

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 1 – PART 1  
COURSE OUTLINE**

**Coaches Make the Difference: MHSAA Philosophy of School Sports**

**Learning Objectives:**

1. To recognize the importance of establishing a coaching philosophy.
2. To understand the qualities of leadership needed in educational athletics.
3. To understand the meaning and application of the rules in educational athletics.
4. To learn the principles behind specific rules and regulations.

**Agenda:**

**1. Developing your coaching objectives:**

- Identifying your personal reasons for coaching.
- Developing your objectives.

**2. Developing your coaching philosophy:**

- Identifying a coach/role model/mentor that you respect.
- Understanding the qualities that you would like to emulate.
- Determining your philosophy of coaching.

**3. Creating the vision:**

- Communicating the direction successfully, striving to obtain commitment to it.
- Stating your goals and arranging the physical and psychological environment to reinforce that goal.
- Educating yourself to be able to out-think, out-plan, and out-teach others.
- Developing your team culture.

**4. Promoting high expectations:**

- Establishing which behavioral choices are acceptable.
- Changing attitudes with a style that encourages and allows young people to change.
- Establishing an environment where positive player behavior is the norm.
- Identifying and using positive character traits as part of the selection process.

**5. Creating your team culture:**

- Involving players in defining team goals and recognizing that team goals must be compatible with individual goals.
- Giving player responsibilities that they can accommodate.
- Demonstrating superior skill and knowledge of the sport.
- Rewarding excellent performance and effort, not outcomes that are beyond the control of athletes.

**6. Making the difficult decisions:**

- Understanding that there will be difficult decisions to make.
- Making the difficult decisions by considering all factors.

**7. Rules and regulations governing your school and sport:**

- Understanding the rules and regulations and their application.
- Understanding what high school athletics would be like without these limitations.
- Understanding the objectives of athletic programs.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 1 – PART 2  
COURSE OUTLINE**

**Effective Instruction: The Coach as Teacher**

**Learning Objectives:**

1. To make a season plan.
2. To make an effective practice plan.
3. To understand the elements of effective demonstrations and feedback.
4. To assess athletes' learning and development.

**Agenda:**

1. **Understanding the role of a successful teacher/coach:**
  - Planning instruction to convey important skills and concepts.
  - Creating and managing a “positive learning environment”.
  - Providing meaningful feedback on both individual and team progress.
  - Assessing efforts and achievement by all student/athletes.
  - Assessing your effectiveness as an instructor.
2. **The Teaching Cycle – Planning, Teaching, and Assessment:**
  - Understanding long-term planning.
  - Providing an appropriate sequence of season objectives.
  - Focusing practice activities.
  - Enhancing preparation of the team for competition.
  - Identifying long-term (season) goals.
3. **Understanding student learning across four domains:**
  - Specifying learning objectives in knowledge, attitudes, skills and fitness capacities.
  - Developing a season goals planning calendar.
4. **Goals vs. Specific Objectives:**
  - Writing specific objectives.
  - Organizing and managing practices.
  - Understanding the practice sequence.
5. **Teaching:**
  - Managing the learning environment.
  - Presenting the task.
  - Structuring the task.
  - Facilitating learning.
  - Providing feedback.
  - Asking questions.
6. **Assessment:**
  - Assessing beyond “game performances”, but also “personal development”.
  - Sharing and processing results with your players.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 1 – PART 3  
COURSE OUTLINE**

**Sports Medicine and First Aid**

**Learning Objectives:**

1. To identify steps to treat common athletic injuries.
2. To understand the coaches' role in emergency first aid situations.
3. To understand the coaches' role in properly managing medical records and documentation of athletic injuries.
4. To understand and to be aware of environmental issues associated with sports and venues.

**Agenda:**

1. **Essentials of a sport specific emergency action plan.**
  - Implementation.
  - Personnel.
  - Equipment.
  - Communication.
  - Transportation.
  - Venue Location.
  - Emergency Care Facilities.
  - Documentation.
2. **Medical records & essential forms.**
  - Responsibility prior to the season.
  - Responsibility during the athletic season.
  - Responsibility after the athletic season.
3. **General guidelines for care of common injuries:**
  - Keeping an adequately stocked first aid kit.
  - Taking charge of the situation.
  - Attending to an injured athlete.
  - Attending to the uninjured athletes.
  - Maintaining appropriate records and an emergency plan.
4. **Environmental:**
  - Preparedness for extreme environmental conditions.
  - Heat stress and the athlete.
  - Cold-related illnesses.
5. **Equipment and facility safety.**
  - Managing equipment.
  - Securing safe and appropriate athletic facilities.
6. **Preventative sports conditioning:**
  - Practice Sequencing.
  - Strength Training.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 2 – PART 1  
COURSE OUTLINE**

**Effective Communication: Characteristics of Coaches Who Are Great Communicators**

**Learning Objectives:**

1. To understand the characteristics of coaches that are great communicators.
2. To recognize how the communication between a coach and an athlete can break down.
3. To learn to use communication skills such as active listening in everyday coaching.
4. To make a commitment to improve communication skills.

**Agenda:**

1. **Miscommunication at its finest (or worst):**
  - Understanding the premise of sender and receiver failures.
  - Understanding environmental disruptions.
  - Reviewing the consequences of poor communication.
2. **Characteristics of coaches who are great communicators:**
  - Building credibility by gaining the trust and respect of your team.
  - Clarifying your coaching philosophy.
  - Using a positive coaching approach.
  - Correcting player errors without hurting confidence.
3. **Sending messages high in information and low in negative emotion:**
  - Giving correction without causing resentment.
  - Understanding the teaching cues of a drill or exercise and using these to provide feedback.
4. **Communicating consistently:**
  - Understanding when you are inconsistent with communication.
  - Understanding the process of becoming a more consistent communicator.
5. **Listening attentively and actively:**
  - Practicing the steps it takes to become an effective listener.
  - Using supportive/confirming behaviors.
6. **Recognizing nonverbal communication (your own and others):**
  - Understanding physical appearance, posture and gestures.
  - Recognizing facial expressions.
  - Sending messages effectively.
7. **The fundamental rule of caring:**
  - Showing that you care.
  - Getting to know your athletes as individuals.
  - Helping athletes reach their goals in life and sport.
8. **Setting the stage for becoming a great coach communicator:**
  - Writing goals to improve your communication skills.
  - Making a long-term commitment to effective communication.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 2 – PART 2  
COURSE OUTLINE**

**Legal Issues of School Sports: A Game Plan to Meet Legal Responsibilities**

**Learning Objectives:**

1. To recognize the importance of planning.
2. To understand both the minimum expectations and practical limitations of the school's role.
3. To create a plan for supervising all aspects of a program.
4. To invest in practical protection: insurance, continuing education, and recordkeeping.

**Agenda:**

1. **Understanding the coaches' supervisory role in all areas where coaches and athletes interact:**
  - Understanding the duties of communicating essential principles and warnings.
  - Reviewing duties of visibility and attentiveness wherever athletes are gathered.
2. **Knowing your school rules and establishing your team rules:**
  - Operating under the umbrella of any policies and procedures established by a board of education.
  - Writing criteria for making the team and the conditions for remaining on the team.
  - Establishing team rules and the consequences for violations of the rules.
3. **Healthy living:**
  - Understanding the potential legal issues associated with the use of supplements.
  - Understanding Public Acts 31, 137, 187 and 238.
4. **Emergency planning and best practices:**
  - Developing a plan of emergency medical response.
  - Documenting and preparing written practice plans.
  - Warning athletes of the consequences of unsafe conditioning.
  - Identifying, evaluating, and managing the risk.
  - Implementing a plan of action.
5. **Management:**
  - Recognizing and understanding the issues of hazing.
  - Making arrangements for supervision when coaching the opposite gender.
  - Taking precautions when orchestrating "off-campus" meetings and gatherings.
  - Determining and adhering to travel policies.
  - Following policies and procedures established by a school district.
  - Adhering to district regulations in fund raising initiatives.
6. **On-field supervision:**
  - Monitoring heat and humidity.
  - Implementing "buddy systems" for practice sessions.
7. **Out-of-season:**
  - Understanding the scope of duties.
  - Supervising students in gyms, camps, and training programs.
8. **Practical protection:**
  - Understanding insurance policies.
  - Prioritizing continuing education.
  - Keeping good records.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 2 – PART 3  
COURSE OUTLINE**

**Psychology of Coaching**

**Learning Objectives:**

1. To understand motivation and why youth participate in sport.
2. To recognize that student-athletes are motivated by both internal factors and the situation.
3. To understand how situational factors affect motivation and creating a motivational climate.
4. To learn to individualize your interactions with student-athletes to help fuel their intrinsic motivation.

**Agenda:**

1. **The positive and negative approaches to coaching:**
  - Treating athletes in the manner we would want to be treated.
  - Responding to athletes in a manner in which the athlete develops confidence.
  - Reinforcing effort and other desirable behaviors.
  - Developing a healthy attitude toward losing.
2. **Goal setting for success:**
  - Understanding the purpose and benefit of goal setting.
  - Setting process, performance, outcome, short-term, and long-term goals.
  - Implementing a goal-setting program.
3. **Motivating your athletes:**
  - Creating an environment to foster self-motivation.
  - Creating a mastery motivation climate.
  - Enhancing a player's perceived competence.
  - Building in little successes every day.
  - Understanding the meaning of success.
4. **Helping athletes cope with stress:**
  - Defining arousal, anxiety, and stress.
  - Understanding an athlete's response to stress.
  - Providing coping strategies.
5. **Team members roles and responsibilities:**
  - Clarifying the roles on the team.
  - Creating opportunities for athletes to make decisions.
  - Encouraging cooperation.
  - Facilitating friendships.
  - Providing open communication.
6. **Plan for sound discipline:**
  - Defining team rules.
  - Enforcing team rules.
  - Providing an effective plan of discipline.
  - Specifying desirable and undesirable conduct clearly in terms of rules.
  - Applying rewards and penalties consistently and impartially.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 3 – PART 1  
COURSE OUTLINE**

**Additional Coaching Responsibilities**

**Learning Objectives:**

1. To recognize the importance of keeping good records and being organized.
2. To understand the elements of effective communication to different audiences.
3. To understand and execute appropriate fiscal management and responsibilities.
4. To understand, practice, and promote good sportsmanship.
5. To understand the selection and training of captains.
6. To continue learning through professional development.

**Agenda:**

**1. Paperwork requirements of the coach:**

- Reviewing the many forms that are utilized in coaching.
- Completing paperwork in a timely fashion.
- Documenting the plans for the season.

**2. Communication duties of the coach:**

- Understanding the importance of the parent meeting.
- Preparing for a coaches meeting.
- Developing goals and objectives for your meetings.
- Preparing for meeting with your team.
- Understanding the role of booster clubs.
- Dealing with the media.
- Presenting an accurate and positive picture.

**3. Fiscal responsibilities of the coach:**

- Developing a fundamental understanding of what is involved in funding.
- Understanding local policies and procedures.
- Reviewing the team budgeting process.
- Following the policies and procedures established by the school district.
- Gaining approval prior to starting a fundraising initiative.

**4. The role of the coach in promoting good sportsmanship:**

- Promoting the importance of proper sportsmanship.
- Reviewing acceptable behavior at events.
- Reviewing the role of the coach in good sportsmanship.
- Identifying barriers to good sportsmanship.

**5. Selecting and training captains:**

- Training the team captain.
- The captain's relationship with the coach, team and others.

**6. Managing relationships – being a coach of influence:**

- Knowing and trusting yourself and others.
- Communicating effectively.
- Accepting and supporting others.
- Resolving conflict.

**7. Professional development for the coach:**

- Contributing to the coaches association in your sport.
- Committing to further development as a coach.
- Committing to growing and making a difference as a coach.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 3 – PART 2  
COURSE OUTLINE**

**Effectively Working with Today's High School Sport Parents**

**Learning Objectives:**

1. To understand the role of parents in educational athletics.
2. To recognize and understand the coach's role in working with parents.
3. To learn preventive and crisis management tools for working with today's sport parents.

**Agenda:**

- 1. Understanding the role of parents in educational athletics:**
  - Understanding the role of parents as providers of the sport experience.
  - Understanding the role of parents as the interpreters of the sport experience.
  - Understanding parents as role models.
- 2. Characteristics of sports parents:**
  - Recognizing the over-involved parent.
  - Recognizing the under-involved parent.
  - Identifying other "problem" parent characteristics.
  - Identifying the supportive/optimally-involved parent.
- 3. The "do's and don'ts" of effective sport parenting:**
  - Reviewing the research that has been learned from sport parents.
  - Enhancing parents' awareness of their own parenting behaviors.
- 4. The role of the coach in working with sport parents:**
  - Using parents as an educational resource.
  - Involving parents with the sports program.
- 5. Tools for working with sport parents:**
  - Clarifying and conveying your coaching philosophy.
  - Conducting parent education meetings.
  - Creating and implementing a parent education program.
  - Generating parent support.
  - Involving all parents.
- 6. Strategies for dealing with sport parents who have concerns:**
  - Carefully listening and taking notes if needed.
  - Responding in a business-like and non-emotional manner.
  - Addressing issues raised and making decisions based on your fundamental coaching philosophy, principles, and school policy.
  - Thinking about what you want to say before you say it.
  - Understanding the parent's point of view.
  - Caring about everyone involved, including the athlete and the parents.
  - Speaking in a professional manner.
  - Proceeding gradually.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 3 – PART 3  
COURSE OUTLINE**

**The Coach as Performer: Strategies for Performing at Your Best**

**Learning Objectives:**

1. To recognize the importance of physical and emotional readiness and how that influences your ability to coach.
2. To recognize the impact of stress on your coaching effectiveness, and general health and well-being.
3. To learn strategies to use in your daily lives in order to prevent reduced satisfaction and performance; and the onset of coaching stress and burnout.
4. To make a commitment to create a coaching environment where energy and stress are effectively managed.

**Agenda:**

**1. Physical readiness:**

- Understanding how your energy level may influence your interactions with players.
- Understanding the consequences due to less than optimal physical readiness.
- Achieving peak performance.
- Maintaining peak performance.
- Managing your energy and learning peak performance skills.
- Reviewing tips for recovery and revitalization.

**2. Managing emotional and mental capacity:**

- Managing and understanding the stress process.
- Understanding environmental demand, perception of demand, stress response, and behavioral consequences.
- Practicing short-term stress management strategies.
- Understanding the relationship between stress and potential burnout.

**3. Time management strategies:**

- Listing, prioritizing and checking things off as they are completed.
- Reviewing the list.
- Sacrificing perfection.
- Learning to say “no”.
- Delegating when possible.
- Identifying a time where you can focus and plan.

**4. Putting it all together:**

- Using your time efficiently.
- Managing your physical readiness.
- Managing your emotional/mental energy.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 4 – PART 1  
COURSE OUTLINE**

**Understanding Athlete Development**

**Learning Objectives:**

1. To understand how adolescent athletes learn sport skills and developmental differences that affect teaching.
2. To examine how young athletes develop from the early years to the varsity years.

**Agenda:**

**1. Review of the learning domains:**

- Understanding motor skill performance (psychomotor).
- Reviewing knowledge, concepts, and thinking skills (cognitive).
- Recognizing personal-social skills, attitudes and feelings (affective).
- Reviewing health-related and performance capacities (fitness capacities).

**2. Developing athleticism:**

- Understanding long-term athlete development.
- Understanding how athletes learn skills.
- Understanding how the learning of a sport skill occurs.

**3. Growth, maturation and athletic development:**

- Recognizing individual differences and why athletes learn differently.
- Understanding various learning styles as well as recognizing your own learning style.
- Reviewing learning styles strategies – visual, auditory and kinesthetic.
- Recognizing the motor abilities of athletes.
- Recognizing the fitness capacities of athletes.
- Developing fitness capacities and motor abilities.

**4. Principles of motor skill learning:**

- Examining specificity of training.
- Reviewing massed versus distributed practice.
- Teaching whole versus part learning.

**5. Sport specialization:**

- Understanding risks associated with sport specialization.
- Recognizing symptoms related to athlete burnout.
- Understanding that participation in multiple sports contribute to the unique emotional, tactical and physical development of the young athlete.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 4 – PART 2  
COURSE OUTLINE**

**Preparing for Success**

**Learning Objectives:**

1. To understand what it means to prepare for success.
2. To learn the strategies for preparing to practice like a champion.
3. To recognize optimal readiness and learn the skills to adjust one's emotional and physical energy prior to competition.
4. To increase awareness of self-regulation skills that athletes need to enhance their commitment to preparation.

**Agenda:**

- 1. Understanding the distractions that occur in athletics and preparing for success:**
  - Engaging athletes with practice and competitions.
  - Focusing athletes on their sport when the rest of their life might be a whirlwind of conflicts.
  - Helping athletes manage their life, their time and their overall energy.
  - Balancing the many roles and responsibilities of a student-athlete.
  - Juggling roles and responsibilities.
- 2. Time management:**
  - Reducing time wasted on unnecessary breaks and procrastination.
  - Preparing for success in terms of life and time management.
  - Focusing on one thing at a time.
  - Prioritizing tasks and creating time by rescheduling.
  - Learning to make decisions.
  - Keeping a time log and penciling in free time.
- 3. Energy management:**
  - Being optimally ready for practices and competitions.
  - Understanding spiritual, physical, emotional, and mental energy.
- 4. Planning preparation for practices and competitions:**
  - Disciplining oneself to eat healthy and to get enough rest and fluids.
  - Preparing to practice like a champion.
  - Practicing prep boosters.
  - Setting daily goals.
- 5. Helping athletes to be on top of their game – optimal readiness:**
  - Understanding physical readiness and emotional readiness.
  - Understanding your own optimal level of energy.
  - Developing a pre-competition preparation plan.
  - Teaching athletes to set pre-competition preparation plans.
  - Completing a post-competition analysis after every competition.
- 6. Refocusing:**
  - Planning for common concerns.
  - Dealing and adjusting to conditions.
  - Refocusing when necessary.
- 7. Tools for finding the optimal level of energy and preparation:**
  - Identifying the thoughts that hurt your confidence prior to competition.
  - Stopping these thoughts using a thought stopping cue or image.
  - Developing a positive statement that replaces the thought.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 4 – PART 3  
COURSE OUTLINE**

**Strength and Conditioning**

**Learning Objectives:**

1. To understand the coaches' role in properly designing and supervising quality strength and conditioning programs.
2. To understand the coaches' role in demonstrating and teaching proper strength training technique and weight room etiquette.
3. To recognize the importance of introducing agility drills to reduce the incident of lower extremity injury among female athletes.
4. To provide strength and conditioning settings that are safe, well-lit and free of any room obstructions.

**Agenda:**

**1. Creating the strength training program:**

- Constructing the strength training program to be comprehensive.
- Identifying the need for a systematic and progressive overload of the musculature.
- Understanding maximal intensity.
- Understanding the program objectives.

**2. Developing the training session:**

- Selecting the number of training sessions per week.
- Selecting the length of the training session.
- Understanding the objectives and goals of the strength program.
- Planning the variation of workouts to allow for optimal strength training performance.

**3. Strength training for athletes throughout the year:**

- Designing a program around the competitive season.
- Planning "off-season" strength and conditioning.
- Determining "preseason" training.
- Designing the "in-season" program.

**4. Questions for consideration while designing a strength training program:**

- What are the strength training goals of the athletes?
- What equipment is available for the athletes?
- When are the athletes available to lift weights?
- Who will supervise them during these sessions?
- What kind of weight training experience do the athletes have?

**5. Program planning for each sport:**

- Planning for the days of the week that the team can train.
- Selecting the length of each workout.
- Understanding the limitations in the training session.
- Planning for the appropriate rep ranges.

**6. Key points of emphasis for exercise:**

- Understanding the start position, descent and ascent.
- Bringing weight down in a controlled fashion.
- Reviewing the neutral (natural) position.

**7. Safety and supervision in the weight-room:**

- Understanding facilities, equipment, and management.

**8. Agility training for injury prevention:**

- Understanding the need to generate rapid movements and changes in direction in response to what occurs on the playing field or court.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 5 – PART 1  
COURSE OUTLINE**

**Peak Health and Performance**

**Learning Objectives:**

1. To recognize the influence that coaches may have on the behaviors of athletes.
2. To understand the importance of fundamental nutritional basics.
3. To provide athletes with knowledge and guidance on how to use nutrition for health and athletic performance.
4. To recognize warning signs of eating disorders and how to provide athletes resources and support.
5. To recognize the potential problems of supplements.
6. To understand the role of the coach in developing a lifelong health habits.

**Agenda:**

- 1. Understanding the unique role of the coach:**
  - Emphasizing the importance of good decisions concerning drugs, supplements and weight control.
  - Discussing case scenarios or reactions to things that are happening.
  - Reinforcing good decisions.
  - Practicing teachable moments.
  
- 2. Proper nutrition for athletes:**
  - Understanding the basics of nutrition.
  - Understanding the nutrient needs of athletes.
  - Recognizing that water is the most essential nutrient for the body.
  - Realizing that proper hydration starts well before and continues well after the practice or game session.
  - Identifying pre-event nutrition and post-event nutrition.
  
- 3. Weight gain and loss:**
  - Understanding the tips for weight gain and weight reduction.
  - Understanding when it is appropriate for athletes to gain weight and lose weight.
  
- 4. Disordered eating:**
  - Recognizing the signs and symptoms of anorexia nervosa.
  - Recognizing the signs and symptoms of anorexia athletica.
  - Recognizing the signs and symptoms of bulimia nervosa.
  - Seeking assistance.
  
- 5. Ergogenic aids and dietary supplementation:**
  - Recognizing popular supplements.
  - Becoming aware of the risks associated with supplementation use.
  - Understanding the role of the coach in advising that there are no shortcuts to hard work.
  
- 6. Developing a desire for lifelong fitness:**
  - Affecting lifelong fitness.
  - Developing appropriate beliefs and values in physical activity.
  - Building a fitness foundation which athletes can resort to for the future.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 5 – PART 2  
COURSE OUTLINE**

**Controlling Emotions in Pressure Situations**

**Learning Objectives:**

1. To understand emotion in sport and how it affects athlete behavior and performance.
2. To recognize the influence of stress on managing emotions and energy in sports.
3. To understand “emotional toughness” and how to teach it to athletes.
4. To learn how to manage your emotions as a coach.
5. To learn how to stop negative thoughts.

**Agenda:**

**1. Role of emotional control in performing great under pressure:**

- Controlling emotion in all situations.
- Responding positively to perceived bad calls.
- Responding to pressure situations and the affect it has on confidence, focus and performance.

**2. How emotion affects behavior and performance:**

- Understanding the types of emotion.
- Understanding the intensity or strength of an emotion.
- Practicing “centering” and mastering it in stressful situations.

**3. Teaching your athletes to control emotions and stress:**

- Understanding emotional toughness.
- Practicing emotional control.
- Learning to stop negative thoughts.
- Knowing your hot buttons and controlling your breathing.
- Learning to relax in pressure situations.
- Practicing skills away from the sport environment.
- Making emotional toughness a priority.

**4. Behind the bench emotional control skills:**

- Controlling your emotions as the coach of the game.
- Understanding how athletes’ emotions affect their receptivity to your teaching and coaching.
- Making practices more fun, effective and efficient.
- Reading your athlete’s emotional state and then responding with emotional intelligence.
- Minimizing your athletes’ stress and negative emotions.
- Teaching your athletes’ emotional control to manage stress and emotions.

**5. Coaching with emotional toughness:**

- Modeling emotional toughness.
- Learning to use emotional toughness skills.
- Managing the competition effectively.
- Practicing emotional control.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 5 – PART 3  
COURSE OUTLINE**

**Resolving Conflict in Athletics**

**Learning Objectives:**

1. To recognize how sport can be an environment for conflict.
2. To understand the coach's role in managing or addressing conflict.
3. To use effective approaches to and principles of resolving conflict.
4. To make a commitment to managing and addressing conflict in an effective manner.

**Agenda:**

- 1. Common conflicts in high school athletics:**
  - Identifying common conflicts.
  - Establishing strategies to use when dealing with these conflicts.
  - Understanding the consequences due to conflict.
- 2. General approaches to resolving conflicts:**
  - Recognizing the five approaches of avoiding, accommodating, forcing, compromising, and collaborating.
  - Understanding the power position of the coach.
- 3. Principles of conflict resolution:**
  - Recognizing the four principles of active listening, non-verbal communication, use of "I" statements, and avoidance of common obstacles.
- 4. Mediating conflict:**
  - Setting the stage for mediating conflict.
  - Telling each side of the story in the conflict.
  - Restating the other person's side.
  - Resolving behaviors.
  - Following up on the conflict.
- 5. Mediating conflict when the coach is a part of the conflict:**
  - Reaching an agreement on what the conflict is about.
  - Communicating your cooperative intentions.
  - Understanding the other person's perspectives and positions.
  - Motivating the other person to resolve the conflict.
  - Remembering that each party must give-and-take for a true agreement to be reached.
- 6. Conflict resolution in action.**
  - Reviewing case studies.

**MHSAA COACHES ADVANCEMENT PROGRAM  
LEVEL 6  
COURSE OUTLINE**

**Hot Topics in Educational Athletics**

**Learning Objectives:**

1. To understand that teams can make a conscious choice to uphold the best of values.
2. To recognize the standards for athletes on great teams including teachable spirit, work habits, confidence, pride, academic progress, accountability, discipline, mental toughness, integrity, and selflessness.
3. To establish core covenants.
4. To practice the five steps to great teams.

**Agenda:**

- 1. Five steps to great teams – Getting started:**
  - Understanding the steps to get started.
  - Identifying the indicators of the first step.
  - Realizing the advancement needed in this stage.
  
- 2. Five steps to great teams – Getting together:**
  - Accepting and embracing team covenants.
  - Addressing conflicts.
  - Establishing roles.
  - Making a public declaration of the covenants.
  
- 3. Five to steps to great teams – Getting to commitment:**
  - Learning what to expect from each other.
  - Understanding your level of commitment.
  - Institutionalizing your covenants.
  
- 4. Five steps to great teams – Getting tested:**
  - Testing your success.
  - Attributing success to preparation and covenants.
  - Rewarding the covenants.
  - Communicating during competition.
  
- 5. Five steps to great teams – Teams of significance:**
  - Establishing the culture of the team.
  - Experiencing trust.
  - Practicing collective responsibility.
  - Enjoying the experience.
  
- 6. The standards for athletes on great teams:**
  - Understanding a teachable spirit.
  - Committing to work habits.
  - Building confidence.
  - Sharing joy of the inner circle.
  - Making academic progress a top priority.
  - Accepting responsibility for outcomes.
  - Accepting and embracing discipline for the benefit of the team.
  - Using emotion and energy to make yourself tougher.
  - Staying with your obligations and promises.
  - Accepting and fulfilling a role.