the team moved to a soccer field that was 60 x 40 yards and had full sized goals. This is where the team scrimmaged. The first

observed practice following the ACEP Rookie Coaches Course looked remarkably similar to practices conducted before Coach E's attendance at the coaching education course. He began with a very brief warm-up (one minute) that was followed by two passing drills that involved partners passing the ball with both the inside and outside of the foot while moving up and down the field. He demonstrated the activity several times and referred to this drill and the "pass kick." Coach E then spent a brief period explaining and demonstrating the proper method of shielding the ball but never allowed the players an opportunity to practice it. He progressed into another passing drill by placing eight players in a circle who first tried to pass the ball clockwise and then tried to pass one ball to others in the circle under pressure of one defender. This drill constantly broke down, so Coach E spent a good portion of the time allocated for this drill telling the players what to do and when to do it. The next drill involved groups of three players using one ball who tried to get the ball past the coaches, who played as defenders, to the other end of the practice space.

After moving to the soccer field, Coach E had the players attempt thigh juggling while they waited for another team to vacate the field. He encouraged his players to try juggling at home. The scrimmage began with the coach first placing his nine players in positions. They then played against the three coaches for approximately 20 minutes. The format of the Age 8 & Under league is for a 7 vs. 7 game format.

The second practice after the ACEP Rookie Coaches Course was similar to the first except they did not change fields. They began at the 50 x 40 yard space and stayed there for the entire practice. After a short warm-up period, the 10 players were divided into three groups and each group spent approximately 10 minutes with each coach in situations that had the players attacking the goal. The players then rotated to one of the other coaches. Coach E stressed passing and shooting and had the players pass the ball on a whistle signal. One assistant worked on goalkeeping and the other assistant coach worked on defending. Two players had to leave practice before the end so the scrimmage

consisted of eight players against the three coaches and lasted for approximately 12 minutes.

Behavior Change:

Coach E demonstrated very little change in the way he conducted practice. He did offer more feedback statements to his players (pre: .76/min. vs. post: 1.06/min.). Most were positive nonskill statements (praises) or specific information statements that told a player what to do and when to do it. He did offer more verbal and modeling cues following his participation in the ACEP Rookie Coaches Course (pre: .02/min. vs. post: .23/min.), however. His practice time did decrease by nearly 7 minutes (pre: 62:25 vs. post: 55:47).

The Game:

This team continued to play on Saturday mornings and followed a 7 vs. 7 format. Coach E was still very much committed to putting players in position and stressed the importance of staying in position in practice. He states that winning is still important and "when winning the game is on the line, it determines who plays in the game." All of his players play at least one quarter (league rule) and if he has the opportunity to play them more than one quarter, he does.

Table 21

**Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - ACEP Group - Coach E**

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	9	16	12.5	13.5
#/min.	.16	.29	.27	.22
Feedback Specific	54	51	52.5	34
#/min.	.96	.92	.94	.54
1st Names w/F.B.	25	8	16.5	19.5
#/min.	.45	.14	.30	.31
Cues	17	9	13	1.5
#/min.	.30	.16	.23	.02
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	13	14	13.5	17
Lecture/Demo	28	28	28	13.5
Active Instruction	33	51	42	35
Monitor	12	0	6	31.5
Behavior Mgt.	0	1	.5	0
Diversion	10	3	6.5	1.5
Rest	4	3	3.5	2
Planned Practice Time	60:00	60:00	60:00	60:00
Actual Practice Time	56:00	55:35	55:47	62:25

6. Coach F (MH) Age 10 & Under

Coach F demonstrated very little change in the way his practices were conducted after attending the ACEP Rookie Coaches Course. He stated that the ACEP Coaching Education Course did not help him with his coaching. Nothing that was presented in the course had any particular impact on him. He did refer to the Rookie Soccer Coaches Guide to get ideas for drills and did attempt to infuse some of them into his practices.

The Practice:

In both post-intervention practices, Coach F began his practice 5-10 minutes past the appointed starting time as many players arrived late. He always begins his practice with a review of the past game. He uses a dry erase board to point out both things that were and weren't done well. This period averaged approximately 4 minutes. The game review is followed by a stretching period (players muscles are cold) and 15 jumping jacks.

The skill portion of practice involves players working together in pairs and Coach F often made the statement, "if we can get through these drills we can get to the good stuff." When players began to act up, he stated, "you're cutting into your scrimmage time."

The drills he set up for practice were very basic. Some players were challenged because they needed to work on their fundamental skills but many became easily bored because the drills did not challenge them. He never progressed from a fundamental stage to one that had the players in more game related activities. He failed to extend the task by adding an increase in speed or distance, or by adding a defender to make the session more game related. Some players became frustrated because they couldn't grasp the basics, but many more players got off task and became behavior problems because their abilities weren't challenged. Coach F's approach to behavior problems was to have the

entire team run "suicides" (wind sprints) when someone did or said something that the coach didn't like. When that didn't work, he resorted to sitting people down and not letting them participate. His rest periods in the middle of practice became water fights that he did not attempt to curtail.

Coach F attempted to infuse a number of drills he read about in the book Rookie Coaches Soccer Guide he received as part of the ACEP Coaching Education Course. Drills that involved trapping the ball with the upper body, a circle passing drill, and dribbling in small space, came out of Chapter 7 of the book. He did not feel comfortable with these drills so was constantly changing the structure of the drill. The players never had the opportunity to get comfortable with how the drill was supposed to work. Coach F continued to have his players practice a dribbling relay that he really liked. Two groups of six-seven players (one ball per group) were more concerned about who finished first or who was cheating than in doing the dribbling the way the coach wanted. This drill created multiple behavior problems.

The second observed practice ended approximately 30 minutes early due to a commitment the coach had. This resulted in the difference in the amount of practice time that the players had when pre and post-intervention data is compared (pre: 82:25 vs. post: 66:17). The first post intervention practice ended with a scrimmage, the second practice did not.

Behavior Change:

Coach F's post intervention behavior did not change much from the behavior he demonstrated in his pre-intervention observations. Observed practices were conducted in very similar fashion. There was a decrease in the number of feedback statements made (pre: 2.06/min. vs. 1.29/min.). There was also a decrease in the number of first names that were used with specific feedback (pre: 1.47/min. vs. post: .80/min.). This coincides

with a decrease in the number of information statements he uses towards his players in practice (pre: .77/min. vs. post: .46/min.). These information statements involve the coach telling the players what to do and when to do it.

One aspect of practice that was different was an attempt to have his players play small sided games (3 vs. 3) in confined space marked by cones. This idea came from Chapter 8 of the Rookie Coaches Soccer Guide.

The Game:

Coach F's team continued to play in the same 11 vs. 11 format prescribed by the league after he attended the ACEP coaching education course. He continued to follow the play of the ball up and down the sideline. He offered very little feedback to his players on the field while the ball was in play. He continued to place his players in positions and attempted to play all his players an equal amount of time, at least half of the game.

Table 22

Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - ACEP Group - Coach F

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	12	6	9	22
#/min.	.15	.12	.14	.27
Feedback Specific	94	59	76.5	147.5
#/min.	1.15	1.17	1.16	1.79
1st Names w/F.B.	66	40	53	121
#/min.	.80	.79	.80	1.47
Cues	9	13	11	2
#/min.	.11	.26	.17	.02
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	22	16	19	18
Lecture/Demo	17	22	19.5	15.5
Active Instruction	30	11	20.5	9
Monitor	26	40	33	45
Behavior Mgt.	3	3	3	6
Diversion	0	1	.50	1.5
Rest	2	6	4	5
Planned Practice Time	90:00	90:00	90:00	90:00
Actual Practice Time	82:00	50:35	66:17	82:25

7. Coach G (SS) Age 8 & Under

Coach G stated that he didn't change his practices after attending the ACEP Rookie Coaches Course because he felt that he was already doing most of the things that were highlighted in the course. He did comment that he felt that the season planning section was very useful. He referred to the book, Rookie Coaches Soccer Guide, he received as part of the course and implemented a few of drill ideas he read in Chapter 7.

The Practice:

Coach G continued to practice in the same practice site, a 50 x 40 yard space at a local elementary school. His practices began at the appointed time, with players dressed in the red game uniforms each with a ball. His post-intervention practices, as before, began with instant activity. Everyone was working with a ball. He continued to use the book Coaching Youth Soccer by John Cossaboon to get ideas for his practices and also read parts of the Rookie Coaches Soccer Guide. He introduced the game red light/green light that he got from Cossaboon's book and the players seemed to really enjoy it. The players were intent to keep control of the ball and not get caught. At both post intervention practices, Coach G split his team into two groups with half working with him and the other half working with his assistant coach. He did not have the groups switch so Coach G only worked with half his team for a major portion of the practice.

He was directly involved in instruction. As the players worked on receiving the ball and shooting, Coach G was on his hands and knees serving ball after ball to them. Each player got numerous skill touches and lots of feedback. His feedback came in two forms, specific nonskill that are mostly praises (pre: 1.05/min. vs. post: 1.39/min.), and information statements that told the individual player or team what to do and when to do it (pre: .67/min. vs. post: .77/min.). He also uses the child's first name combined with feedback more often (pre: 1.33/min. vs. post: 1.80/min.).

Coach G ended his practices with a scrimmage. Players were divided in half and Coach G provided white tank top t-shirts to separate teams by color. Post-intervention scrimmages lasted longer than pre-intervention scrimmages (pre: 19:30 vs. post: 22:30).

Behavior Change:

There is little change in behavior between pre-intervention and post-intervention observations. Coach G is very organized and his pre and post intervention practices were very similar in structure. Coach G's active instruction and monitoring time at practice support a high level of activity by his players (pre: 69.5% vs. post: 69%).

The Game:

The format for the Age 8 & Under league involves the players playing 7 vs. 7 on a reduced sized field. Coach G formed two "equally skilled" teams for each game based on the players in attendance. Some players played more than others but he tries to have everyone play about the same amount of time. They did not win a game during this season but it was his assessment that everyone improved and seemed to have a good time. The parents were very happy with the exception of one father who felt his son should play on the forward line more often.

This team was the last one formed by the league administration. It was comprised of children with prior experience who signed up late and a number of new players. Coach G agreed to take the coaching reins at the last minute. He is glad he did and is looking forward to the next season.

Table 23

Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - ACEP Group - Coach G

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	5	6	5.5	13
#/min.	.09	.11	.10	.22
Feedback Specific	110	107	108.5	91.5
#/min.	2.04	1.88	1.95	1.56
1st Names w/F.B.	104	96	100	78
#/min.	1.94	1.68	1.80	1.33
Cues	5	3	4	2
#/min.	.09	.05	.07	.03
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	13	19	16	13.5
Lecture/Demo	5	8	6.5	3
Active Instruction	38	29	33.5	40.5
Monitor	34	38	36	29
Behavior Mgt.	0	0	0	0
Diversion	10	6	8	14
Rest	0	0	0	0
Planned Practice Time	60:00	60:00	60:00	60:00
Actual Practice Time	54:00	57:00	55:30	58:30

8. Coach H (BM) Age 10 & Under

Coach H showed little change in his observed practices after participating in the ACEP Rookie Coaches Course. In observed practices, he never had enough balls so that each player had one to use (he averaged four per practice). Cones (10) were available to delineate space but were not used. In both observed practices Coach H seemed to struggle to get the practice started. He was missing seven players in practice 1 and four in practice 2. It took him an average of 5:48 to get the practice started. He stated that he lost players as the season went along. He started with 15 and had 11 at the end of the season. His practices averaged about eight players in attendance. He stated, "I was frustrated that I didn't get the level of participation from the kids like I thought I would, but I had a good time."

The Practice:

Coach H started his observed practices between 10 and 15 minutes after the appointed time. Practice was held at a local high school on a practice soccer field that was 82 x 40 yards and had full sized goals with nets. The skill work consisted of the players standing in a line facing the coach who threw balls at them. The players were directed to stop the ball and then kick it back to the coach. Only one ball was used and either the coach or the players spent a good portion of the practice time chasing it. This structural setup was used to conduct drills that had the players practicing inside of the foot traps, upper body (thigh and chest) traps, and heading. The ideas for these drills came out of Chapter 7 of the Rookie Coaches Soccer Guide. The players became bored with this almost immediately and became major behavior problems. Many did not listen or follow directions. At times Coach H had to plead with his players to "please" give the ball back to him. The girls who did come to practice were constantly verbally abused by many of

the boys and this was ignored by the coach. The boys would not pass the ball to the girls and when the girls did get an opportunity to actually play the ball, some of the boys chose to get another ball and play their own game. He stated to the team at one observed practice, "pay attention or you will play positions that you will hate."

Following the skill work sessions, practice evolved into a tactical structure of either keep away or attacking defenders while trying to score goals. In a 4 vs. 1 keep away session, some players chose to dribble the ball away from the defender and would not pass the ball. None of the boys would pass the ball to the one girl who was involved in this drill. Coach H intervened and joined into play. He decided that if a player "screwed up" he would have to sit down and wait until the drill was over. They played 4 vs. 1 until there was a winner. He stated he was trying to determine who the best passers were. Following the tactical sessions, Coach H attempted to end practice with a scrimmage. He treated the scrimmage as "a reward."

One observed scrimmage featured 3 vs. 3 in an offense vs. defense structure. The ball was started towards goal from "half court." Another scrimmage situation featured 5 vs. 4 to goal and he utilized the entire 82 x 40 yard field for play. He insisted that everyone play their positions and the scrimmage lasted 5:00 minutes.

Coach H used less feedback in the post intervention observations (pre: 1.51/min. vs. post: 1.24/min.). Most feedback was made in the form of positive non-skill statements (.57/min.), or information statements (.43/min.). His negative non-skill feedback statements (.29/min.) were attempts to stop inappropriate behavior.

Behavior Change:

Observations of post-intervention practices appeared to be worse than pre-intervention observations. Comparisons of the pre and post structure of practices were similar and attempts to apply some of the drill information from the Rookie Soccer Coaches Guide

was made. The behavior of most players was poor and the coach did very little to curb the inappropriate nature of the players' actions. It was obvious that Coach H had very little control of his players. In the observed post-intervention practices, there was little change in the way practices were conducted and it was evident that the coaching education course had little impact on this coach.

Coach H felt that the information that was delivered in the ACEP Coaching Education Course was good, especially the practice plan and season plan information. He said that he read the whole book and got information on drills to do in practice from Chapter 7.

The Game:

This age group played an 11 vs. 11 format as per league regulation. He stated, "no matter what we tried to do in practice, it never happened in games." He said that in practice, players would go after the ball, but in games they would wait for the opponent to get it and then try to defend. His assessment was that none of his players really knew how to play the game.

The parents were not all happy with this season. Coach H felt that the split was about 50/50. He stated that he felt most of the players would return to play another season but said that there would probably be a few that wouldn't. He went on to say that there are a number of children playing other organized youth sports.

Table 24

Novice Coach Participants - IOSACP Coded Behaviors -
Post-Intervention Analysis - ACEP Group - Coach H

Component	Practice 3	Practice 4	Post Mean	Pre Mean
Feedback General	0	2	1	16.25
#/min.	.00	.04	.02	.47
Feedback Specific	46	72	59	36
#/min.	.97	1.46	1.22	1.04
1st Names w/F.B.	12	36	24	38
#/min.	.25	.73	.49	1.09
Cues	0	4	2	0
#/min.	.00	.08	.04	.00
Guidances	0	0	0	0
#/min.	.00	.00	.00	.00
Practice Time Analysis (%)				
Management	21	27	24	13
Lecture/Demo	6	11	8.5	.50
Active Instruction	30	45	37.5	2
Monitor	35	0	17.5	82.5
Behavior Mgt.	8	5	6.5	0
Diversion	12	0	6	1.5
Rest	0	0	0	0
Planned Practice Time	60:00	60:00	60:00	60:00
Actual Practice Time	47:40	49:20	48:30	34:45

Rookie Coaches Course Test

The four novice coach participants in the ACEP Coaching Education Course were asked to complete a 25 question "take home" exam at the conclusion of the course. The four participants returned the completed exam to the investigator within seven days after the conclusion of the ACEP course.

The coaches are encouraged to answer as many questions as possible without looking up the answers. They are permitted to look up the correct answer in their notes or in the Rookie Coaches Soccer Guide after they have made an attempt to answer the question. The coaches mean score was 23 correct, or 92% success. Two coaches missed three answers, one coach missed two, and one coach answered all of the questions correctly.

ACEP Coaching Education Program Post-Intervention Summary

The American Coaching Effectiveness Program (ACEP) Coaching course appeared to have little or no effect on changing the practice behavior of the novice youth soccer coaches who participated in this study. This Coaching Education Course makes an assumption that these coaches possess soccer content knowledge. It is clear that they did not.

The ACEP Rookie Coaches Course component most cited by the coaches as helpful was the section of practice and season planning. The book, Rookie Coaches Soccer Guide was utilized by these coaches as a reference for drills that they could use in practice. Some of the drills were attempted in practice but most proved to be unsuccessful. (see Table 25).

Table 25

ACEP Group Means

Novice Coach Participants - IOSACP Coded Behaviors - ACEP Group Post-Intervention Analysis

Component	Group Mean Pre	Group Mean Post
Feedback General	16.25	7
#/min.	.27	.12
Feedback Specific	77.25	74.13
#/min.	1.30	1.32
Total Feedbacks	93.5	81.0
#/min.	1.57	1.44
1st Names w/F.B.	64.13	48.38
#/min.	1.08	.85
Cues	1.38	7.5
#/min.	.02	.13
Guidances	0	0
#/min.	.00	.00
Mean Practice Time	59:31	56:32
Practice Time Analysis (%)		
Management	15.38	18.13
Lecture/Demo	8.13	15.63
Active Instruction	21.63	33.38
Monitor	47.00	23.13
Behavior Mgt.	1.5	2.5
Diversion	4.63	5.25
Rest	1.75	1.88

Summary

The first research question involves a content analysis of one non sport specific and one sport specific coaching education course and determining if there is any difference between the two. The non sport specific coaching education course (ACEP) was delivered by a certified instructor over a three hour period, on one weekday evening. The course is comprised of 11 different lessons each ranging between 6 and 13 percent of the overall course content. Instruction of these lessons involves the showing of a short videotape that highlights the topic area. This is followed by an instructor led program that features the use of worksheets, individual, and small group discussions among the participants. Each of the 11 lessons conforms to a time frame that is closely monitored by the instructor. There is some flexibility but not much. The content was delivered as designed. The coaching education participants in the non sport specific course participated in a 25 question take home exam which was completed within one week after the conclusion of the coaching education course.

The sport specific coaching education course (NSCAA) was delivered by a certified instructor and involved two instructional formats. One-half of the course was delivered in a classroom setting and the other half was delivered in a field based setting that promoted participation by the coaches in attendance. This course was delivered in five hours and was completed in two weekday evenings.

The initial content analysis revealed seven different components that comprised between 10 and 20 percent of the content of the course. The instructor added a component not listed in the coaching manual and did not formally present one component. The component that was added involved an estimated 15% of the content and dealt with the philosophy of coaching youth soccer and was covered in the classroom setting. The component that was eliminated was addressed as a part of other course components but not addressed specifically. The instructors estimation of time spent on

each component differed greatly from original analyses but were relatively close to actual time spent. The course was not delivered as originally designed.

These two coaching education programs are different. The non sport specific course involves direct instruction through videotaped lessons that are then followed by work sessions and discussions. The response of the coaches that participated in the non specific sport course stated that the content of the American Coaching Effectiveness Program (ACEP) Rookie Coaches Course did not help them with their coaching. This is supported by the fact that there were very few behavior and structural changes in the coaches' practice behavior following their participation in the course.

The sport specific course was delivered in two distinct parts. This five hour course featured both classroom instruction and a field based instructional session. Each component lasted approximately two and one-half hours. The field session, in which the coaches in attendance are encouraged to actively participate, clearly had a positive affect on the novice coach participants. Much of the content covered in the field sessions was incorporated into the participant's practices following their participation in the NSCAA course. The philosophy of active player development was clearly embraced by the four participants in the study. The sport specific coaching education course had a direct influence on changing coaches' practice behavior.

The second research question asked, what are the expressed goals of the non sport specific and sport specific coaching education programs? The content analysis of the National Soccer Coaches Association of America (NSCAA) State Level Coaching Course suggested six conclusions based on the expressed goals of the coaching education program.

The NSCAA Coaching Academy stated six purposes of its State Level Coaching Education Program. Each purpose is listed with a statement of support or rejection.

1. The participants will learn how to make coaching strategies for various abilities and age groups. This statement is accepted. The coaches experienced through

participation or observation, a series of games that were fun for the players, promoted skill development, and were conducted in a positive environment. These games can be played with any age and skill ability. All four novice coaches infused many of these games into their practices after their participation in the coaching education course and the response from their players was very positive.

2. Participants will become more effective teachers. This statement is rejected.

Coaches demonstrated no significant change in their teaching behavior. The section of the course that discusses the teaching of skills is very superficial and does not consume a very big percentage of the course content. None of these coaches demonstrated any particular teaching methods before their attendance at the coaching education course and there was no change afterwards. There was no skill related feedback and the basic soccer skills were not broken into parts nor were there cues or guidances given by the coaches.

3. Participants will develop a greater knowledge of the game. This statement is accepted. The coaches pre-intervention knowledge base was very limited and all four coaches in Group A demonstrated an increased understanding of the content that has been shown to be effective in youth soccer training sessions. The coaches demonstrated an increased knowledge in their understanding of the youth game of soccer. The philosophy and laws of the game sections provided them with additional knowledge about youth soccer that each coach infused into their practices. The coaches demonstrated increased confidence and comfort levels in their practice behavior.

4. Participants will have an increased awareness of soccer techniques. This statement is accepted. Coaches participation and observation of field based skill development activities was reflected in their practices as all of their players had a ball and practiced soccer skills for more of the practice. Coaches were more comfortable with their knowledge of the basic skills and it was reflected in the skill work their players did.

5. Participants will strengthen understanding of soccer tactics. This statement is accepted. The philosophy of youth soccer, the small number games approach and the

emphasis on player development increased the participants knowledge of what ought to happen in practices and games. All four participants incorporated a basic tactical philosophy into their post intervention practices. Skill development games that promoted attacking the goal or target when in possession of the ball and defending when not in possession of the ball were now more commonplace.

6. The participants will gain a solid appreciation of the physical and psychological demands of soccer. This statement is accepted. The physical dimension of soccer is highlighted through the games approach to technique and small number games sections and the participants get to appreciate the movement and fitness requirements by participating in the field component sections in the course content. The participants are exposed to a philosophy of movement and high levels of activity.

As designed, the presentation of the generic coaching education program, is not specific to any one sport, provides the novice youth sport coach with a solid foundation for developing an appropriate philosophy and organizational structure for a practice. The case for an "athletes first, winning second" philosophy, which is the expressed goal of the program is strongly made. The participants in the study prescribed to this philosophy prior to their participation in the coaching education course. The course itself had little impact on the novice coaches' practice behavior. Observed changes in practice behavior were not desirable changes.

The third research question attempts to determine how effective these programs are in reaching their expressed goals as determined by: a) an analysis of coaches' practice behavior, and b) interviews with coaches. Each coach was videotaped twice prior to his/her participation in one of the coaching education programs and twice after its completion. In post intervention analysis of practice behaviors of both coaching groups, one major conclusion was established. Those coaches who participated in the sport specific coaching education course adopted the philosophy and expressed goals of the program and clearly changed the way they conducted their practices and interacted with

their players. The changes in behavior incorporate many of the effective teaching strategies highlighted in the literature and clearly are linked to the content presented in the coaching education course. Coaches in the sport specific coaching education course had their players active for longer periods of time, everyone was using a ball, and all were participating in activities developed by soccer and education experts. The activities included were well received by the players as they asked the coach at each observed practice if they could play these new "games."

The ACEP Rookie Coaches course suggested three conclusions based on the expressed goals of the coaching education program. ACEP expressed the following goals:

1. Participant's will develop practical and effective methods to educate parents about their child's participation in youth sport. This statement is accepted. All four coaches had developed lines of communication with the parents of the players they were coaching. Each coach interacted with parents before and after practice and all stated that they had contacted the parents of each player before the season began. All four coaches stated they had a good relationship with the parents of the children on their team.

2. The coaching techniques and tactics of each individual sport will be enhanced through this course. This statement is rejected. The delivery of the ACEP Rookie Coaches course only includes one small component that involves the teaching of skills in a youth sport practice setting. There is no emphasis on content and the IDEA approach only presents coaches with brief examples of how to introduce, demonstrate, explain, and attend to a skill as a whole. Coaches in this group did attempt more demonstrations but their lack of content knowledge prevented them from being effective. There was no measurable increase in the coaches explanation of how skills should be performed. Additionally, there was no discussion of tactical concerns of coaching presented in the course. It is expected that the coaches will get this knowledge from the text.

3. Coaches will be better prepared to deal with liability issues. This statement is accepted based on the content of the component and its delivery in the coaching education course. Coaches in the ACEP course stated they were more aware of safety and liability issues after they had participated in the coaching education course. This was not an observable behavior in practices.

Coaches participating in the non sport specific adopted the philosophy of the course but did not change the structure of their practice behavior in any identifiable way.

Observation analysis and interviews demonstrated that the changes that did occur were not desirable changes. Table 26 provides pre/post-intervention comparisons of both the NSCAA and ACEP Coaching Education courses.

Table 26

Novice Coach Participants - IOSACP Coded Behaviors
Group Mean Analysis

COMPONENT	NSCAA PRE	NSCAA POST	ACEP PRE	ACEP POST
Gen. Feedback	4.63	6.00	16.25	7.00
#/min.	.11	.13	.27	.12
Spec. Feedback	36.00	20.50	77.25	74.13
#/min.	.85	.45	1.30	1.32
Total Feedbacks	40.63	26.38	93.5	81.00
#/min.	.96	.58	1.57	1.44
1st Names w/.F.B.	22.75	25.25	64.13	48.38
#/min.	.54	.58	1.08	.85
Total Cues	3.5	1.63	1.38	7.50
#/min.	.08	.04	.02	.13
Total Guidances	.00	.00	.00	.00
#/min.	.00	.00	.00	.00
X Practice Time	42:25	46:55	59:31	56:32
% Management	20.00	18.50	15.38	18.13
% Lecture/Demo.	22.25	10.25	8.13	15.63
% Instruction	25.25	33.38	21.63	33.38
% Monitor	29.25	31.25	47.00	23.13
% Behavior Mgt.	.75	.25	1.50	2.50
% Diversion	1.75	1.88	4.63	5.25
% Rest	.63	4.50	1.75	1.88

Data Analysis - Group Comparisons

The coaches in the sport specific coaching education program demonstrated a small increase in general feedback but overall demonstrated a decrease in the in specific feedback statements, including instructional cues. This may be attributed to content delivered in the coaching education course that encouraged the coaches to stand back and monitor what the players were doing. There is an increased amount of instruction time and monitoring activity time in the post intervention analysis. The number of instructional cues decreased primarily due to a decrease in actual skill instruction. The games approach that was highlighted in the coaching course encouraged coaches to teach soccer related games that fostered the use of basic skills rather than teaching the skills themselves independently. Feedback statements relative to specific skills performed by the players were minimal. There is also a decrease in management and lecture/demonstration time and an increase in instruction and monitoring time indicating that these coaches' players were much more active and for longer periods of time. Because of this increase in player activity, there were fewer behavior problems and the children were given more opportunity to rest during their practice.

Non sport specific coaches showed an overall decrease in general, specific, and total feedback statements. The feedback statements were still primarily praise and information statements (coaches constantly told players what to do and when to do it). The decreases were slight which corresponds with the observation that post intervention practices resembled pre-intervention practices quite closely. Coaches showed an increase in teaching cues that in most cases corresponded with an increased number of modeling attempts. This increase may be attributed to the IDEA approach promoted in the coaching course. Increases in management (coaches moving players from one place to another, putting them in position, etc.), lecture/demonstration (the coaches talked to their players while they were inactive for much longer periods of time), and instructional time

(coaches attempted to be more interactive with their players during skill instruction periods) are identified. There was a large decrease in monitoring time, again attributed to the IDEA approach, an increase in behavior management time, and diversion time which indicates that overall, their players were less active.

Chapter 5

Summary, Findings, Conclusions, and Recommendations for Future Research

This chapter summarizes the purpose of the study, the data collection methods employed during the investigation, and the results. It then presents conclusions before making recommendations for future research.

A Summary of the Study

Youth sport has been an increasingly valued part of American culture and is regarded as a major social institution. Youth soccer has seen a tremendous growth in the number of participants in the last decade. Because of this rapid growth, the need for competent qualified youth soccer coaches is acute. In many cases, parents of young players are often "drafted" into the coaching ranks. Many of these adults are true novices who have neither a playing background nor coaching background of any kind.

Numerous sport governing agencies and other education oriented groups have developed and promoted various coaching education programs designed to provide the novice adult volunteer coach with information about coaching. This study was designed to assess the effectiveness of two of these coaching education programs. This study specifically addressed three research questions:

1. a) What is the content of one non sport specific coaching education course?
b) What is the content of one sport specific (soccer) coaching education course?
c) How do these programs differ?

2. What are the expressed goals of the non sport specific and sport specific coaching education programs?

3. How effective are these programs in reaching their expressed goals as determined by:

- a) analysis of coaches' practice behavior
- b) interviews with coaches

Two coaching education programs, each designed for novice youth sport coaches, were selected for study. One course was specifically designed for novice youth soccer coaches. A second course was designed as a general education course for novice youth sport coaches but included a sport specific (soccer) text. A complete content analysis of each coaching education course was conducted.

To assist in answering the research questions, data were collected on eight novice, adult, volunteer youth soccer coaches during the Spring 1994 youth soccer season. These coaches directed teams of children ages 6-12. Specific techniques used to gather this information included: videotaped records of their practice behavior, systematic observations of those videotapes using a behavior coding and analysis system, field notes, and interviews with each participant. Four coaches were placed in each coaching education course.

Qualitative data were collected from two interviews with each participant in the study. The first interview focused on establishing a knowledge base for each coach to determine what the participant's knew about coaching, the sport of soccer, how they knew what to do at a youth soccer practice, and how they came to know it. The second interview centered on how the coaching education course had impacted them.

Two profiles of each coaching education participant were compiled. The first focused on six components:

1. participant's personal information and their expressed reasons for coaching
2. participant's soccer and coaching knowledge base
3. participant's coaching philosophy for youth sports
4. a detailed report of the participant's pre coaching education course soccer practice

5. a statement of what the participant's team is like in age group competition
6. an overall summary of what the coach did in this context

The second profile focused on four post-intervention components:

1. a short summary of immediately identified changes in the participant's practice behavior
2. what each novice coaches' practice looked like
3. specific behavior changes or similarities that existed when compared to the pre-intervention practice profile
4. how each participant's team's game was impacted by the coaches participation in a coaching education course

Discussion

The novice coaches involved in this study all stated that youth sports and youth soccer in particular are valuable aspects of our society. They want their children involved in these types of programs. Seven of the eight coaches are coaching primarily because their children are involved and they desire to spend more time with them.

The coaches were all eager to learn more about how to coach soccer. They all indicated in advance that information presented in a coaching education course would be valuable to them. Their primary interest was to learn more specific drills to do at practice. They all stated that they lacked soccer content knowledge, they really didn't know much about the game. Only one coach had any formal playing experience. Most of what he did in practice reflected the way he had been coached as a teenager. Some coaches admitted that they were influenced by coaches of other sports they had in their youth. Evidence of baseball and basketball type drills were observed in the pre-intervention analysis.

The coaches were all serious about their role as a coach. Most of these novice coaches were well organized and had a plan for practice. Many had taken the time prior to practice to reflect upon and write down the activities they would do in practice. Some did not plan in advance and the uncertainty of what to do at the next practice was evident. Two coaches consulted books about coaching youth soccer. In one case, this was particularly effective. Another motivation factor may be that these coaches did not need to qualify to be a coach. They did not have to pass an exam to be "certified."

The practice atmosphere was positive, the coaches did not raise their voices, and the majority of children seemed to have a good time. In a study by Smith, Smoll, & Curtis (1978), they were able to identify three independent behavioral dimensions of youth sport coaches: 1) **supportiveness** (comprised of reinforcements and mistake-contingent encouragement); 2) **instructiveness** (general technical instruction and mistake-contingent versus general communication and general encouragement); and 3) **punitiveness** (punishment and punitive technical instruction versus organizational behaviors). These three dimensions help give shape to what was observed both before and after the coaches' participation in a coaching education program.

Supportiveness in this study was demonstrated by each coach's high degree of positive non skill related feedback. All eight coaches used praise statements such as "good job, well done, or nice try" and demonstrated a genuine desire for their players to succeed. Some coaches used large amounts of praise statements along with the players name (specific feedback) as a way of telling the players, "I am watching you." Others used praise statements very sparingly. Overall, total feedback statements decreased following the coaches' participation in a coaching education course.

Instructiveness or skill related feedback happened very sparingly. The novice coaches possessed little soccer content knowledge making it difficult for them to explain, demonstrate, and simplify skills. The amount of skill related feedback did not change appreciably after the coaching course, however some coaches did model (demonstrate)

basic skills more often than before the intervention. The coaches did not know what to stress (cues and guidances) nor did they know how to break a skill down into more manageable parts that would be easier for their players to understand.

Punitiveness was evident in only one coach who was constantly asking himself if having the team run wind sprints for inappropriate behavior was the right thing to do. After the coaching course, he eliminated this practice. The coaches were very positive and all but one had few behavior problems. One coach continued to have difficulty getting his players to listen to what he had to say and were off task for large portions of his practice. At times he would plead with them to behave.

The four coaches who participated in the NSCAA State Level Coaching Education Course demonstrated measurable changes in their practice behavior. They all infused into their practices content they had been exposed to in the coaching course. All four coaches structurally changed their practice behavior. The "new" structure was modeled directly from the games approach presented in the field based portion of the course.

The four coaches who participated in the ACEP Rookie Coaches Course did not demonstrate any structural changes and the observed measurable changes in their practice behavior were not expressed outcomes. Management time of the practice session increased as did the amount of time spent lecturing and demonstrating. Even though the coaches' instruction time increased, the overall activity time of the players decreased. This was combined with a decrease in verbal feedback when compared to pre-intervention data. The expressed goal of enhanced technical and tactical skills was clearly not met when observed practice behavior was assessed. They all directed their practices in very similar fashion to the way they had done it before the course.

Smoll and Smith (1989) stated that behaving effectively involves awareness of one's behavior and its consequences. "The manner in which coaches' structure the athletic situation, the goal priorities they establish, the attitudes and values they transmit, and the behaviors they engage in can markedly influence the likelihood that the outcomes of sport

participation will be favorable for children" (Smoll & Smith, 1989, p. 1526). The content and philosophical dimension of the NSCAA course allowed for the creation of an awareness of what coaching youth soccer ought to be like. The ACEP course did not create that awareness.

To the degree that coaching youth sports is similar to teaching it may be useful to analyze the results of a portion of the coaching education courses from a knowledge base perspective of teaching. Shulman (1987) cited seven components that provide a knowledge base foundation for teachers. All seven of these components have deep meaning here.

1. Knowledge of Learners and their Characteristics. These novice coaches did not demonstrate that they understood much about the children they were working with. Both coaching education programs stressed the importance of being positive, de-emphasized winning, and stressed the importance of good communication but neither addressed the developmental needs of children in different age groups.

2. Knowledge of Educational Contexts. The practice environments for all of these coaches was very similar and the coaches used the space available to them quite well. Many of the coaches did not know how to structure their environment to make it more conducive to learning. Coaches had access to much equipment but often did not use what was available. There were still portions of practice where players stood waiting to use a ball or stood in a line waiting their turn. Those coaches who planned in advance demonstrated fewer problems during their practice time. Many coaches did not demonstrate a logical sequencing of skills nor was the selection of many of the "drills" particularly appropriate. Often, the game related stage was eliminated from practice. Coaches had their player progress from fundamental skill development directly into scrimmaging. The idea of planning in advance and structuring the components of the practice session was covered in both coaching education programs.

3. **Knowledge of Educational Ends, Purposes and Values.** The coaches all stated that learning skills and having fun were very important outcomes of a youth soccer program and these two traits were well developed in each coaching education program. Even though "winning" was de-emphasized in both courses, a number of coaches put a high value on it.

4. **General Pedagogical Knowledge.** Three of the coaches in the study had direct links to teaching but they, along with the other coaches, were seemingly unable to teach skills effectively. This lack of general pedagogical knowledge is consistent with the lack of pedagogical content in each coaching course. Both courses spent a brief amount of time discussing the teaching component of coaching.

5. **Content Knowledge.** All eight coaches lacked soccer content knowledge. This is what they wanted most from a coaching education program. Many knew very little about the game of soccer and most didn't know the rules as they applied to the age group they were coaching. The NSCAA coaching course supplied content specific information about the sport of soccer. The material was presented in both lecture and participation formats. The ACEP coaching course provided information about coaching but supplied no soccer content knowledge. The accompanying text provided little content knowledge and the coaches only referred to this text superficially.

6. **Curricular Knowledge.** All eight coaches demonstrated similar practice structures prior to their participation but they were unsure if what they were doing was considered correct. All but one coach started with a warm-up, progressed into a skill instruction period, and finished the practice with some type of scrimmage. Both coaching courses promoted curricular strategies but neither was in great depth. The NSCAA coaches infused new content into their practices after their intervention but they struggled with sequencing events and determining how much time to spend on a drill before moving to something else. The ACEP coaches did not change their practice structure and often infused practice elements that were far to complex for young players.

7. Pedagogical Content Knowledge. A goal of a coaching education course would be to transform content knowledge into forms that are pedagogically powerful yet adaptive to the variations in ability and background presented by young soccer players. Although the NSCAA provides a good deal of content specific knowledge, neither course provides the novice coach with the information needed to blend Shulman's six previously stated components.

Course Comparisons

It is clear that the NSCAA State Level Coaching Education Course provided more specific content knowledge through a field component that tied the content and the philosophy of coaching youth soccer together. This combination directly influenced the four coaches who participated in the study to change their practice behavior. The ACEP Rookie Coaches Course provided sound philosophical and structural coaching information. The course provided information that the four coaches found to be valuable but it did not influence this group of coaches to change their practice behavior.

The field component (practicum) of the NSCAA course provided the content the coaches desired. The coaches in the ACEP course also desired content knowledge but only received a few suggestions in the text that accompanied the course. This approach did not stimulate them to change their behavior. It would be easy to claim the NSCAA course to be more effective than the ACEP course but both have strengths and weaknesses.

The NSCAA course provided information influencing coaches to change their practice behavior. The field based component clearly is an asset. Coaches get to observe and participate in selected activities that have been designed to provided children with an opportunity to learn skills and to have fun doing it. The philosophy of coaching youth soccer, which is not included in the course content, but was provided when the course

was delivered, is a very important component. It provides meaning for the content that is promoted. A drawback to the course lies in the pedagogical knowledge area. Very little time is spent and very little information is provided to novice coaches about how to teach fundamental skills and tactics. The games approach allows children to work continuously with the ball under varying amounts of resistance and the concepts of offense and defense are infused. There is no discussion about the use of feedback, cues, and guidances. At the end of this course, coaches who participated still do not know how to break down and teach the components of basic soccer skills. It may be that this course would have to be increased in time to include a more intense teaching component.

The ACEP course seems to promote the idea that novice youth coaches have content knowledge, they just don't know how to coach children. The format is straight forward and the information presented is sound but the coaches leave still wanting to know what to do at their next practice. In order for this course to be effective, it must be combined with sport specific content knowledge. This course also lacks a solid pedagogical component. The IDEA method scratches the surface and gives the coach a instructional format but if a coach doesn't know much about the skills involved, it is not likely he/she will teach them correctly if at all.

The coaches were asked what they thought about the coaching education course they had participated in. Each coach was asked to review what they thought to be the most important item gained from the course and if they planned to institute any changes in their own practice sessions. They were asked what they might do differently at their practices.

The coaches who attended the NSCAA State Level Coaching Course all came away with a pretty clear picture of how they ought to be conducting their practices. All four coaches changed the structure of their practice and included content that was delivered to them during the course. These coaches made sure each of their players had a ball and each coach utilized many of the games that had been promoted during the field session

sections of the course they attended. The players on their teams spent more time with the ball, had an increased number of specific skill attempts at each observed practice, played more soccer related games, and expressed to the researcher they were having more fun.

The coaches who attended the ACEP course stated that they had learned something but they all felt that the course needed to include sections on actual skill instruction. One coach stated that the course really didn't help him at all. The four coaches who attended the ACEP Rookie Coaches Course demonstrated little change in the way they conducted their practices. Two of the coaches tried to infuse drills that they had read about in the Rookie Coaches Soccer Guide into their practices after their participation in the coaching education course but they were abandoned quickly. Their post intervention practice looked remarkably similar to the practices that took place prior to their participation in the ACEP course.

All eight coaches plan on continuing to coach next season. Many stated they will stay involved as long as their children are involved. The four NSCAA coaches stated that they now feel much more comfortable about their role as a youth soccer coach. The NSCAA State Level Coaching Course had a direct impact on what they do now in practice. The four commented that their players really like practice and ask to play many of the games that the coaches learned in the course.

The four ACEP coaches assumed they were doing a good job, and planned to continue to direct practices as they always had. Many of their players stated that they enjoy playing on the team they are on. The structure of practice did not change. The ACEP Rookie Coaches Course had little or no observed impact on this group of coaches.

Implications

Based on the findings of this study, it seems reasonable to conclude that:

1. The dual format of classroom and field based content delivery is more effective in promoting coaches to change their practice behavior. Novice coaches are searching for content knowledge and the field based component provides each coach with activity models that can be duplicated in their own practices. The sport specific coaching education program provided content that enabled novice youth soccer coaches to adopt this knowledge and inject it into their practices.
2. The non sport specific coaching education course, even though it included a sport specific text, did not generate desirable changes in observed practice behavior. Generic coaching education courses of this type should be precursors to additional sport specific programs. They appear to be insufficient to stand alone.
3. The content and delivery of the sport specific coaching education course was not delivered as designed causing for speculation into the course itself that it allows much latitude to the instructor to determine content and delivery.
4. The findings revealed through the IOSACP system demonstrate that very little instruction is done by novice youth soccer coaches in this environment. The coaches' content knowledge of the game and of coaching is very limited and the brief inclusion of teaching methodology in both coaching education courses does not change their practice behavior. Coaching education courses must address the pedagogical component to a much greater extent (more pedagogical content and practical application components). The amount of content and the time base for its delivery is a future research consideration.
5. Interviews revealed that the sport specific coaching course participants became more enthusiastic and comfortable with their coaching and this impacted their players as well. This was not revealed by the non sport specific coaching education participants. Coaches must be enthusiastic about the game, the players, and their practices. Their

feelings of joy and their sense of comfort is radiated in practice settings and is picked up by the players.

6. Sport specific coaching course participants saw a nearly 11 percentage point increase in the amount of time their players were active compared to non sport specific coaches who saw activity time for their players decrease by nearly 12 percentage points. The players were more involved in playing the game and each player was getting more skill trials (individual touches) with the ball. Silverman (1991) states, "overwhelming evidence indicates that the amount of time students spend practicing (either measured by time or the number of practice trials) at an appropriate or successful level is positively related to student achievement." Every player, in all the post intervention practices directed by coaches who participated in the sport specific coaching education course spent a majority of the practice time using a ball. This being the case, there is a likelihood that these players will develop basic skills at an increased rate when compared to those players who participated for coaches who did not advocate the use of a ball by every player. Ashy, Lee, & Landin (1988) state that "the quality of the student engagement is more important than the total practice" and due to the fact that these novice coaches lack the ability to break skills into smaller components and provide skill related feedback, it is not clear if the increase in skill trials will actually lead to increased performance. By increasing the amount of time spent using the ball, it is possible that basic skills will be learned regardless of the coaches' ability to teach. This indicates that the sport specific coaching course content, that advocated active participation and the use of a ball by each of the players, had a direct influence on the coaches in the study.

Recommendations for Further Research

Based on the findings of this study, the following recommendations are made for further research on youth sport coaching education courses. Other coaching education programs need to be studied in similar and different ways to determine if they are beneficial and effective for the coaches enrolled in them. It would also be beneficial to study how coaching education programs impact coaches in other sports.

It is necessary to look at how the content for a coaching education course is developed. The number and sequencing of components needs to be studied as does the length of time the material is to be presented. Based on this study, a look at the pedagogical component, what it entails, how it is delivered (different delivery systems), and how it would be measured would be useful.

Sparks (1986) stated the need for studying the long term effects of brief training interventions. Assessing the long term effects of the NSCAA State Level coaching education program and the ACEP Rookie Coaches program would be valuable. How long do coaches, that have participated in coaching education programs, remain in coaching? Does one type of coaching education course help retain youth sport coaches for longer periods of time. What are the factors that influence coaches to continue to coach?

A research and development process that incorporates Shulman's seven component knowledge base should be designed and formed into a coaching education course and tested. How much do novice, adult, volunteer coaches need to know about the teaching and learning process?

The 1994 World Cup Soccer Tournament, sparked the interest of America. The games drew over 3.5 million spectators (an average of over 68,000 per game) to the 52 matches, more than one million fans than ever before. The games have been exciting and the interest in the game is at an all-time high. The interest will likely remain high over the next two years as the 2nd Women's World Cup will be held in 1995 (the United

States Women's National Team is the defending World Champion), and the 1996 Olympic Games will be held in Atlanta with both men's and women's games being held at the University of Georgia and other venues in the region. This heightened interest will spark added playing interest at all levels. More children will be encouraged to learn how to play soccer, thus requiring more knowledgeable teachers of the game. All coaching education programs and especially those involved in the sport of soccer need to be studied to determine if they do what they claim.

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Appendix A

February 11, 1994

Dear Coach,

I hope you had a joyous and event filled holiday season and are looking forward to the spring and the new soccer season. After this horrible weather, I am sure you are ready to get outside. I want to thank you again for taking the time to help me with my study of coaching education programs.

I met with my committee and they recommended a few changes to my study. I will need to videotape you at practice two times early in your season. I plan to do this beginning about March 15. I will be able to offer you the coaching education course I promised before your first game on or about April 10th. After you have attended the coaching education course, I will return to videotape you two additional times. I hope to be finished by the end of April.

If this planned schedule of events presents any problems, please let me know. I will need to find replacement coaches if you are unable to meet the above requirements. If you are not coaching this spring, you will still be able to attend the coaching course of your choice. I will be in touch with you to find out where and when you are practicing.

Please sign and return one copy of the enclosed new release form in the envelope provided. In order to make maximum use of the information I collect, I would like your permission to use these videotapes in the development of educational materials for coaching education. This may involve showing parts of the tapes in seminars and presentations.

Thanks again for your cooperation.

Sincerely,

David B. Carr

Appendix A (continued)

I hereby grant permission to Dave Carr to conduct research, relative to the coaching behaviors of novice youth soccer coaches, on both me and my team. It is understood that videotapes will be made of me while at practice sessions with my team and further information will be gathered through interviews. This procedure will take place during the spring season of 1994.

I further agree to allow the information gathered, including the videotapes, to be used for teaching, presentations, and other research purposes. Your participation will be referred to by code for analysis and in any publication of the results to insure confidentiality.

This research project has been approved by the Institutional Review Board for projects involving human subjects at Virginia Tech.

(Signature)

(Printed Name)

(Date)

(Investigator Signature)

Appendix B (continued)

Management Time _____ % _____ Behavior Mgt. _____ % _____
 Lecture/Demo _____ % _____ Diversion _____ & _____
 Active Instruction _____ % _____ Rest _____ % _____
 Monitor _____ % _____

<p>How Space is Utilized</p>	
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Practice Emphasis #1 _____ Objective _____
 Practice Emphasis #2 _____ Objective _____
 Practice Emphasis #3 _____ Objective _____
 Practice Emphasis #4 _____ Objective _____
 Practice Emphasis #5 _____ Objective _____

Site: _____ Weather: _____
 # of Balls _____ Goals Available: Yes/No
 Additional Equipment: _____

Notes & Comments:

Appendix C

Instructional Observation System for Assessing Coaching Performance (IOSACP) Observer Training Program

Project Intent Statement

This project involves the development of an instructional program to be used to train observers in the use of the Instructional Observation System for Assessing Coaching Performance (IOSACP). This system is designed to allow observers to code coaches' practice behavior in actual practice settings. It will enable a supervisor to determine how a coach interacts with his/her players and how he/she spends the time allocated for practice. This interaction is based on what is currently promoted as effective coaching. The IOSACP system can be used in live settings or by using a videotape record of the coaches' practice. This training program will be conducted in four phases and will encompass four hours of training followed by a minimum of four hours of practice with the system.

- Phase I - Introduction to the System
- 1.) Review of needs assessment
 - 2.) Review of observational recording literature
 - 3.) IOSACP program description
 - 4.) Review of system components
- Phase II - Familiarization of Context
- 1.) Review of videotaped practices
 - 2.) Development of transcript of coaches' verbal statements
 - 3.) Development of transcript of coaches' actions and time use
 - 4.) Review of both verbal and action transcripts
- Phase III - Use of IOSACP Recording Form
- 1.) How to record verbal statements and which statements are to be recorded
 - 2.) Determination and recording practices of coaches' time use
 - 3.) Practice trials using IOSACP form and videotapes
 - 4.) Review of practice trials
- Phase IV - Use of IOSACP form with actual practice videotapes
- 1.) 20% of selected specific coaches' practices recorded on videotape
 - 2.) Review of coding results

Appendix D

Interobserver Reliability Coach D Pre #2

<u>Category</u>	<u>Observer A</u>	<u>Observer B</u>	<u>% Agreement</u>
Total Feedbacks	50	54	93
General	6	4	67
Specific	44	50	88
Cues/Guidances	7	6	86
Verbal	3	0	0
Model	4	5	80
1st Names w/F.B.	22	22	100
Management %	15	19	79
Lecture/Demo %	35	22	63
Instruction	14	29	48
Monitor %	33	26	79
Behavior %	1	1	100
Diversion %	2	2	100
Rest %	0	0	100

The discrepancies in agreement between the lecture/demo and instruction categories is reflected as a difference in both observers ability to determine when the coach was in a lecture/demonstration mode (by definition) or in an actual instruction mode (by definition). The coach had a tendency to change in and out of these two behaviors throughout the practice. The behaviors of this coach in these two areas are very similar. If the two categories are merged, there is 96 % interobserver agreement.

Appendix D (continued)

Interobserver Reliability
Coach E Pre #2

<u>Category</u>	<u>Observer A</u>	<u>Observer B</u>	<u>% Agreement</u>
Total Feedbacks	51	45	88
General	20	21	95
Specific	31	24	77
Cues/Guidances	3	3	100
Verbal	0	0	100
Model	3	3	100
1st names w/F.B.	23	28	79
Management %	14	11	79
Lecture/Demo %	15	17	88
Instruction %	51	58	88
Monitor %	15	10	67
Behavior %	0	0	100
Diversion %	1	1	100
Rest %	4	3	75

Appendix D (continued)

Interobserver Reliability
Coach H Pre #1

<u>Category</u>	<u>Observer A</u>	<u>Observer B</u>	<u>% Agreement</u>
Total Feedbacks	64	53	83
General	12	0	0
Specific	52	53	98
Cues/Guidances	0	0	100
Verbal	0	0	100
Model	0	0	100
1st names w/F.B.	53	22	41
Management %	14	15	93
Lecture/Demo %	0	0	100
Instruction %	1	1	100
Monitor %	85	83	98
Behavior %	0	0	100
Diversion %	0	1	0
Rest %	0	0	100

This coach had a tendency to offer positive nonskill feedback to small groups of players during practice. One observer recorded this feedback as general while the other recorded this behavior as specific to one person. This has caused the discrepancy in this component area. This coach also has the habit of repeating feedback statements with a first name many times for the same event. One observer recorded all of these feedback statements while the other observer recorded the multiple feedback statements as one feedback statement only.

VITA

David B. Carr

I was born in Springfield, Vermont on June 7, 1953 and at 18 months of age was moved to Ho-Ho-Kus, New Jersey where I spent the next 14 years. I attended Ho-Ho-Kus Public School and Benjamin Franklin Junior High School in neighboring Ridgewood, New Jersey. I was active in soccer, basketball, and baseball during these years.

In the summer of 1968, my family moved back to Springfield, Vermont and I completed my secondary schooling and athletic career (soccer, basketball, & baseball) at Springfield High School, graduating in June, 1971. I was accepted to the University of Maine in Orono, Maine and enrolled in the fall of 1971.

I played four years of soccer and one year of lacrosse and received my B.S. in Health & Physical Education with a minor in History in May, 1975 and returned to Vermont to teach physical education and coach basketball and softball at Green Mountain Union High School in Chester, Vermont. I moved to Burlington, Vermont after marrying my high school sweetheart, Sarah McCarty, and spent two years serving as a substitute teacher and soccer, basketball, and baseball coach at Burlington High School. In 1978, I accepted an elementary/middle school physical education and social studies teaching position in Alburg, Vermont. My wife completed medical school and we moved to Huntington, West Virginia in the summer of 1979.

Marshall University offered me a teaching assistantship and I completed my M.S. in Physical Education in July, 1980. I was appointed Assistant Principal, Soccer and Tennis coach at Ceredo-Kenova High School in Kenova, W.V. where I spent the next three years.

I pursued an opportunity to coach soccer at the college level and spent the 1983 season at Middlebury College in Middlebury, Vermont. From there I became the Head Soccer Coach and Program Coordinator of Health and Physical Education at the University of

Charleston, in Charleston, West Virginia, and stayed there for the next four and one half years. My experience at UC told me that I wanted to continue my career in higher education and I looked to pursue a doctorate in teaching.

I accepted an opportunity to pursue my doctorate in physical education at the University of New Mexico in 1989 but soon after arriving in Albuquerque, was offered an opportunity to become the Head Coach and General Manager of the New Mexico Chiles Professional Soccer Club. The team was disbanded due to financial shortfalls and I accepted an opportunity to continue my doctoral work in physical education pedagogy at Virginia Tech.

My wife and I maintain a home in Barboursville, West Virginia where she is a faculty member at Marshall University School of Medicine. We enjoy golf, cooking, traveling, and spending time with our two dogs, Kyna and Sugar, and our cat Arbour.