

Coaching Principles with TAC

How to transform any student's life in one session



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THE LAWS OF COACHING

How to achieve the results you genuinely want for each of your students.

The foundation of our coaching principals at TAC Sports is the Law of Genuine Concern.

LAW OF GENUINE CONCERN

The law of genuine concern is the law that we genuinely want our students to succeed. This changes the session to an intense demand of time, trying to fit every bit of repetition and feedback points as possible for maximum improvement.

Mentality: *This is best described as desperately wanting your students to get the highest number of repetitions in as possible in order to improve themselves.*

You want each and every student to maximize your development and you are emotionally invested and concerned in their development.

*It is what brings **urgency** and **excitement** to each of your training sessions, and what makes you think of how you can help them further **after** the session as well.*

We have tons of opportunities for them to further development, and as a coach, you want to make sure they succeed in LIFE.

IDENTITY RE-AFFIRMATION AND SELF-IMAGE ENHANCEMENT

There are keys to changing the identity of the students. You must connect with them and let them know you are there for them by learning and repeating their name often.

NAME, NAME and NAME

Learn the names of your students, and repeat it often! This is the fundamental principle of coaching. In order to connect with a student and open their mind to learning, you must connect on the name basis. Make sure to pronounce and say the student's favourite name. Later on, you can get into nicknames.

IDENTITY FORMATION AND SETTING EXPECTATIONS

The key influencer. Changing the identity of your students comes from setting a standard set of expectations. You have to set huge expectations for the children to meet. People will form to your expectations!

I always say expectation raising comments such as:

- I can see you are going to be one of the best soccer players I've trained. I expect you to get to the next level, soon!
- You are my students of Eglinton P.S, I know and expect you to improve and to become soccer stars. I know you are going to listen well, I can see that you are all passionate and ready to learn.
- I have a great sense that all of you are going to be big achievers in life, I know you will get to that level.

Students can truly feel when you are excited for their development, and when you want to take them to the next level.

DISCIPLINE

- Students will treat you and the session as you allow them to. Set the expectations that the session is very important and that your time is very important. Set the expectation that their time is important, and the money they spent on the session.
- Anyone who is continuously acting up set the expectation that they are a leader and make them your co-captain. If all else fails, remove them from the session to set the tone that the session is very important.

I often repeat the importance of my time and their time and use the expectancy and identity principle to reinforce discipline. I remind them that I expect them to be the best and that I am taking aside time especially in my day to ensure that they get to the next level.

MAXIMIZING DEVELOPMENT

ATTENTION IS IN MOVEMENT

Our bodies are built for movement and our brain's built for attention through movement. Once the body is sedentary, you have a human being's attention for only a few seconds. Make sure that your students are receiving instruction from a sedentary position for no more than 30 seconds.

FREQUENCY = GENIUS

All games and drills should be focused on **maximum repetitions** and **repetition of principles**. This means that all students in the drill are having the maximum number of repetitions and points of improvement.

INTERWEAVING KNOWLEDGE

One of the principles of learning is through interweaving knowledge. This involves interweaving the main point of your teaching through multiple drills, media and gameplay. For example, if I want students playing with their heads up, I will emphasize that on the report card, I will emphasize that in three separate drills, and I will stop gameplay to emphasize the point one more time.

DEMONSTRATE, FEEDBACK AND CORRECT, DEMONSTRATE, FEEDBACK AND CORRECT

Students will learn visually, then by feel and by doing, then by demonstration, then by correction.

Students will improve by an increased number of visual provided feedback points, auditory feedback points, and physical feedback points.

The more visual feedback points, auditory feedback points, and physical feedback points they get, the better they will be. Try to fit as many as you can into one session.

PHYSICAL CORRECTION or PHYSICAL FEEDBACK POINTS

Sensory Feedback is a very effective mechanism for building knowledge of a student. When a coach gets down to the level of the student and tapping the part of the body used for movement. For example, in demonstrating the in-step in soccer for our younger students, I will often tap the side of the foot to ensure that *they feel the part of the body they need*.

MEGASTAR LEARNING:

Go into a small-sided game after each skill to re-enforce the principle you just taught in gameplay setting.

ENERGY TRANSFER

LAW OF ENERGY AND PASSION TRANSFER

- The energy and passion that you transmit through your vocal tone, your physical tone and your excitement will transfer to your students.
- As socially influential human beings, we take the energy and the passion of others, and



as a coach and leader, you can transfer that energy into the session.

LAW OF FUN AND COMEDY

- We pay attention to that which is funny. Ensure to keep the session light, crack jokes and be a bit silly. The students will really get that impression that although you are serious about your training, there is always room for fun.
- You also keep the positive chemicals flowing through the release when they laugh. Comedy is a bonding tool socially, and oxytocin (the bonding positive neurotransmitter) is released when you make a child laugh.

MAXIMIZING THE GOOD FEELINGS

THE PLEASURE HORMONE AND NEUROTRANSMITTERS - MAXIMIZING POSITIVE FEELINGS IN YOUR SESSIONS

Our body communicates from neuron to neuron through neurotransmitters; many positive communications that result in amazing effects come through our training sessions at TAC Sports. It is important to be aware of these and how we can maximize these physical and mental benefits!

1. **Endorphins** - Set a challenge and have them overcome it to release endorphins
2. **Oxytocin** - Learning the name, giving high fives and hugs and giving them respect releases oxytocin.
3. **Dopamine** - Celebrating and being funny and passionate releases dopamine in the brain. Dopamine is the neural regulator of the brain and gets released with exercise.
4. **Norepinephrine and Adrenaline** - Keeping the sessions intense with *time-based point scores and challenges* helps to release adrenaline, causing students to be more alert, excited about the session, and attentive
5. **Serotonin** - Released through movement, it is especially important to have our campers moving at all time.

CHALLENGE AND TRACKING

Always set a challenge for every drill.

Setting a number and setting a time frame are the key components. Always give the students an objective that they can measure and a very short time frame by which to achieve it.

Parkinson's Law - The time which we give a task to complete is the time that it will take. Give an hour or give 10 minutes and you will get very similar results.

COMPETITION

Competition brings out the best in students, so creating friendly competition in your games is essential. You can create teams, or use your point tracking in the games to

BEST DRILLS

Formulate your drills based on the 2-3 fundamental skills or principles that you are taking from your overall skill map.

No drill should last more than 5-10 minutes of intense repetition. Always change if you don't see the requisite effect or improvement in your students.