UNIT 3

MOTOR LEARNING AND SKILLS DEVELOPMENT

18. Human Growth and Development, 177
   18.1 Section Quiz, 178
   18.2 Terminology Review, 179
   18.3 Crossword on Human Growth and Development, 180
   18.4 Motor Development Observation Lab, 181
   18.5 Adapting Sport Skills to Match Development Levels, 183

19. Motor Learning and Skill Acquisition, 185
   19.1 Section Quiz, 186
   19.2 Terminology Review, 187
   19.3 Crossword on Motor Learning & Skill Acquisition, 188
   19.4 Hockey Skills Observation, 189
   19.5 Soccer Skills Observation, 190
   19.6 Golf Skills Observation, 191
   19.7 Tennis Skills Observation, 192

20. The Psychology of Sport, 193
   20.1 Section Quiz, 194
   20.2 Terminology Review, 195
   20.3 Sports Psychology Poster Exercise, 197
   20.4 Sport Psychology—Annotated Bibliography, 198

21. Coaching Principles and Practices, 199
   21.1 Section Quiz, 200
   21.2 Terminology Review, 201
   21.3 Crossword on Coaching Principles and Practices, 202
   21.4 Coaching Styles, 203
   21.5 Coaching Comparison, 204

22. Unit 3 Career Choices, 205
23. Unit 3 Crossword Challenge, 206
Learning Objectives

The exercises in this section of the workbook will help to reinforce your knowledge of the following topics covered in the *Exercise Science* textbook:

- The four key components of human development: physical, cognitive, motor/skills, and social
- The relationship between age and physical development, and the various ways of measuring age (chronological, skeletal, and developmental)
- The study of human morphology and the three morphological types (mesomorph, ectomorph, and endomorph)
- The four basic stages of human growth and development: infancy/toddler, childhood, puberty/adolescence, and adulthood
- The four basic phases of human movement: reflexive, rudimentary, fundamental, and sport-related
- The various rates of growth for different body parts, including the cephalocaudal and proximodistal sequences
- Various factors that influence physical growth, including glandular/hormonal activity, heredity, nutrition/diet, physical activity, and sociocultural factors
- Jean Piaget’s “Four Stages of Cognitive Development”
- The stages of human social development, including tools for assessing this development in children
Multiple-Choice Questions

Mission: Circle the letter beside the answer that you believe to be correct.

1. Human physical development encompasses
   (a) an individual’s ability to interpret information
   (b) the ability to perform a wide range of tasks
   (c) relationships with peer, friends, and others
   (d) none of the above

2. Skeletal age
   (a) is indicated by the degree of ossification of bones
   (b) can be predicted according to chronological age
   (c) can be affected by diet, disease, and injury
   (d) all of the above

3. Which stage of human growth witnesses the most rapid physical development?
   (a) childhood
   (b) developmental
   (c) rudimentary
   (d) reflexive

4. People are considered to “grow into their bodies” during
   (a) the sport-related movement phase
   (b) puberty
   (c) the fundamental movement phase
   (d) adolescence

5. Which system secretes hormones to the body’s various organs and tissues?
   (a) reproductive system
   (b) nervous system
   (c) endocrine system
   (d) lymphatic system

6. The most accepted model of the stages of cognitive development was developed by
   (a) Piaget
   (b) Erikson
   (c) Bandura
   (d) McLellan

7. What is the greatest difficulty in trying to draw links between genetic heredity and growth?
   (a) science has proven that there is absolutely no link between genetic heredity and growth
   (b) these links do not give sufficient weight to environmental factors
   (c) it is easy to offend people by trying to make such connections
   (d) in most cases, it is impossible to track growth patterns in large populations

Short-Answer Questions

Mission: Briefly answer the following questions in the space provided:

1. List the four key components of human development
   Physical, cognitive, motor or skills, social

2. What are the differences between chronological, skeletal, and developmental age?
   Chronological age (years, months, and days); Skeletal age (physical maturity of skeleton); Developmental age (ability to perform tasks)

3. Identify and provide a short description of the three classic body types.
   Mesomorph: stocky, large muscles, broad bodies; Ectomorph: thin bodies, slim hips and relatively long limbs; Endomorph: characterized by excess fatty tissue and thicker body parts, rounder bodies

4. List the four key stages of human development.
   Infancy/Toddler, Childhood, Puberty/Adolescence, Adulthood

5. Describe how a lack of physical activity can affect human growth.
   Lack of activity can lead to weight gain, poor cardiorespiratory development, underdeveloped muscle strength, and diminished motor skills

6. Who developed the four-stage model of cognitive development? What are the four stages contained in it?
   Jean Piaget — sensorimotor, pre-operational, concrete operational, formal operational

Essay Questions

Mission: On a separate piece of paper, develop a 100-word response to the following questions.

1. Using the four basic areas of human development (physical, cognitive, motor/skills, and social), pick any person you know (e.g., a friend, relative, classmate, etc.) and write a brief report about their current level of development within each area.

2. What are the three morphological types? What is the benefit of using this system of body classification? Does it have any drawbacks?

3. Discuss the role that sport participation and team membership can play in social interaction and relationship building.
## Terminology Review

### Defining Key Terms

**Mission:** Briefly explain the meaning of the following key terms:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components of human development</td>
<td>There are four basic areas of human development, and each of them plays a key role in the ways in which people progress to increasingly complicated levels of sport and physical activity—physical, motor skills, cognitive, and social.</td>
</tr>
<tr>
<td>Chronological age</td>
<td>Age measured in years, months, and days; that is, the “standard” use of the term.</td>
</tr>
<tr>
<td>Skeletal age</td>
<td>Age as indicated by the physical maturity of the skeleton; that is, the degree of ossification of bones, usually measured by an X-ray of the hand and wrist.</td>
</tr>
<tr>
<td>Developmental age</td>
<td>Age as expressed in one’s ability to perform certain tasks.</td>
</tr>
<tr>
<td>Morphology</td>
<td>Morphology is the study of structure or form—for example, the biological classification of plants. In the context of human growth and development, three main body types have been identified in an attempt to classify people’s appearance and physical structure: endomorphs, mesomorphs, and ectomorphs.</td>
</tr>
<tr>
<td>Stages of human development</td>
<td>The division of human growth and development into four basic stages, each with its own fundamental aspects and characteristics and its own particular relationship to gender. These stages consist of: infancy/toddler; childhood; puberty/adolescence; and adulthood.</td>
</tr>
<tr>
<td>Phases of human movement</td>
<td>Those who study human movement—especially as it relates to sport and physical activity—have developed four distinct phases that most people go through from birth to adulthood: the reflexive, rudimentary, fundamental, and sport-related movement phases.</td>
</tr>
<tr>
<td>Factors affecting physical growth</td>
<td>The wide range of variables that influence how well people learn skills. These include fatigue, nervousness, weather, distractions, and so on.</td>
</tr>
<tr>
<td>Cognitive development</td>
<td>The changes that take place in a person’s ability to interpret and process information, as well as alterations in their emotional development, and the introduction and establishment of a person’s self-concept or awareness of one’s self.</td>
</tr>
<tr>
<td>Piaget’s four stages of cognitive development</td>
<td>Based on his study of thousands of young children, psychologist Jean Piaget’s four stages of cognitive development describe the ways in which cognitive development occurs in children. Piaget referred to these as the sensorimotor stage, the pre-operational stage, the concrete operational stage, and the formal operational stage.</td>
</tr>
<tr>
<td>Socialization</td>
<td>Socialization is the complex process whereby an individual learns to interact cooperatively with others in society—in families, schools, sports, churches, clubs, and so on.</td>
</tr>
</tbody>
</table>
Learning Objectives

The exercises in this section of the workbook will help to reinforce your knowledge of the following topics covered in the *Exercise Science* textbook:

- How humans acquire both simple and complex motor skills
- Basic principles of motor learning and skill acquisition
- Stages of motor learning, including Fitts and Posner’s classic three-stage model
- Various factors affecting skill development
- Singer’s five-step process to learning a skill
- The role of evaluation and feedback in learning a skill
- Skill categories, including locomotor, manipulative/handling, and stability-balancing
- Ways of analyzing and observing skills
- Adapting skill development to match a person’s level of skill, including the processes of shaping and chaining
**Multiple-Choice Questions**

**Mission:** Circle the letter beside the answer that you believe to be correct.

1. The process through which a person develops the ability to perform and refine a task or skill is commonly called
   (a) physical development  
   (b) psychological development  
   (c) rudimentary learning  
   (d) motor learning

2. “Individuals differ widely in terms of how quickly and easily they learn new motor skills” defines the principle of
   (a) motor development  
   (b) individual differences  
   (c) stages of learning  
   (d) skill development

3. What is the name given to the body’s “mechanism” that coordinates the mental commands and physical responses needed to produce movement?
   (a) effector  
   (b) decision  
   (c) memory  
   (e) perceptual

4. What do motor learning researchers consider to be the two basic divisions of motor activity?
   (a) planned and spontaneous  
   (b) voluntary and involuntary  
   (c) psychological and physical  
   (d) instant and delayed

5. Feedback gained by knowledge of performance is also called
   (a) knowledge feedback  
   (b) kinematic feedback  
   (c) performance feedback  
   (d) predictable feedback

6. The process of encouraging a learner to learn a skill gradually is called
   (a) chaining  
   (b) linking  
   (c) shaping  
   (d) moulding

7. The two types of chaining are
   (a) basic and advanced  
   (b) forward and backward  
   (c) critical and important  
   (d) beginning and automatic

**Short-Answer Questions**

**Mission:** Briefly answer the following questions in the space provided:

1. Explain the principle of individual differences. What factors can contribute to the way that this principle comes into play with people learning a skill?
   People differ widely in terms of how quickly they learn new skills. Factors can include learning environment, desire to learn, body type, encouragement from others, age, ability of instructor to teach skills, etc.

2. What are the five stages in Singer’s five-step method of skills teaching?
   Readying, imaging, focusing, executing, evaluating

3. Why is skill transferability important when learning new skills?
   The ability to take what is learned and apply it to a new situation is invaluable in the development of skills; avoid having to re-learn many skills.

4. What is the difference between open and closed skills?
   An open skill is performed in an unpredictable environment that requires participants to adapt movements to changing nature of that environment; a closed skill is one that takes place in an environment that is predictable and permits participants to plan their movements in advance.

5. Discuss how the chaining process can assist an individual to learn a more complex skill.
   Skill is broken down into parts and then the parts are put together to learn the skill; process includes forward and backward chaining

**Essay Questions**

**Mission:** On a separate piece of paper, develop a 100-word response to the following questions.

1. Outline the “classic” stages-of-learning model developed by Fitts and Posner and summarize each stage. Do you think this model accurately reflects the way people learn a new skill? Why or why not?

2. Choose one factor widely held to be an impediment to skill development, and describe a situation in which this factor is preventing an athlete from refining his or her skills in a specific sport. Suggest ways in which this inhibiting factor could be overcome.

3. Using a specific sport skill, describe how you would take a beginner through Singer’s five-step approach to learn that skill.
**EXERCISE 19.2**

**Terminology Review**

**Defining Key Terms**

**Mission:** Briefly explain the meaning of the following key terms:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning</td>
<td>The process by which a person develops, through a combination of physical and psychological factors, the ability to perform a task.</td>
</tr>
<tr>
<td>Automatic/controlled motor activity</td>
<td>Automatic motor activity is motor activity that involves very little thought, and results in movement that appears to be an almost unconscious reflex action. For example, a baseball batter who, in a split second, sees that an out-of-control pitch is heading right for his or her head, makes an involuntary mover to duck out of the way. Controlled motor activity needs relatively more thought and time to perform in comparison to automatic motor activity. For example, a soccer player weaving in and out of traffic during a game is processing a lot of information rapidly, including his or her own speed and control of the ball, the challenges of opponents, and so on.</td>
</tr>
<tr>
<td>Principle of individual differences</td>
<td>Also known as the Individuality Principle, this concept rests on the fact that every athlete has a different physical and psychological makeup, which means that every athlete will have different needs when it comes to training.</td>
</tr>
<tr>
<td>Stages-of-learning model</td>
<td>One of the earliest and still widely embraced models of how people learn was developed in 1967 by two researchers named Paul Fitts and Michael Posner. Today, this is often referred to as the “classic” stages-of-learning model.</td>
</tr>
<tr>
<td>Factors affecting skill acquisition</td>
<td>The wide range of variables that influence how well people learn skills. These include fatigue, nervousness, weather, distractions, and so on.</td>
</tr>
<tr>
<td>Five-step method of skills teaching</td>
<td>A learning model that utilizes five basic building blocks in the teaching (and learning) of a skill, and has been found to be successful across a wide range of motor activities.</td>
</tr>
<tr>
<td>Feedback</td>
<td>The information a learner obtains regarding how he or she is progressing in learning to perform a skill. It can assist in performance improvement and lead to a steeper learning curve.</td>
</tr>
<tr>
<td>Skill transferability</td>
<td>The concept that skills, when learned in the context of improving performance in one sport or activity, can often be applied, or transferred, to a different sport.</td>
</tr>
<tr>
<td>Basic skill categories</td>
<td>The division of motor learning abilities into three basic categories: locomotor-moving skills, manipulative-handling skills, and stability balancing skills. Used by specialists in the study of human skills acquisition, these three categories are not necessarily independent of each other.</td>
</tr>
<tr>
<td>Open/closed skills</td>
<td>An open skill is one that is performed in an unpredictable environment, which requires participants to adapt their movements to the changing nature of that environment. Closed skills are a skill that takes place in an environment that is predictable and permits participants to plan their movements in advance.</td>
</tr>
<tr>
<td>Stages of skill observation</td>
<td>The National Coaching Certification Program (NCCP) identifies two distinct stages of skills observation: a pre-observation stage and an observation stage.</td>
</tr>
<tr>
<td>Shaping</td>
<td>The process by which learners are encouraged to develop, or “shape,” a skill gradually.</td>
</tr>
<tr>
<td>Chaining</td>
<td>Since complex skills are made up of separate and distinct parts, this approach uses the metaphor of the links of a chain to break a skill down, and encourages athletes to join—or “chain”—these elements together.</td>
</tr>
</tbody>
</table>
EXERCISE 19.4

Hockey Skills Observation

When coaches and athletes break down the phases of a skill and analyze those phases separately, they can look for ways to improve the execution of the skill as a whole. The next four exercises will allow you to become familiar with this process.

Skill Observation Checklist: Using the photographs above, identify the key elements of each phase of the skill and indicate training exercises that might result in improvement at each phase.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Key Elements of Phase</th>
<th>Training Exercises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary movements</td>
<td>• Athletic stance</td>
<td>• Balance and core exercises (plank, squats)</td>
</tr>
<tr>
<td></td>
<td>• Shoulders squared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stick ready</td>
<td></td>
</tr>
<tr>
<td>Backswing movements</td>
<td>• Widen stance</td>
<td>• Shoulder, back, and obliques (twisting sit-ups)</td>
</tr>
<tr>
<td></td>
<td>• Twisted torso</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stick up</td>
<td></td>
</tr>
<tr>
<td>Force-producing</td>
<td>• Stance widened</td>
<td>• Leg exercises (power, plyometrics)</td>
</tr>
<tr>
<td>movements</td>
<td>• Back foot pivoted: drive off back leg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stick contact with puck</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shoulders squared</td>
<td></td>
</tr>
<tr>
<td>Critical instant</td>
<td>• Swing comes in front of body</td>
<td>• Forearm exercises (obliques)</td>
</tr>
<tr>
<td></td>
<td>• Big joints—little joints</td>
<td>• Hand-eye coordination (reaction ball)</td>
</tr>
<tr>
<td></td>
<td>• Stick exerts force on puck</td>
<td></td>
</tr>
<tr>
<td>Follow-through</td>
<td>• Stick in air</td>
<td>• Twisting, transfer of weight</td>
</tr>
<tr>
<td></td>
<td>• Upper body twisted</td>
<td>• Can practice swing against resistance</td>
</tr>
<tr>
<td></td>
<td>• Slows down</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Looks forward</td>
<td></td>
</tr>
</tbody>
</table>
Learning Objectives

The exercises in this section of the workbook will help to reinforce your knowledge of the following topics covered in the Exercise Science textbook:

- The basic principles and definition of sport psychology, including why psychological factors are important for athletes and coaches in both training and competition
- The relationship between physical and mental factors in sport
- How psychologists define performance states
- Key terms in sport psychology, including arousal, anxiety, relaxation, concentration, and motivation
- Psychological factors that can affect sport performance, including self-talk, imagery/visualization, hypnosis, the regulation of arousal and relaxation, motivation, goal setting, and improving concentration
- The role of the audience and fatigue on an athlete’s performance
- Orlick’s “Wheel of Excellence”
- The impact of sport psychology on young athletes
- Various roles and careers open to sport psychologists
Section Quiz

Name: ______________________ Date: ______________

Multiple-Choice Questions

Mission: Circle the letter beside the answer that you believe to be correct.

1. Which of the following is a role of the sports psychologist?  
   (a) teaching an athlete how to block out crowd noise  
   (b) working with coaches and athletes to improve motivation  
   (c) helping competitors to avoid feelings of anxiety that inhibit performance  
   (d) all of the above

2. In the mind of the athlete, a complete absence of doubt, a narrow focus, a sense of effortlessness, and the feeling that time has “stood still,” describes (a) “the zone”  
   (b) ideal performance state  
   (c) choking  
   (d) both A and B are correct

3. An athlete who, before a competition, is sweating or feeling “butterflies” is likely experiencing (a) arousal  
   (b) relaxation  
   (c) anxiety  
   (d) concentration

4. Feeling “psyched up” or “wired” is known more formally in sports psychology as  
   (a) arousal  
   (b) relaxation  
   (c) anxiety  
   (d) concentration

5. An athlete develops a broad picture of what success “feels like” when using (a) hypnosis  
   (b) concentration  
   (c) imagery  
   (d) motivation

6. Techniques for improving an athlete’s concentration include (a) positive self-talk  
   (b) duplicating performance distractions in practice  
   (c) use of cue words  
   (d) all of the above

7. Which of the following is not one of Orlick’s seven key elements of excellence?  
   (a) confidence  
   (b) distraction  
   (c) focused connection  
   (d) mental readiness

Short-Answer Questions

Mission: Briefly answer the following questions in the space provided:

1. Define concentration and give three ways a person can increase their level of concentration during competitions.
   - Ability to keep one’s focus on the task at hand without being distracted from it by changes in the surrounding environment; mental exercises, filtering, cues

2. Define motivation and discuss why some athletes are more motivated than others.
   - Direction and intensity of effort. Something to prove, monetary rewards, strive to be the best, desire, etc.

3. Why is goal setting important for athletes? Why might objective or quantifiable goals be “better” than subjective goals?
   - Athletes need to have a clear idea of what they want to achieve before they can build up the motivation to achieve it

4. What is “choking”? Why does it happen?
   - In a pressure-filled situation, but one in which the athlete could have reasonably expected to succeed, he or she fails to achieve the desired result; failing to maintain focus for long enough to achieve success

5. What are some important psychological points to remember when dealing with children in sports?
   - Children respond well to praise and encouragement as well as activities that help them build skills and confidence

Essay Questions

Mission: On a separate piece of paper, develop a 100-word response to the following questions.

1. Research any three famous athletes who have benefitted from using psychological practices, and explain how they used sport psychology to their advantage.

2. Imagine you are a sports psychologist who has been hired to work with a top-level athlete who has recently been “choking” in major events. Outline the steps you would take in working with the athlete to attempt to overcome this impediment to his or her performance.
### Terminology Review

#### Defining Key Terms

**Mission:** Briefly explain the meaning of the following key terms:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport psychology</td>
<td>Psychology is the scientific study of the thought processes and behaviour of humans in their interaction with the environment. In the sport context, it is the study of how people think, feel, and behave in sporting situations, and what mental processes motivate the way athletes behave in training and competition.</td>
</tr>
<tr>
<td>Ideal performance state</td>
<td>The formal term for what many athletes refer to as “the zone”—they call it the ideal performance state.</td>
</tr>
<tr>
<td>Arousal</td>
<td>Often referred to as “being psyched up” or feeling “wired,” arousal is the state in which an athlete feels ready—in mind and body—to do his or her very best in competition.</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Feelings of tension or nervousness that accompany preparation for, or participation in, an athletic event (or other kind of event).</td>
</tr>
<tr>
<td>Relaxation</td>
<td>In sport, relaxation refers to the mind-body state in which an athlete is not inhibited by feelings of anxiety and nervousness, and is feeling “loose” and ready to do his or her best.</td>
</tr>
<tr>
<td>Concentration</td>
<td>The ability to keep one’s focus on the task at hand without being distracted from it by changes in the surrounding environment. Concentration is a key part of athletic success.</td>
</tr>
<tr>
<td>Motivation</td>
<td>In a sports setting, this refers to the direction and intensity of effort on the part of the athlete.</td>
</tr>
<tr>
<td>Role of the audience</td>
<td>Many athletes react positively to large crowds and the encouragement they can provide. Others seem to succeed better in settings where they are relatively isolated from spectators. Still others can become extremely discouraged or distracted by crowd noise. Sport psychologists work with athletes to help them to control their response to an audience and limit its impact on performance.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fatigue</td>
<td>The onset of physical fatigue leads to a mental state where feelings of tiredness can cause a decrease in performance. Sport psychologists attempt to mitigate the influence of fatigue by helping athletes understand that, while inevitable, it can be overcome.</td>
</tr>
<tr>
<td>Psychological skills training</td>
<td>The interaction between sport and psychology in which sport psychologists and athletes use specific tools to improve athletic performance.</td>
</tr>
<tr>
<td>Self-talk</td>
<td>The internal monologue that goes through one's mind, exhorting oneself to achieve success.</td>
</tr>
<tr>
<td>Imagery and visualization</td>
<td>The process by which sport psychologists work with athletes to help them visualize or imagine themselves succeeding—almost like writing their own movie script, with them in the starring role—or to recall powerful images of past triumphs, all as ways of improving future performance.</td>
</tr>
<tr>
<td>Hypnosis</td>
<td>A state of intense concentration in which the mind directs the body to perform certain acts while blocking out all external stimuli except the ones that are essential to the completion of the ultimate goal.</td>
</tr>
<tr>
<td>Goal setting</td>
<td>The process by which an athlete identifies desired levels of performance in training or competition.</td>
</tr>
<tr>
<td>S.M.A.R.T. principle</td>
<td>One framework for establishing goals is known by the acronym S.M.A.R.T. This is the notion that goals should be: Specific, Measurable, Attainable, Realistic, and Timely.</td>
</tr>
<tr>
<td>Wheel of Excellence</td>
<td>Canadian author Terry Orlick developed this concept that posits seven key elements of excellence: commitment, belief, full focus, positive images, mental readiness, distraction control and constructive evaluation. These combine to form a &quot;wheel of excellence&quot; that provides a working framework to guide the pursuit of excellence.</td>
</tr>
</tbody>
</table>
Learning Objectives

The exercises in this section of the workbook will help to reinforce your knowledge of the following topics covered in the Exercise Science textbook:

- The definition of the term “coach"
- Various styles adopted by coaches in pursuit of their roles, including authoritarian, business-like, “nice guy/gal,” intense, and “easy-going”
- The differences between autocratic and democratic coaches
- The concept of “fair play” and its relation to coaching
- The roles and responsibilities of the coach in working with athletes
- The development of coaching skills
- How to build age-appropriate coaching strategies
- Guidelines for working with advanced athletes
- The differences between strategy, tactics, and planning in sport coaching
- The role of the National Coaching Certification Program in Canada
- Ethical and legal concerns for coaches
- How coaches and athletes can find the right working relationship
- Policies regarding the monitoring of coaches
- Opportunities for coaches in Canada
Multiple-Choice Questions

**Mission:** Circle the letter beside the answer that you believe to be correct.

1. When working with an athlete, which is the most important consideration for a coach? 
   (a) how working with the athlete will impact the coach's overall career 
   (b) the athlete's commitment, in terms of time 
   (c) whether or not the coach/athlete relationship will involve financial reimbursement for the coach 
   (d) the athlete's age and ability level

2. When attempting to select a coach, an athlete should ask about the coach's 
   (a) record with athletes of a similar background. 
   (b) method of dealing with conflict 
   (c) expectations for the athlete 
   (d) all of the above

3. Which coaching style best describes a coach who tells his team that he is not interested in any feedback about how a game is progressing? 
   (a) democratic coach 
   (b) sympathetic coach 
   (c) autocratic coach 
   (d) business-like coach

4. A coach who encourages a cyclist to take a short-cut during a race violates which NCCP philosophy? 
   (a) tactical decision-making ethics 
   (b) the importance of coaching theory 
   (c) knowledge of crucial coaching skills 
   (d) fair play

5. One of the significant things about Danièle Sauvageau's coaching success is that 
   (a) she has never played hockey herself 
   (b) she has never coached Team Canada full time 
   (c) she has never had an assistant coach 
   (d) her teams never played together in non-Olympic years

6. A coach and athlete who sit down to make a competitive plan before an event are engaged in 
   (a) tactical planning 
   (b) strategic planning 
   (c) unfair play 
   (d) poor sportsmanship

7. Which best describes the role of the coach as outlined by the NCCP? 
   (a) gives positive feedback 
   (b) builds an athlete's self-esteem 
   (c) encourages participation 
   (d) all of the above

Short-Answer Questions

**Mission:** Briefly answer the following questions in the space provided:

1. Summarize the philosophy of fair play.
   Respecting rules of the game; respecting officials and their decisions; respecting the opponent; providing all participants with equal opportunities; maintaining dignity under all circumstances

2. Choose three (of the eight) essentials of the role of the coach that you feel are the most important. Define each, and state why you think these three are the most important.
   Why each plays an important role will vary from student to student based on their personal opinion

3. Which five skills or attributes are, in your opinion, the most important for a coach? Provide reasons for your answers.
   Answers may include: ability to communicate with athletes; advanced technical knowledge of sport; ability to inspire/motivate; ability to work with parents (of young athletes), etc.

4. Using your favourite sport, give an example of a good use of tactics by a coach and/or athlete, and one example of a poor tactical decision.
   Examples of good: recognizing weakness in opponent and exploiting them. 
   Examples of bad: attempting to rush an opponent to play faster, intentionally injuring, etc.

5. Define the term “ethical decision” as it relates to sport. List three ethical and three unethical decisions that could be made by a coach and his/her athlete. 
   Answers will vary

Essay Questions

**Mission:** On a separate piece of paper, develop a 100-word response to the following questions.

1. Discuss why there is a problem with the “win at all costs” philosophy when coaching younger athletes.

2. On page 286 of the text, a number of questions that an athlete might ask a prospective coach are presented. In your opinion, how would an “ideal” coach respond to three questions of your choice?
## Terminology Review

### Defining Key Terms

**Mission:** Briefly explain the meaning of the following key terms:

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td><strong>Coaching styles</strong></td>
<td>There are as many different kinds of coaches as there are types of athletes. Certainly, anyone who has seen the coach-athlete dynamic in action will recognize a number of distinct coaching styles. One recent Australian survey of 500 sport coaches concluded that there are five distinct coaching styles, each with its own unique characteristics.</td>
</tr>
<tr>
<td><strong>Autocratic coach</strong></td>
<td>In general, this type of coach adopts a “do-as-I-say” approach. This type of coaching style can further be broken down into two subcategories—“telling” and “selling.”</td>
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<tr>
<td><strong>Democratic coach</strong></td>
<td>A coach who encourages his or her athletes to be fully involved in the decisions being made about training and competition.</td>
</tr>
<tr>
<td><strong>National Coaching Certification Program (NCCP)</strong></td>
<td>In Canada, the Coaching Association of Canada offers the National Coaching Certification Program (NCCP), a series of instructional courses for coaches. The NCCP instructs sport coaches in the basics of coaching and progresses all the way to advanced coaching theory and technique.</td>
</tr>
<tr>
<td><strong>Fair play</strong></td>
<td>A sports philosophy grounded in the belief that sport is a moral pursuit and emphasizes participation.</td>
</tr>
<tr>
<td><strong>Role of a coach</strong></td>
<td>The role of a coach, as suggested by the NCCP and several other sources are defined in the following list: Keeping it positive; Self-esteem; The team-based approach; Balance; Participation; Staleness and burnout; Coaching personality and style.</td>
</tr>
<tr>
<td><strong>Age-appropriate coaching strategies</strong></td>
<td>A concept that maintains that different coaching practices are needed for athletes at varying stages of motor development.</td>
</tr>
<tr>
<td><strong>Strategy/tactics</strong></td>
<td>Strategy is an attempt to gain an advantage in competition through some form of advance planning. Tactics refers to specific adjustments made in the context of an ongoing event.</td>
</tr>
<tr>
<td><strong>Standards of ethics and behaviour for coaches</strong></td>
<td>Most leagues and sport associations have fairly well-defined standards governing coaches; in some instances, these are highly detailed statements to which all coaches must agree before working with athletes.</td>
</tr>
<tr>
<td><strong>Coach-athlete relationship</strong></td>
<td>The coach-athlete relationship is an essential part of any successful athletic career, and people who function in a supporting role for the athlete should be involved in the assessment process as well.</td>
</tr>
</tbody>
</table>