

SMALL-SCHOOL BASEBALL/SOFTBALL COACHING MANAGEMENT SYSTEM

16-Area Master Problem Outline

16 CORE PROBLEM AREAS	
1. Coach Assignments	9. Game-Day Preparation
2. Practice Schedules	10. Individual Coaching
3. Player Evaluation	11. Time Management
4. Skill Development	12. Minimize Player 'Dead Time'
5. Conditioning and Arm Care	13. Captain/Senior Utilization
6. Player Roles and Positioning	14. Trainer/Equipment/Laundry and Field Care
7. Team Discipline	15. Working Players and Outside Responsibilities
8. Dugout and Locker Room Management	16. Preparing for the Next Opponent: Film, Charts, and Game Planning

FIVE UMBRELLA CATEGORIES	
A. STAFF MANAGEMENT	1 Coach Assignments 10 Individual Coaching 13 Captain/Senior Utilization
B. PRACTICE MANAGEMENT	2 Practice Schedules 4 Skill Development 5 Conditioning and Arm Care 11 Time Management 12 Minimize Player 'Dead Time'
C. PLAYER MANAGEMENT	3 Player Evaluation 6 Player Roles and Positioning 7 Team Discipline 8 Dugout and Locker Room Management
D. GAME MANAGEMENT	9 Game-Day Preparation 16 Preparing for the Next Opponent: Film, Charts, and Game Planning
E. SMALL-SCHOOL REALITY	14 Trainer/Equipment/Laundry and Field Care 15 Working Players and Outside Responsibilities

NOTES / PRIORITIES

Area 1 - Coach Assignments

Staff Management | Build clarity, efficiency, and accountability from a limited coaching staff.

1.1 Inventory the staff

List availability, experience, certifications, school duties, and which coaches can serve varsity, subvarsity, or middle-school teams.

1.2 Assign by teaching strength

Match coaches to pitching, catching, hitting, infield, outfield, baserunning, strength work, scouting, or operations.

1.3 Give every coach a primary responsibility

Each coach should know the players, phase, or team level he or she owns.

1.4 Define secondary duties

Assign field setup, equipment, statistics, video, transportation, academics, and communication intentionally.

1.5 Establish the chain of command

Clarify who makes lineup, pitching, defensive, discipline, safety, and game-management decisions.

1.6 Avoid overloading the strongest coach

Spread instruction, supervision, and administration so one person does not become the program bottleneck.

1.7 Build assignments around practice flow

Every period needs a coach, group, location, teaching point, and transition plan.

1.8 Serve the whole program

Protect meaningful instruction for JV, freshman, and younger players instead of directing every resource to varsity.

1.9 Create visible accountability

Put a name beside every recurring task and review whether it was completed to standard.

THE CENTRAL PRINCIPLE

Put the right coach in the right place, define ownership, and hold the staff accountable for teaching and player welfare.

SMALL-SCHOOL QUESTION

How do we produce the most instruction, supervision, and development from the staff we actually have?

COACH'S NOTES

SAMPLE PREVIEW

Area 2 - Practice Schedules

Practice Management | Turn limited time, field space, facilities, and staff into purposeful player development.

2.1 Build around real constraints

Account for shared fields, daylight, weather, transportation, multiple teams, player jobs, and coach availability.

2.2 Use a consistent daily rhythm

Organize movement, throwing progression, defensive fundamentals, hitting, team defense, baserunning, situations, conditioning, and review.

2.3 Plan every minute

State the skill, players, coach, field zone, equipment, rep target, and expected result for each period.

2.4 Create parallel work

Use cages, bullpens, stations, fungo groups, tee work, short toss, and baserunning so waiting is limited.

2.5 Balance individual and team work

Protect fundamentals while rehearsing relays, bunt defense, first-and-third, rundowns, cuts, and communication.

2.6 Match practice to competition

Rehearse counts, outs, score, inning, runners, substitution rules, and late-game pressure.

2.7 Adjust by the competitive calendar

Use postgame days for correction and recovery, middle days for intensity, and pregame work for precision.

2.8 Keep alternate plans ready

Maintain indoor, no-field, limited-space, wet-field, and short-practice versions.

2.9 End with clarity

Review improvements, corrections, tomorrow's schedule, treatment, equipment, and film responsibilities.

THE CENTRAL PRINCIPLE

A good practice plan converts limited space, time, and coaching into frequent, game-relevant repetitions.

SMALL-SCHOOL QUESTION

Does every practice period have a clear purpose, owner, location, and successful outcome?

COACH'S NOTES

SAMPLE PREVIEW