

# **Fundamentals of Coaching**

An overview of practice philosophy and  
methodology

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*DBV/ISG Winter Clinic*  
*Darmstadt*  
*Januar 2008*

A spiral-bound notebook with a light beige, textured cover and a dark brown border. The spiral binding is on the left side. The text is centered on the cover.

# KEY TO COACHING

When working with young athletes,  
winning is not important!



# 1...What is Coaching

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- Coaching is Teaching
- Teaching means Learning
- But...How do we learn?



# People Learn Best When...

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- Someone really cares
- They WANT to learn
- Feel “Safe”
- Clear Understanding of Goals
- Enjoy early and continuing success
- Many opportunities for Practice



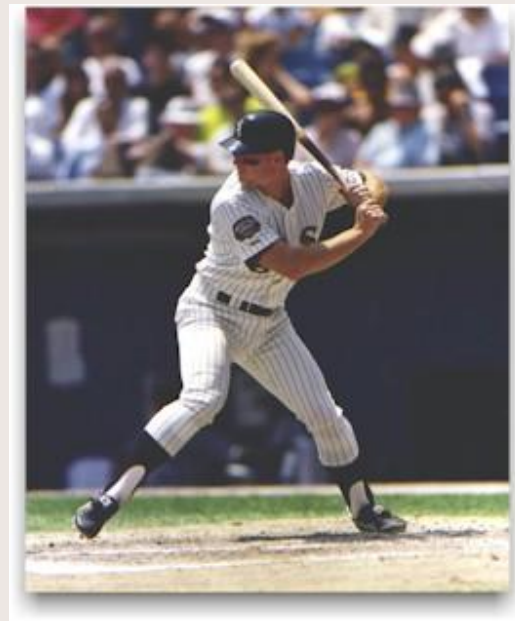
# How we learn....continued

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- There is a clear relationship between practice and activity
- Useful feedback
- They can apply learning to real situations
- Teammates/coaches recognize their efforts/improvement/success

# KEY to Successful Learning

- Transfer of Training





## 2...How to form a philosophy

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- Watch and learn from what other coaches and other teams do.
- Don't be afraid to ask; good coaches share.
- Are you going to be aggressive?
- Conservative?
- Hamlet – to thine own self be true!



## 3...PREPARING TO COACH IN 6 EASY STEPS

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Step 1: Identify the skills your athletes need

Step 2: Know your athletes

Step 3: Analyze your situation

Step 4: Establish priorities

Step 5: Select the methods for teaching

Step 6: Plan practices

# 1. Identify Skills

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- By position (Technical)
  - Tactical
  - Physical
  - Mental
  - Communication
  - Character\*\*\*
- 
- Ø Doesn't take a genius if you follow a systematic and objective approach
  - Ø Before the start of the season you must determine which skills are important and which are not
  - Ø Varies from team to team and year to year

**Figure 7.1 Identifying and Evaluating Skills**

STEP 1	STEP 4								
	Teaching priorities			Readiness to learn		Priority rating			C
	Must	Should	Could	Yes	No	A	B		
<b>Offensive technical skills</b>									
Preparing to Hit	M	S	C	Yes	No	A	B	C	
Swing and Follow-Through	M	S	C	Yes	No	A	B	C	
Bunting Basics	M	S	C	Yes	No	A	B	C	
Sacrifice Bunting	M	S	C	Yes	No	A	B	C	
Drag Bunting	M	S	C	Yes	No	A	B	C	
Running Basics	M	S	C	Yes	No	A	B	C	
Running to First Base	M	S	C	Yes	No	A	B	C	
Rounding the Bases	M	S	C	Yes	No	A	B	C	
Stealing Second Base	M	S	C	Yes	No	A	B	C	
Stealing Third Base	M	S	C	Yes	No	A	B	C	
Bent-Leg Slide	M	S	C	Yes	No	A	B	C	
Headfirst Slide	M	S	C	Yes	No	A	B	C	
<b>Defensive technical skills</b>									
Throwing Basics	M	S	C	Yes	No	A	B	C	
Catching a Throw	M	S	C	Yes	No	A	B	C	
Catcher Basics	M	S	C	Yes	No	A	B	C	
Catcher Throwing	M	S	C	Yes	No	A	B	C	
Catcher Blocking	M	S	C	Yes	No	A	B	C	
Reacting As a Catcher	M	S	C	Yes	No	A	B	C	
Pitcher Basics	M	S	C	Yes	No	A	B	C	
Pitcher Stretch Mechanics	M	S	C	Yes	No	A	B	C	
Throwing a Fastball	M	S	C	Yes	No	A	B	C	
Throwing a Curveball	M	S	C	Yes	No	A	B	C	
Throwing a Changeup	M	S	C	Yes	No	A	B	C	
Outfield Basics	M	S	C	Yes	No	A	B	C	
Challenging Outfield Plays	M	S	C	Yes	No	A	B	C	
Infield Basics	M	S	C	Yes	No	A	B	C	
Fielding Ground Balls	M	S	C	Yes	No	A	B	C	
Double Plays	M	S	C	Yes	No	A	B	C	
Fielding Pop-Ups in the Infield	M	S	C	Yes	No	A	B	C	
<b>Offensive tactical skills</b>									
Aggressive Baserunning	M	S	C	Yes	No	A	B	C	
Baserunning From Second	M	S	C	Yes	No	A	B	C	
Scoring From Third	M	S	C	Yes	No	A	B	C	
First-and-Third Play	M	S	C	Yes	No	A	B	C	
Using the Bunt	M	S	C	Yes	No	A	B	C	
Knowing When to Steal Second	M	S	C	Yes	No	A	B	C	
Knowing When to Steal Third	M	S	C	Yes	No	A	B	C	
Hit and Run	M	S	C	Yes	No	A	B	C	
Situational Hitting	M	S	C	Yes	No	A	B	C	
Getting Out of a Rundown	M	S	C	Yes	No	A	B	C	

(continued)

**Figure 7.1 (continued)**

STEP 1	STEP 4								
	Teaching priorities			Readiness to learn		Priority rating			C
	Must	Should	Could	Yes	No	A	B		
<b>Skills identified</b>									
<b>Defensive tactical skills</b>									
Defensive Positioning	M	S	C	Yes	No	A	B	C	
Defending the First-and-Third Double Steal	M	S	C	Yes	No	A	B	C	
Defending Bunt Situations	M	S	C	Yes	No	A	B	C	
Pitcher Pickoffs	M	S	C	Yes	No	A	B	C	
Catcher Pickoffs	M	S	C	Yes	No	A	B	C	
Double-Play Defenses	M	S	C	Yes	No	A	B	C	
Determining the Best Hitting Options	M	S	C	Yes	No	A	B	C	
Rundowns	M	S	C	Yes	No	A	B	C	
Wild Pitches	M	S	C	Yes	No	A	B	C	
<b>Physical training skills</b>									
Strength	M	S	C	Yes	No	A	B	C	
Speed	M	S	C	Yes	No	A	B	C	
Power	M	S	C	Yes	No	A	B	C	
Endurance	M	S	C	Yes	No	A	B	C	
Flexibility	M	S	C	Yes	No	A	B	C	
Quickness	M	S	C	Yes	No	A	B	C	
Balance	M	S	C	Yes	No	A	B	C	
Agility	M	S	C	Yes	No	A	B	C	
Other	M	S	C	Yes	No	A	B	C	
<b>Mental skills</b>									
Emotional control—anxiety	M	S	C	Yes	No	A	B	C	
Emotional control—anger	M	S	C	Yes	No	A	B	C	
Self-confidence	M	S	C	Yes	No	A	B	C	
Motivation to achieve	M	S	C	Yes	No	A	B	C	
Ability to concentrate	M	S	C	Yes	No	A	B	C	
Other	M	S	C	Yes	No	A	B	C	
<b>Communication skills</b>									
Sends positive messages	M	S	C	Yes	No	A	B	C	
Sends accurate messages	M	S	C	Yes	No	A	B	C	
Listens to messages	M	S	C	Yes	No	A	B	C	
Understands messages	M	S	C	Yes	No	A	B	C	
Receives constructive criticism	M	S	C	Yes	No	A	B	C	
Receives praise and recognition	M	S	C	Yes	No	A	B	C	
Credibility with teammates	M	S	C	Yes	No	A	B	C	
Credibility with coaches	M	S	C	Yes	No	A	B	C	
<b>Character skills</b>									
Trustworthiness	M	S	C	Yes	No	A	B	C	
Respect	M	S	C	Yes	No	A	B	C	
Responsibility	M	S	C	Yes	No	A	B	C	
Fairness	M	S	C	Yes	No	A	B	C	
Caring	M	S	C	Yes	No	A	B	C	
Citizenship	M	S	C	Yes	No	A	B	C	

Adapted by permission from R. Martens, 2004, *Successfully Coaching 2nd ed.* (Champaign, IL: Human Kinetics), 250-251.



## 2. Know Your Athletes

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- Experience level
- How well do they know each other
- Maturity
- Do they accept responsibility?
- Review returning players
- Strengths
- Weaknesses
- Potential for improvement
- Conduct a preseason tryout camp or some other evaluation
- Evaluate their skills

# Tips for Evaluating

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- Use Accurate Measuring Tools!!
- Be objective
- Motivate
- Give Feedback
- Be Credible
- Listen

A spiral-bound notebook with a brown cover and a light beige page. The spiral binding is on the left side. The text "MEASURE EVERYTHING" is written in large, bold, yellow capital letters on the page. A thin horizontal line is visible above the word "MEASURE".

**MEASURE**

**EVERYTHING**



# Evaluation Tools

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- Video
- Statistics
- Rubrics

# Sample Rubric

	Skill Rating				
	Weak 1	2	3	Strong 4	5
<b>TECHNICAL SKILLS</b>					
Ready Position	1	2	3	4	5
Scan, Review, Adjust	1	2	3	4	5
Upright starting position	1	2	3	4	5
Knees flexed	1	2	3	4	5
Eyes on area in front of the plate	1	2	3	4	5
Glove hand extended	1	2	3	4	5
Forward Movement timed with the pitch	1	2	3	4	5
Footwork into Fielding Position	1	2	3	4	5
Approach ball on glove side under control	1	2	3	4	5
Break down 15 feet from ball	1	2	3	4	5
Right, left movement to ball	1	2	3	4	5
Fielding Position	1	2	3	4	5
Wide base; weight on balls of feet	1	2	3	4	5
Knees bent; hands extended	1	2	3	4	5
Back of glove on ground	1	2	3	4	5
Eyes in front watching ball into glove	1	2	3	4	5
Buttocks down; back flat	1	2	3	4	5
Fielding and Transition into Throwing	1	2	3	4	5
Funnel ball or Hinge	1	2	3	4	5
Right, left steps	1	2	3	4	5
Ball in throwing position as stride foot lands	1	2	3	4	5
Glove hand moves to chest on throw	1	2	3	4	5

## INFIELD TACTICAL SKILLS

Turning the Double Play	1	2	3	4	5
Reading the Play	1	2	3	4	5
Recognizing environmental challenges	1	2	3	4	5
Making the throw in direction hit ball takes you	1	2	3	4	5
Knowing which depth will work for hitter/runner	1	2	3	4	5
Adjusting to batter's prior performance	1	2	3	4	5
Presenting a good target to partner	1	2	3	4	5
Ability to arrive at the base on time, in rhythm	1	2	3	4	5
Knowledge of the Rules	1	2	3	4	5
Evading obstruction situations	1	2	3	4	5
Getting foot on the base while in possession of ball	1	2	3	4	5
Understanding when the force play is removed	1	2	3	4	5
Knowledge of Team Strategy	1	2	3	4	5
Automatically playing deeper late in game with team ahead	1	2	3	4	5
Knowing when to try for "two" or get "one sure"	1	2	3	4	5
Knowledge of Opponents	1	2	3	4	5
Knowledge of Self	1	2	3	4	5
Knowledge of Tactical Options	1	2	3	4	5
Decision-Making Ability	1	2	3	4	5

# Evaluation During Games

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- Focus on mechanics
- Don't get personal – EVER



### 3. Analyze Your Situation

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- Facilities
- Schedule
- Volunteer help
- Assistant coaches
- How many practices? When? How Long?
- Instructional resources?
- Realistic expectations of what can be accomplished daily



## 4. Establish Priorities

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- What **MUST** be covered?
- What **SHOULD** be covered?
- What **COULD** be covered?

**Figure 7.1 Identifying and Evaluating Skills**

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(continued)

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Responsibility	M	S	C	Yes	No	A	B	C	
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Caring	M	S	C	Yes	No	A	B	C	
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<b>PITCHERS</b>						
<b>Bunt defense plays</b>						
<b>1B only</b>						
<b>1B &amp; 2B</b>						
<b>Suicide squeeze</b>						
<b>Double steal plays</b>						
<b>Holding runners</b>						
<b>Pick off plays 1-3</b>						
<b>1-4/6</b>						
<b>1-5</b>						
<b>Suicide squeeze pickoff</b>						
<b>Bases Loaded Pick at 2B</b>						
<b>Daylight pick off</b>						
<b>Double plays 1-6-3</b>						
<b>1-4-3</b>						
<b>3-6-1</b>						
<b>1-2-3</b>						
<b>Backing up bases</b>						
<b>Backing up home</b>						
<b>Covering home plate</b>						
<b>Fielding ground balls</b>						
<b>Delayed steal defense</b>						
<b>Covering first base</b>						
<b>Helping out on pop flies</b>						
<b>Rundowns</b>						
<b>Intentional walks</b>						
<b>Pitchouts</b>						
<b>Throwing to 3B on bunts</b>						
<b>Communication with catcher</b>						
<b>Changing rhythm from the stretch</b>						

A spiral-bound notebook with a brown cover and a light beige page. The spiral binding is on the left side. The text is centered on the page.

*Failure to Prepare Is  
Preparing to Fail*

**Mangelnde Vorbereitung**



## 5. Select a Teaching Method

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- Traditional Approach
- Games Approach

# Method 1

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- Traditional Approach (best used when there is one clearly accepted method of doing something or when there is a risk of injury: bunting, slow rollers, etc.)
  - Explain
  - Model
  - Set up task
  - Provide feedback

# Method 2

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- Games Approach (best used when it is important to learn the underlying principles of a technique or when teaching tactical skills)
  - Games sense
  - Gives ownership



## 6. Plan Practice

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- Date, Time, Length
- Objectives
- Equipment
- Warm up
- What needs to be re-taught
- New skills
- Cool down
- Coach comments
- Evaluation

# Verbung

✓ <http://baseball.coachesvideolibrary.com/>



This is an exciting new venture that has attracted international attention.

The Baseball Coaches Video Library is the most complete set of tools that has ever been offered to any **baseball coach**.

Any program that will give the coaches an exposure to a wide variety of skills, drills, resources, and the latest information available can only benefit the coach and ultimately the athlete.

The **Coaches Video Library** a coaching resource at the your finger tips.

Welcome to the **The Future of Coaching!**

# Sample Practice

(Traditional Approach Practice 1 Table)

Time	Name of activity	Description	Key teaching points
3:20 – 3:30	Team Pre-practice Meeting	Explain procedures to be used for choosing varsity and earning team cap; Go over expectations of players in team manual	*hustle and team work
3:30 – 3:50	Warm Up	Form running drills; stretching for flexibility	*arm pump and knee lift in running form drills *full range of motion in stretches
3:50 – 4:00	Conditioning	1 mile timed run	*running form
4:00 – 4:01	Water Break		
4:01 – 4:16	Throwing and Catching	Whoosh throwing drills; progress to 4 step throwing drill with dowels; then replace dowels with taped baseballs.	*proper arm action, balance and footwork *soft hands when receiving
4:16 – 4:41	Toolbox Sets		
4:16 – 4:41	Catcher Toolbox:	Framing, Receiving, Sign Giving stance, receiving stance, body sway, footwork	*soft hands *movement of glove *balance
4:16 – 4:41	Pitcher Toolbox:	Towel drills; chair drills; isolation drills; knee drills; wall drills. Use taped balls	*staying closed *late rotation *follow through *tight abdominal muscles
4:16 – 4:41	Infield Toolbox:	Basic fielding position; First perform barehand; then with gloves.	backhand; forehand; use feet; gather and throw; short hops.

4:16 – 4:41	Outfield Toolbox:	Basic skills; drop step; cross over; blocking ground balls;	*drop and crossover *catching ball above eyes
4:41 – 4:42	Water Break		
4:42 – 4:57	Baserunning	Getting out of the box; running through first	*running form
4:57 – 5:07	Cool down; stretching	20-yard out of box sprints; stretch main muscle groups	*complete stretches
5:07 – 5:15	Coach's Comments	Reminders; end of practice comments; Discuss criteria for earning team cap	*General comments (i.e. 1 <sup>st</sup> day; positives; *take notes on player comments *criteria for earning caps
5:15 – 5:27	Team Breathing Exercises	Begin teaching of breathing for relaxation	*focus on exhaling
5:27 – 6:00	Coaches' Debriefing	Meet in Coach's Office	*Assess day's workout; *discuss next day



# Run Purposeful Practices

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- Maximize Individual Participation
- Sufficient Equipment
- Make certain players understand why
- Create challenges: games that everyone can be successful in



# Run Purposeful Practices

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- Athletes need to see RESULTS
- Record Performances; this emphasizes the importance of a drill, etc.
- Don't let the practice wander; clear time limits
- Make practices in a same skill progressively more difficult

Figure 2.2 Basic Infielder Skills Evaluation

	Skill Rating				
	Weak 1	2	3	4	Strong 5
<b>TECHNICAL SKILLS</b>					
Ready Position	1	2	3	4	5
Scan, Review, Adjust	1	2	3	4	5
Upright starting position	1	2	3	4	5
Knees flexed	1	2	3	4	5
Eyes on area in front of the plate	1	2	3	4	5
Glove hand extended	1	2	3	4	5
Forward Movement timed with the pitch	1	2	3	4	5
Footwork into Fielding Position	1	2	3	4	5
Approach ball on glove side under control	1	2	3	4	5
Break down 15 feet from ball	1	2	3	4	5
Right, left movement to ball	1	2	3	4	5
Fielding Position	1	2	3	4	5
Wide base; weight on balls of feet	1	2	3	4	5
Knees bent; hands extended	1	2	3	4	5
Back of glove on ground	1	2	3	4	5
Eyes in front watching ball into glove	1	2	3	4	5
Buttocks down; back flat	1	2	3	4	5
Fielding and Transition into Throwing	1	2	3	4	5
Funnel ball or lift	1	2	3	4	5
Right, left steps	1	2	3	4	5
Ball in throwing position as stride foot lands	1	2	3	4	5
Glove hand moves to chest on throw	1	2	3	4	5

### INFIELD TACTICAL SKILLS

Turning the Double Play	1	2	3	4	5
Reading the Play	1	2	3	4	5
Recognizing environmental challenges	1	2	3	4	5
Making the throw in direction hit ball takes you	1	2	3	4	5
Knowing which depth will work for hitter/runner	1	2	3	4	5
Adjusting to batter's prior performance	1	2	3	4	5
Presenting a good target to partner	1	2	3	4	5
Ability to arrive at the base on time, in rhythm	1	2	3	4	5
Knowledge of the Rules	1	2	3	4	5
Evading obstruction situations	1	2	3	4	5
Getting foot on the base while in possession of ball	1	2	3	4	5
Understanding when the force play is removed	1	2	3	4	5
Knowledge of Team Strategy	1	2	3	4	5
Automatically playing deeper late in game with team ahead	1	2	3	4	5
Knowing when to try for "two" or get "one sure"	1	2	3	4	5
Knowledge of Opponents	1	2	3	4	5
Knowledge of Self	1	2	3	4	5
Knowledge of Tactical Options	1	2	3	4	5
Decision-Making Ability	1	2	3	4	5

# Toolbox Drills

Type of Drill      Daily Infield Tool Box

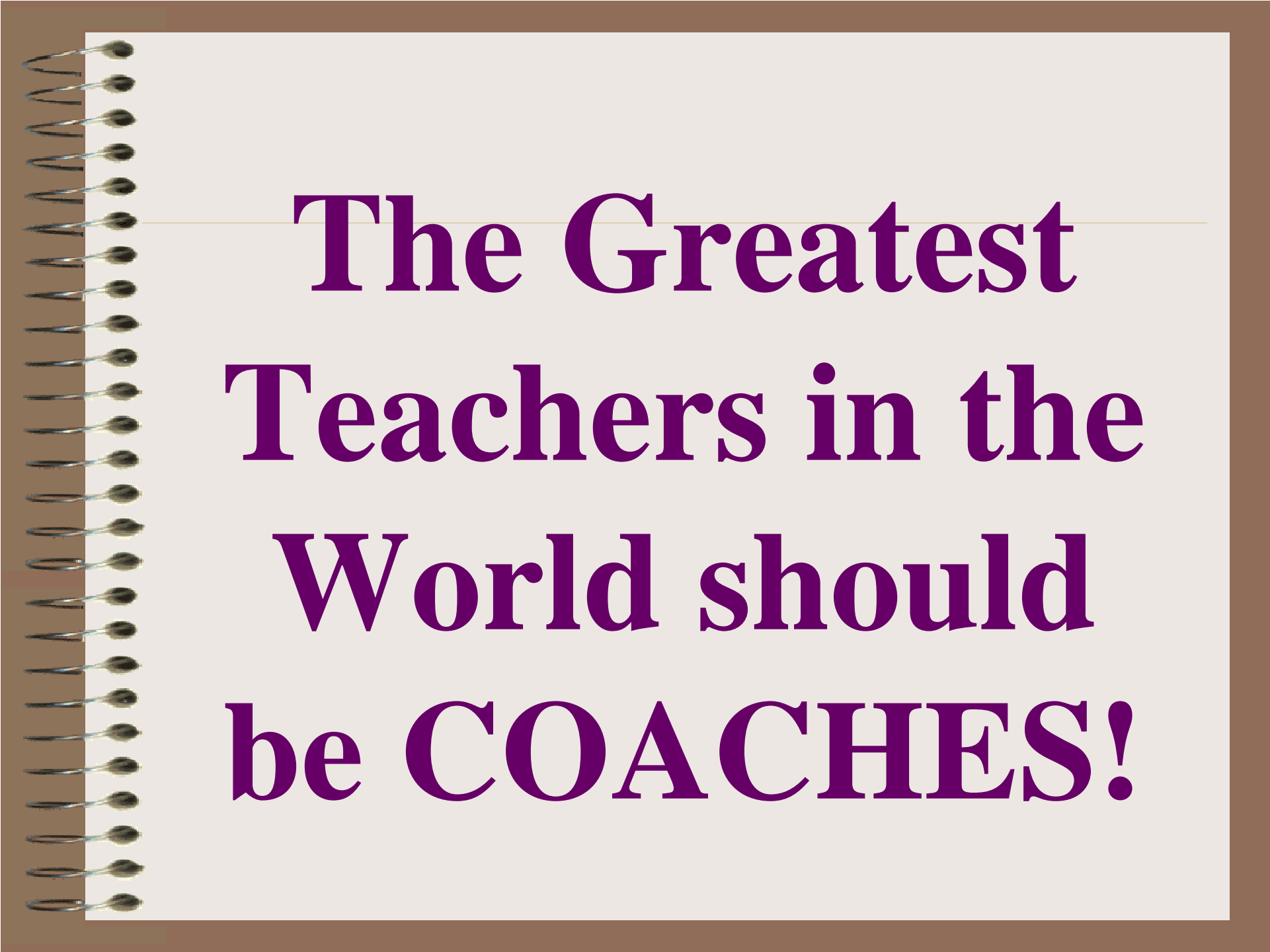
Goal To improve each day at basic ground ball fielding techniques.

Description Players partner up on the dirt portion of the infield, approximately 15 feet apart. (Fig. 6.1 below) Player A assumes basic fielding position discussed on p. (Chapter 4). Player B is the feeder and rolls 8-10 balls to player A. Balls should be rolled in an underhand fashion. Upon completion, players switch positions. Player B assumes fielding position. Player A rolls balls. Players progress through the 9 basic stages described below. As season progresses, additional stages, such as double play pivots, can be added as required.

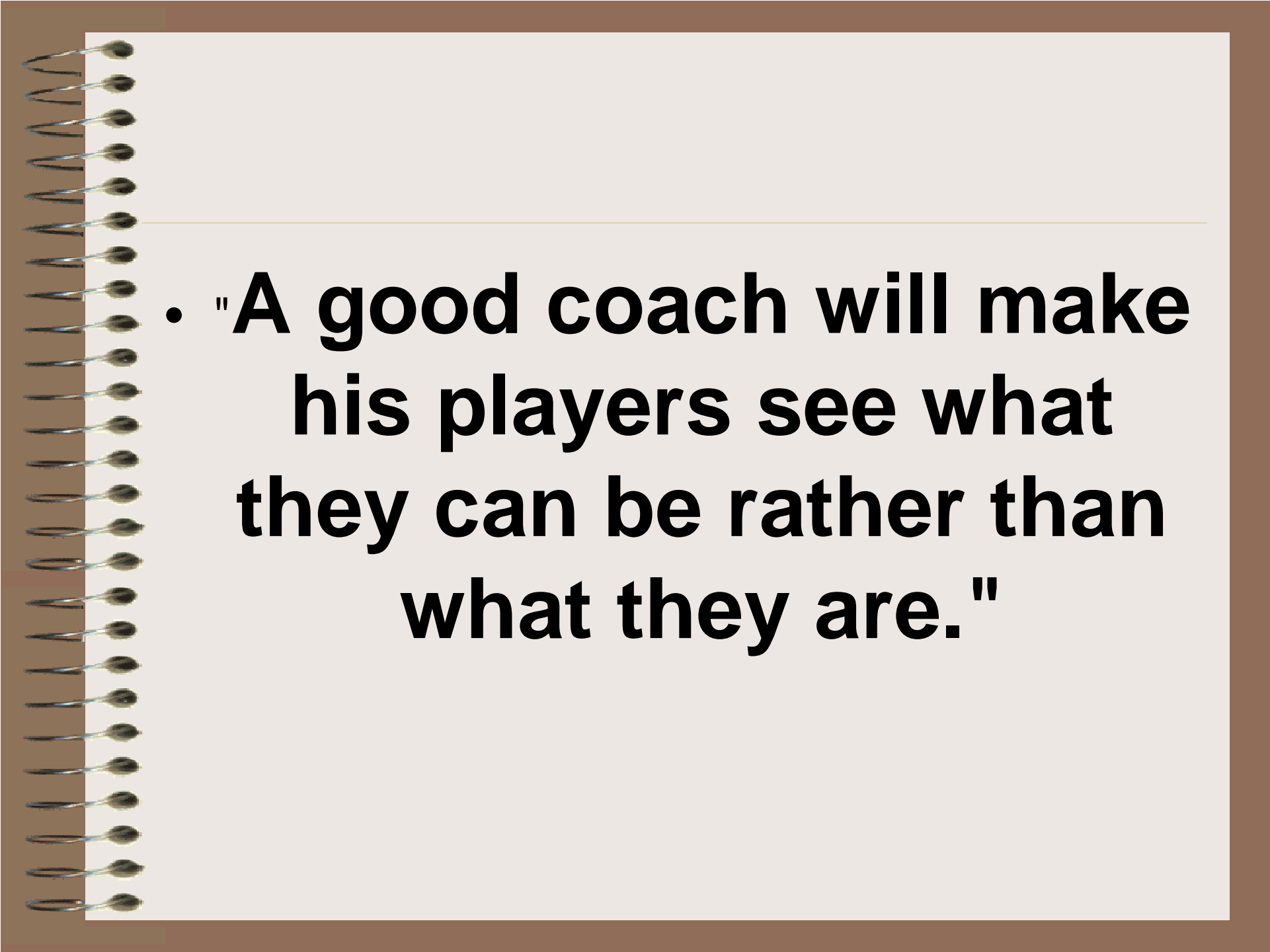
- Stage 1: Fielder uses bare hand. Keep throwing hand behind back. Emphasize back of glove hand on ground, fielding “under” the ball, lifting fingers.
- Stage 2: Use both hands. (no glove) Emphasize fielding with throwing hand above glove hand. (Whiffle balls or softer balls may be used for these two stages)
- Stage 3: Same as stage 2 except fielder now uses his glove.
- Stage 4: Assume back hand position; emphasize throwing side leg forward, chest over thigh, giving with the ball.
- Stage 5: Same as stage 4, but in fore hand fielding position.
- Stage 6: Basic fielding position; field ball and quickly move into throwing position (right-left field, right-left throw) but freeze in throwing position; return ball to feeder.
- Stage 7: Player assumes basic fielding position; feeder bounces balls to fielder so that fielder must field the ball on the “short” hop (see p. ?, Chapter 4); move into throwing position and freeze.
- Stage 8: “Impossible” balls. Feeder challenges Fielder with balls almost out of his range, left and right. Emphasize making fielder hustle and almost have to dive to get ball.
- Stage 9: Slow Roller pick-up drill. (See Figure 6.2 below) Fielder places a ball one foot in front of his throwing leg. Fielder bends down to pick up ball while lifting glove leg to waist height. From this position, fielder picks up ball and tosses ball under his chest to partner 20’ away without moving feet.
- Stage 10: Triangles. Infielders divide into three groups: one group (line 1) at third base, one group (line 2) in a direct line from 1<sup>st</sup> to 3<sup>rd</sup>, but stationed 5’ to the 1<sup>st</sup> base side of the pitcher’s mound; and a third group (line 3) forming the third leg of the triangle about 20’ from home plate. See Fig. 6.3. Coach stands at third leg and throws balls to first fielder in the group at third base; fielder fields the ball, uses good foot work, throws to the first person in line 2, and then follows the ball to become the last person in line 2; the fielder from line 2 relays the ball to the last person in line 3 and also follows the ball. Coach receives ball from first person in line 3 (who also follows the ball) and throws it to the next fielder in line 1 and action is repeated. Coach can throw to forehand, backhand side; slow rollers, challenging balls, etc.

**WHEW!!**



A spiral-bound notebook with a brown cover and a white page. The spiral binding is on the left side. The text is written in a large, bold, purple serif font.

**The Greatest  
Teachers in the  
World should  
be COACHES!**

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- A spiral-bound notebook with a brown cover and a white page. The spiral binding is on the left side. The page has a horizontal line near the top. A quote is written in bold black text on the page.
- **"A good coach will make his players see what they can be rather than what they are."**