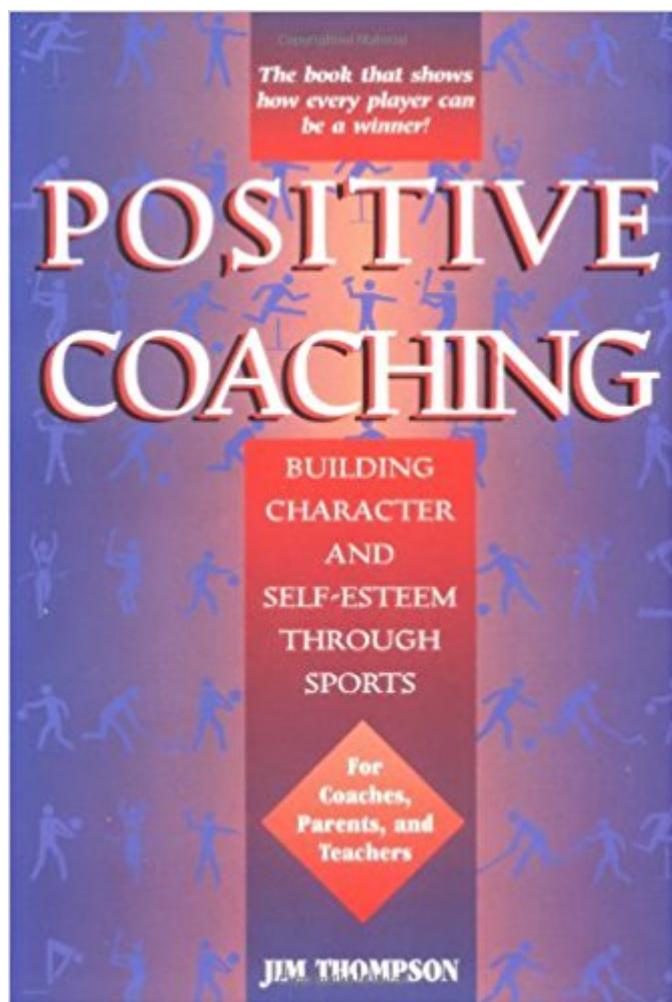


The book was found

Positive Coaching: Building Character And Self-Esteem Through Youth Sports



Synopsis

Positive Coaching is jam packed with information for coaches in any sport. The book includes over 200 coaching recommendations on specific psychological, motivational, and behavioral situations. There is a special focus on the coach as storyteller -- 50 motivational stories can be used to develop strong communication with athletes.

Book Information

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Customer Reviews

"Any book that uses movie and book characters in coaching analogies gets my vote for a must read. Read it and enjoy it." -- Warren K. Simpson, Hardin Simmons University "Positive Coaching has some wonderful words of wisdom to parents and coaches. It fused a lot of my thoughts about coaching and about being a parent of young athletes. I recommend it wholeheartedly for all coaches. In the book, Jim Thompson states that his positive coaching tactics may not work on a professional level. Being a believer in motivation through sport and praise, I know it works on this level too." -- Phil Jackson, Head Coach, Chicago Bulls, World Champions 1991, 1992, 1993, 1996, 1997

The Author has a background that provided him with examples for each of his methods. He has Coached at many different Sports & Physical Abilities. The book is all about BEING POSITIVE in all your contacts with Athletes & Parents. Nearly 400 pages long, it covers most of the situations Coaches face in their Career. The one I broke a smile on was describing how to deal with NEGATIVE PATENTS. He advises that you stay positive; continue to demand that they be positive

& sooner or later, they will leave for another team. A negative person is just NOT HAPPY unless they can be negative. I bought 5 used books & handed them out to my fellow High School Coaches & my neighbor who coaches 12 year old Boy Basketballers. This book is one you can keep on the top shelf & refer to it as the need arises.

This book is helpful for human interaction in general. Whether parenting, sitting at a bar, meeting in social clubs, working with customers, employees or employers the perspectives in this book can be helpful. I have outlined a review of every chapter in the book and what is covered. Chapter 1 explains why coaching is difficult. Talks about the worst in parents, coach's self-portrait, conflict of interest and hang-ups. Describes inappropriate role models and commitment frustrations. Chapter 2 presents the idea of watching for teachable moments. Describes how to keep track of positive developments for each team member and communicating observations. Describes how to deliver constructive criticism during teachable moments with a track record of positive developments. Endorses a high ratio of positive comments to few constructive criticisms. Chapter 3 shows ways in using teachable moments to maximize benefits. Encourages use of inspirational stories, metaphors, vision and using emotion to motivate. Chapter 4 discusses engaging the minds of team members during teachable moments. Helping team members to think for themselves, having team members coach each other and setting nurturing goals. Chapter 5 describes a coach's role in building self-esteem. Relates self-esteem to performance, competence, self-worth and self-endorsement. Chapter 6 talks about character building. Describes what the coach's most important character trait is. Gives an overview about positive character traits to be reinforced. Encourages character building during off-season activities. Chapter 7 asserts that mistakes are forgivable and are valuable learning experiences. Chapter 8 shows how to make practice time productive and fun. Covers topics such as overlearning, recognizing challenges, making a commitment to learn, being prepared and building around a core. Chapter 9 depicts the best coaching practices during competitions. It is best to coach as a cheerleader, help them deal with pressure, emphasize character and preparing them well for the game. Chapter 10 is about handling parents. Documents incidents of improper parenting and how to help the team member and parent. Presents the things that parents need from the person coaching their child. Sets guidelines on how parents can best help the child and the coach. Describes a parents impact on character development and how to intervene if necessary. Chapter 11 puts "winning" into healthy perspective. Asserts that winning is not the only thing that matters in competitions. Warns against setting standards that are too high and worrying too much about other people's opinions. Chapter 12

outlines the valuable lessons that come with losing a competition. Explains how to handle the disappointment of losing and what to do when things go wrong. Losing provides an opportunity to assess the competition and getting on the comeback trail. There is a certain amount of freedom and appreciation that comes with losing. Chapter 13 talks about nurturing outstanding individual competitors. Defines the characteristics of an outstanding competitor and self-efficacy. Coaches are told what they can and cannot do when coaching an outstanding competitor. Chapter 14 wants coaches to make sure individuals can perform in the context of a team. Describes awards that can undermine team spirit and how coaching can work to neutralize negative attitudes among team players. Many ways of encouraging a team effort are discussed. Chapter 15 recognizes the need to coach the many special team members. The superstar, the large body type, the weak athlete, antagonistic members, unlikeable members, loners, handicapped, younger siblings, scapegoats, the uncoachable, the coach's (your own) child are examples of special cases that a coach might have to help. Chapter 16 proposes how the end of a coaching season should be handled. Chapter 17 encourages the coach to move the league in a positive direction. Describes three kinds of adults that might be encountered in a supporting sports organization. The positive impact of the parents and coach working together is discussed. Chapter 18 approaches touchy topics in the "dark side of coaching" Basically it explains that much like parents, coaches can unhelpfully project feelings of their own inadequacy toward their team members. This chapter helps work through some of the potential pitfalls. Chapter 19 encourages coaches to teach team members to be positive coaches. Emphasis is placed on making "unspecial" team members feel special. Effective coaching will pass the torch of positive coaching onto future coaches. A key to this is being the kind of coach you would have wanted to have helping your development process. The book ends with references to sports organizations. [...]

Terrific Book by Jim Thompson! How every coach should work and teach....

EXCELLENT MATERIALS...

This was recommended by our baseball coach. My husband read it and said it will be very helpful!

As a high school coach for over ten years, I have always looked for new and unique ways to motivate my players. I hoped that this book would generate fresh, creative alternatives. Instead, I was served a 400-page liberal athletic manifesto. Don't get me wrong; I believe in utilizing positive

motivational strategies and teaching techniques with my players. If like me, you believe that winning is actually an important aspect of athletic competition, you will find yourself at odds with the author from the introduction. Perhaps in the youth leagues, rules demanding equal playing time that foster an "everyone is a star" attitude are effective. At the higher levels, these ideas become highly ineffectual (too many chiefs and not enough indians). Eventually, players must understand that their skill level (or lack thereof) limits them to a lesser role as a reserve or practice player. While the author offers sound ideas for communicating with players, the techniques are just another by-product of sixties liberalism run amuck. I agree with the author that many children have enjoyed a less-than-successful athletic career based on poor coaching; and I'm sure I could have been a surgeon if only my Cub Scout den mother was better with her pocketknife. The truth of the matter is that most kids don't become good or great athletes because they aren't willing to put in the time and effort necessary to do so (while approaching every aspect of life in pretty much the same fashion). In my experience, most of the problems in youth athletics are caused by adults! The kids know who to pick; it's the adult looking to create "fairness" for the cross-eyed, overweight child who can't tie shoes without sustaining a career-ending injury that creates the problem - first by demanding equal opportunity, second by placing the child in a situation where there is little chance for success. When the fat, blind kid struggles and feels like a failure, this is the coaches' fault? It is if you believe in Jim Thompson's doctrine. I'll admit there are some good ideas for dealing with players on an interpersonal level. P.S. Don't let the Foreward by Phil Jackson fool you! (How many titles did his positive coaching win without Michael Jordan?)

I found this book a great resource and have known some coaches over the years that really could use the techniques offered. I purchased with for my assistant coaches in the hopes that they will step up as head coaches next year. This book will give them a fantastic guide as they begin their journey to bbecoming awesome coaches.

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