Qualities of Effective Coaching
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Workshop Outline
A) Welcome
B) My Coaching Background etc
C) What makes a coach effective?
D) What are the best methods of coaching?
E) Study Methods
F) Summary/Conclusion
G) Recommendations

Coaching Experience
- Active player in both Rugby and Cricket at various levels
- Accreditations:
  → Rugby Level 3
  → Cricket Level 1
- Highest position held:
  → Gordon Rugby Club (Premier Rugby 1st/2nd XV Grade Coach)
  → Sydney Women's Rugby Team Coach (National Champions 2007/2008)
  → NSW Under 17 XV Coach
- I have coached a variety of other sports over the past 23 years.
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Current Coaching Positions

• Current New South Wales Under 17XV Head Coach
• NSW Selector
• Master-in-Charge of Rugby (Barker College) Under 9XV - 12XV
• Director Coaching under 13XV-14XV
• Consultant Coach to a variety of Clubs in NSW Suburban Union
• CIS Under 12XV Coach/Selector

Why?

• What are the best methods of coaching in the game of rugby union?
• Courses available Australian Sports Commission Level 1/2/3 coaching courses
• I was appointed Head Coach of a NSW Rugby Union Suburban Team in the 4th Division

Summary

Negatives
Teacher-Centred
Didactic approach to training
No problem-solving skills
No learning from others

Positives
Skills Drills
Laws of game
Demonstration valuable
Why does The Australian Sports Commission conduct its course this way?

There is no doubt about it, that the Australian Sports Commission, along with their affiliated training and accreditation providers, including the Australian Rugby Union, has goals that are valid in terms of their belief systems. Seeing it from their point of view, they have to design their training and assessment programmes along strictly accountable lines. They are directly accountable to insurance companies as well as to club executives, who demand measurable and easily assessed, competency-based programmes.

Improvement in the system.

--- Coaching is not only having the knowledge, but more importantly, it is having the ability to impart this knowledge in an inspirational way.

--- All parties involved, to be able to both give and to receive a constant feedback in the coaching process.

--- Devise a system that will enable a continuous process of monitoring and evaluation to take place. This will mean the process of assessment will be a simple formality at the end.

--- This continuous evaluation of the coaches will have taken place along the way – thus being cumulative rather than summative.

Workshop

What are the qualities of good coaches?
Workshop Questions
1. What are the qualities of a good coach?

What are the essential operational qualities of a successful Coach-Trainer/Facilitator?

I see them as twofold:

1. To be able to pass on to the Coach, all the necessary knowledge, skills and even rules of the game.
2. To be able to provide the Coach with a large enough range of teaching/learning practices/methods, to enable him/her to make the appropriate choices when passing on these skills to the Players.

• Video on Leadership Coach K
The following chart is an attempt to demonstrate how I have found that using the cyclical nature (incorporating feedback) of coaching and learning to be far more productive than merely using the one-way instructional (didactic) method in the training of any sport.

What does the literature say?

The ARU’s Level 2 Accreditation Course is purely a competency-based program. It is based on the behaviourist theory, which according to C.C.H & B (quote full names & dates) regards “Curriculum as Technology” as:

“Curriculum as a tool to achieve pre-specific training goals which will be most effectively achieved when the curriculum operates within a highly controlled environment.

This simply means that **what** you teach or coach (the curriculum) is how you learn (the technology).

On the other hand, the humanists believe the approach to learning is as Misiak, 1973 p16 quotes:

“...An ultimate concern with, and valuing of, the dignity and worth of the man and an interest in the development of the potential inherent in every person. Central to this view is the person as he discovers his own being and relates to other persons and to social groups.

This simply put, means that **who** (the individual person you are teaching or coaching) is the most important agent for learning.
In my experience the combination of behaviourist and humanistic approaches to coaching helps to produce the most effective coaches and players. It allows the teacher to be a facilitator and draw on the experiences of both coaches and players. It allows these people to adapt more effectively to different situations, thus leading to a better solution. The coach and player become reflective and critical thinkers, which are important in dealing with a rapidly changing game.

As stated by Berkowitz (1999): “If my goal was to have students play the game more effectively, then letting them play the game was critical. Because my students have had more opportunities to play games and solve tactical problems, they seem to have a better understanding of games in general. Technical skill work still has its place, but never in isolation.”

Cote and Sedgwick (2003) researched the effective behaviour of rowing coaches. 10 elite rowing coaches and 10 elite Canadian rowers took part in his survey. Each coach had a minimum of 10 years experience.

This article shows that all these coaches:
- Plan proactively
- Create a positive training environment
- Facilitate goal setting
- Build athletes’ confidence
- Teach skills effectively
- Recognize individual differences
- Establish a positive rapport with each athlete.

Cote and Sedgwick (2003) states: “Although the seven categories of behaviours can be separated into three different levels, it is important to keep in mind that all coaching behaviours depend upon each other. For example, coaches’ abilities to teach skills effectively are dependent upon their abilities to set goals, to organize an optimal learning environment, and to relate personally to their athletes.”
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What makes a great coach?

The crux of the matter, is that a great coach or trainer, is one who has, not only the ability to pass on the knowledge, information and skills; but one who can also transfer the leadership know-how, along with the wisdom to be able to select which type of learning method suits a particular situation.
What are the best methods of coaching players?

Participation

My Study Methods

The methods used will be to take eight coaches from a Rugby Union Football club and to train them to coach using different methods such as:

1. Teacher-Centred Demonstration
2. Utilise previous knowledge and experience through guided group discussion
3. Theory Discussions
4. Player Demonstration
5. Games, Simulation and Role Play

I then used participant observation to decide which methods experienced and inexperienced coaches used with their players in coaching and interviewed each coach in relation to which method they found best in learning and coaching during the season. This observation took place over a 15-week period.

Chart Key:

<table>
<thead>
<tr>
<th>Number of Sessions observed</th>
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<tbody>
<tr>
<td>TC Teacher Centred Demonstration</td>
</tr>
<tr>
<td>PK Previous Knowledge/ Player Demonstration</td>
</tr>
<tr>
<td>TD Theory Discussions</td>
</tr>
<tr>
<td>RPGS Role Play/ Game Simulation and Problem Solving Skills</td>
</tr>
</tbody>
</table>
Questionnaire

1. Which method did you find the best for imparting knowledge to your players?
2. Which methods did you find consistently useful in coaching your teams?
3. Did you find our organisational sessions beneficial and why?
4. What could be done better in these planning sessions?
5. What are player’s responses to the different methods?
6. Do you feel yourself and players have had input to each coaching session?
7. What makes a good coach?
8. What makes a good team?

Responses

• Rob Experience coach

2. Which methods did you find consistently useful in coaching your teams? All of them especially Teacher Centred demo in pre season and Role Play and Game simulations during the season.

• John Experienced

What are player’s responses to the different methods?

They loved the variety and made training interesting.

1. Narratives got used.
   Experience, communication and planning

4. Narratives got used.
   Skills, teamwork and happy players

By implementing different methods in coaching has it been beneficial?

What makes a good coach?

Experience, communication and planning.

What makes a good team?

Skills, teamwork and happy players.
Doug Experienced
What are player’s responses to the different methods? I think they liked the variety. Older and experienced players enjoyed the discussions.

Scott a couple of years experience
What makes a good coach? Organisation, consistency, listening to advice. The ability to impart advice.

Andy Inexperienced Coach
By implementing different methods in coaching has it been beneficial? I think a multi dimensional approach towards all training has helped me and the team perform better on the field.
• Responses

Angus Inexperienced

2. Which methods did you find consistently useful in coaching your teams?

I found all four methods useful. I use leaders within the team to demonstrate their knowledge and skills. Role play and game simulation I like a lot because we all get a chance to think.

• Responses

Nick Inexperienced

2. Which methods did you find consistently useful in coaching your teams?

I found all four methods useful. I use leaders within the team to demonstrate their knowledge and skills. Role play and game simulation I like a lot because we all get a chance to think.

Knox’s strong start

STEVEn SCARe

Knox City Rover were sent a warning that they would challenge for the inaugural cup tonight. The team had never won a major trophy, but they were determined to change that. Knox City Rover faced a tough opposition, but they stayed focused and played aggressively. Knox City Rover took the lead in the first half and maintained it throughout the match. They were rewarded for their hard work and determination.

The team was ecstatic and the supporters were elated. The victory was a testament to the hard work and dedication of the players. The match was a thrilling experience for the fans and a memorable one for the team.
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Experienced V Inexperienced

- Work on strengths
- Train under pressure
- Make a difference
- Train game situations

Summary

- Coaches with a humanistic philosophy (Angus, John, Andy C and Scott H) who involved players and team goal setting strategies were more interested in player enjoyment rather than results.
- Coaches with behaviourist philosophy (Doug, Andy and Scott) tended to set their own goals for the team and were heavily involved in the results of the matches.

- Both philosophies still produced excellent performances and grand final appearances.
Conclusion and Discussion

• Training players and coaches using a variety of methods is more beneficial.
• Organisation and constant feedback to coaches and players equipped them to be both specific and constructively critical when reflecting on performances.
• All coaches and players believed problem-solving and decision-making activities helped the become better players and coaches (36% of the game is unstructured.)

Interesting to note, that all coaches used the methods that they enjoyed and learned best in coach training, and used them more frequently when coaching their teams. All coaches used role-play and simulation more than any other method. They believed that coaching is about involving players in decision making and problem solving. Players’ ability to make decisions is imperative to the team’s performance during matches.

Berkowitz (1999) backs this up stating

“If my goal was to have students play the game more effectively, then letting them play the game was critical. As my students have had more opportunities to play games and solve tactical problems, they seem to have a better understanding of the state of play in general.”

Recommendations

1. Incorporating a multi-method approach to imparting knowledge to coaches.
2. Test participant’s knowledge and skills.
3. Observe coaches’ ability to organise coaching sessions.
4. Observe coaches’ abilities to solve problems during game analysis.
5. Observe coaches abilities to impart knowledge and build team cohesion, whilst giving them constant feedback over a period of time.
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Results Knox Rugby Club

2002 Club Champions Division 4
- 2003 Club Champions Division 3
- 2004 Club Champions Division 2
- 2006/2008/2010 Club Champions Division 1
- 16 Grand final wins
- Coaches have gone on to higher honours

Questions

Thank you for listening to me and your input throughout the workshop. If you need another information please don't hesitate to contact me. My email is michael_kelynack@barker.nsw.edu.au

References


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Presentation title Secondary title or Date
Slide title *headline*

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