Qualities of Effective Coaching

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Barker College

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

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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/2ndXV Grade Coach)

• Sydney Women's Rugby Team Coach: (National Champions 2007/2008)

• NSW Under 17XV 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

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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

What are the best methods of Coaching?

Courses Available

Australian Sports Commission

Smart Rugby

Foundation (Skills)

Level 1 (Skills) log book

Level 2 (Skills) observation 1 off

Level 3 Interview (only) Year course
Problem-Solving Feedback provided

Summary

Negatives

Teacher- Centred

Didactic approach to training

No problem-solving skills

No learning from others

Positives

Skills/ Drills

Laws of game

Demonstration valuable

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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.**

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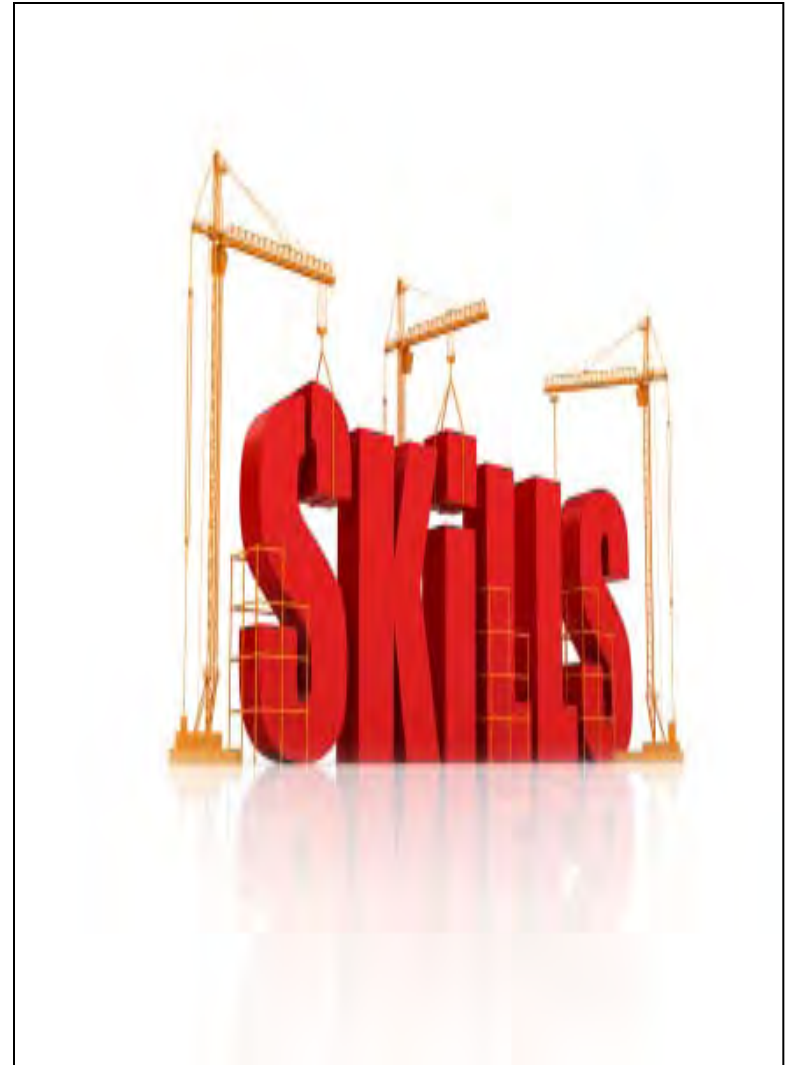
Improvement in the system.

----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**.

Coaching Rugby?
We have training manuals that will guide you through each training session, making you look and feel like an expert.
click here

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Workshop

What are the qualities of good coaches?

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Workshop Questions

1. What are the qualities of a good coach?

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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.
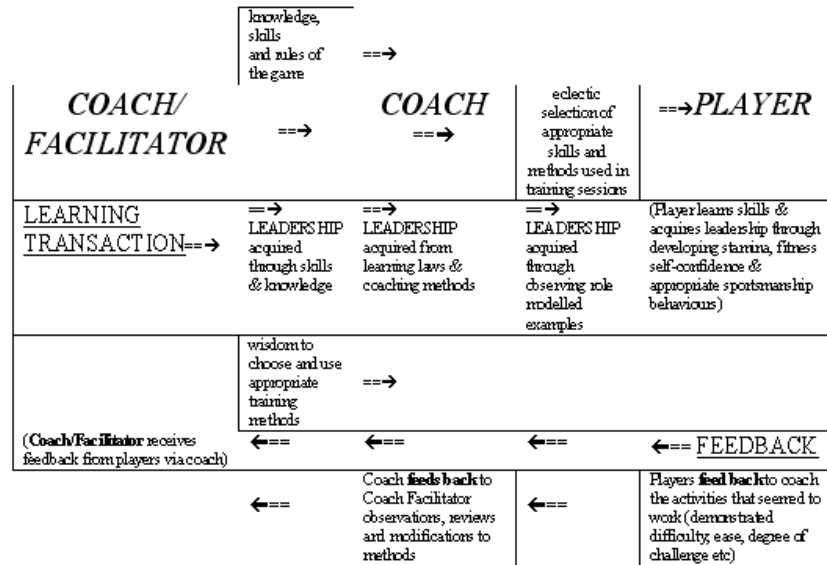
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- Video on Leadership Coach K

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.

knowledge, skills and rules of the game ==➔

COACH/ FACILITATOR ==➔ **COACH** ==➔ eclectic selection of appropriate skills and methods used in training sessions ==➔**PLAYER**

LEARNING TRANSACTION==➔

| | ==➔ LEADERSHIP acquired through skills & knowledge | ==➔ LEADERSHIP acquired from learning laws & coaching methods | ==➔ LEADERSHIP acquired through observing role modelled examples | (Player learns skills & acquires leadership through developing stamina, fitness self-confidence & appropriate sportsmanship behaviours) |

wisdom to choose and use appropriate training methods ==➔

(**Coach/Facilitator** receives feedback from players via coach) ⬅== ⬅== ⬅== ⬅== FEEDBACK

| ⬅== | Coach **feeds back** to Coach Facilitator observations, reviews and modifications to methods | ⬅== | Players **feed back** to coach the activities that seemed to work (demonstrated difficulty, ease, degree of challenge etc) |

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

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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 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.*"

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Cote and Sedgwick (2003) researched the effective behaviour of rowing coaches. 10 elite rowing coaches and 10 elite Canadian rowers took place 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.

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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."*

what's the Secret with Legendary Coaches?"

Possess extensive knowledge

Organise knowledge hierarchically (Give examples: of how they can arrange material and store it in the memory. Also, have an explanation ready if you going to use words from the literature, like "schemata".)

Highly perceptive problem-solvers (Demonstrate)

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How do you recognise Leadership in someone?

The underpinning quality of a great coach is leadership. Armstrong (2001) states: "*The personalities of college athletes for example vary as much as the sports themselves. But effective coaches are skilled at choosing the best leadership style for their sport.*" He goes on to state, "*The adoption of such transformational leader behaviour, often leads to improvements in athlete performance, team cohesion and team and coach morale.*". *If teams take on this vision it helps motivate team and leads to improved performances. Effective coaches must also lead by example. Armstrong (2001) p 46 states: "When coaches lead by example, they speak much louder than words ever can.*"

Coaches must develop leadership amongst their players. Armstrong (2001) p45states:
"*Empowering team members to become leaders themselves increases the overall effectiveness of both team and coach.*"

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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.

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What are the best methods of coaching players ?

Participation

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My Study Methods

The methods used will be to take eight coaches from a RugbyUnion 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.

Data

Chart Key

Number = Sessions observed

TC   Teacher Centred Demonstration

PK   Previous Knowledge/ Player Demonstration

TD   Theory Discussions

RPGS   Role Play/ Game Simulation and Problem Solving Skills

Questionnaire

Which method did you find the best method in imparting knowledge to your player*rs*

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?

7By implementing different methods in coaching has it been beneficial?

8What makes a good coach?

9What makes a good team?

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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.

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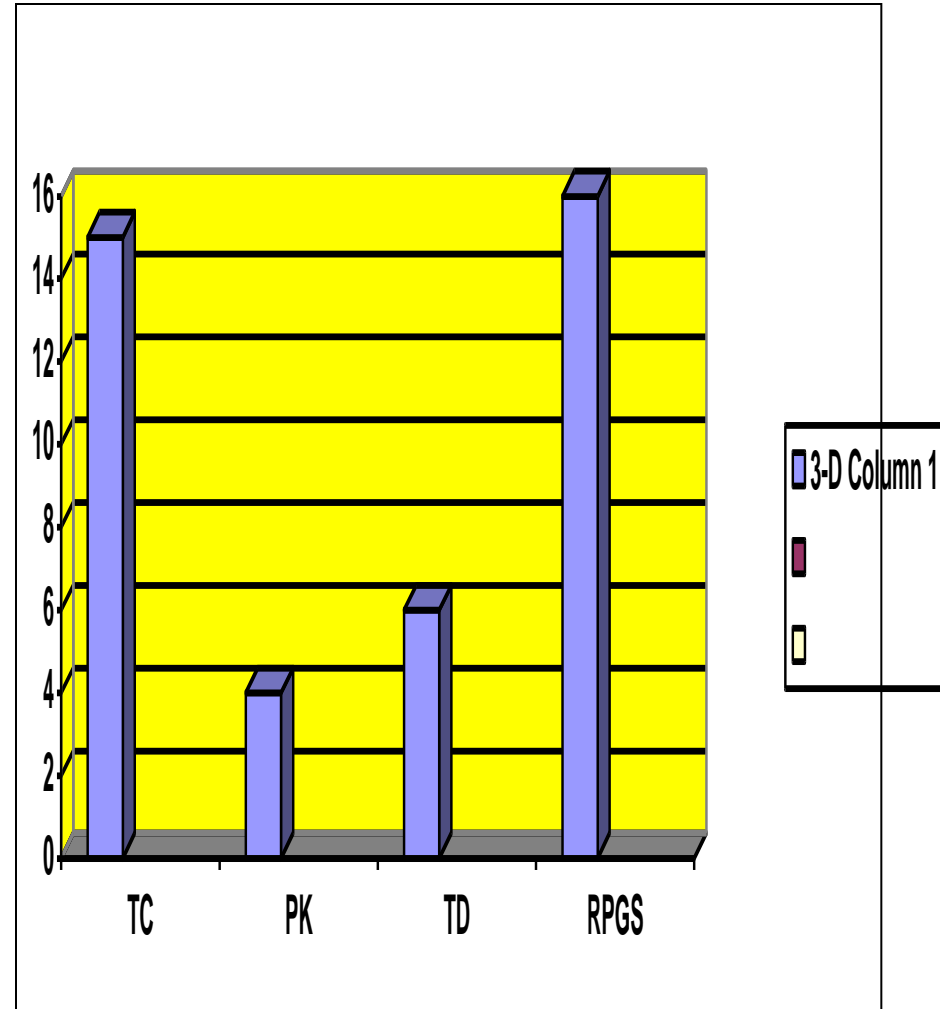
•Responses

John Experienced

What are player's responses to the different methods?

They loved the variety and made training interesting.

7. What makes a good coach?

Experience, communication and planning.

8. What makes a good team?

Skills, Teamwork and happy players

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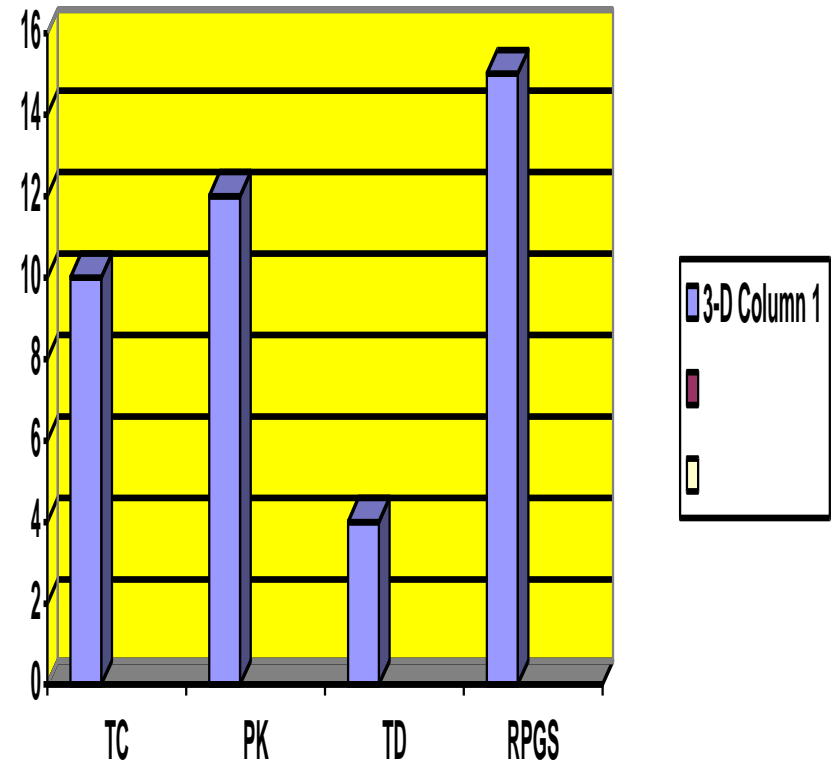
•Responses

Doug Experienced
What are player's responses
to the different methods?
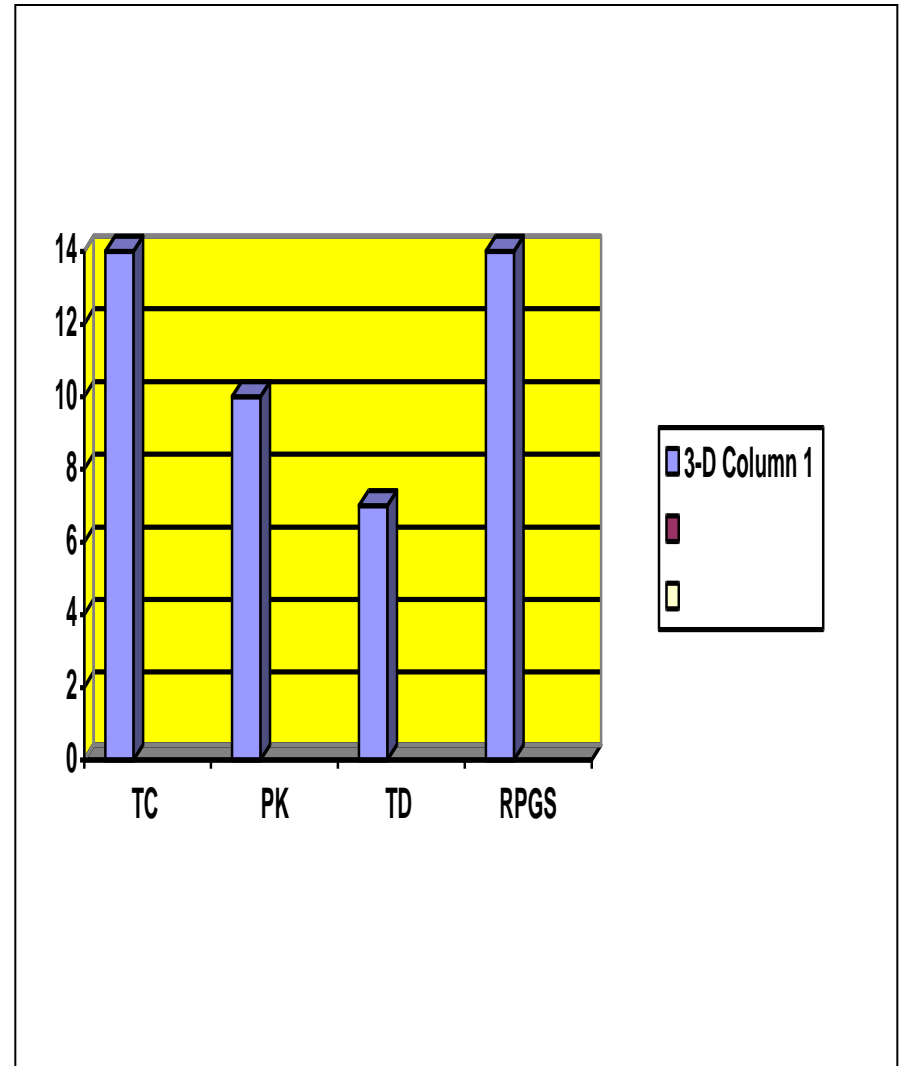*I think they liked the
variety. Older and
experienced players
enjoyed the discussions.*

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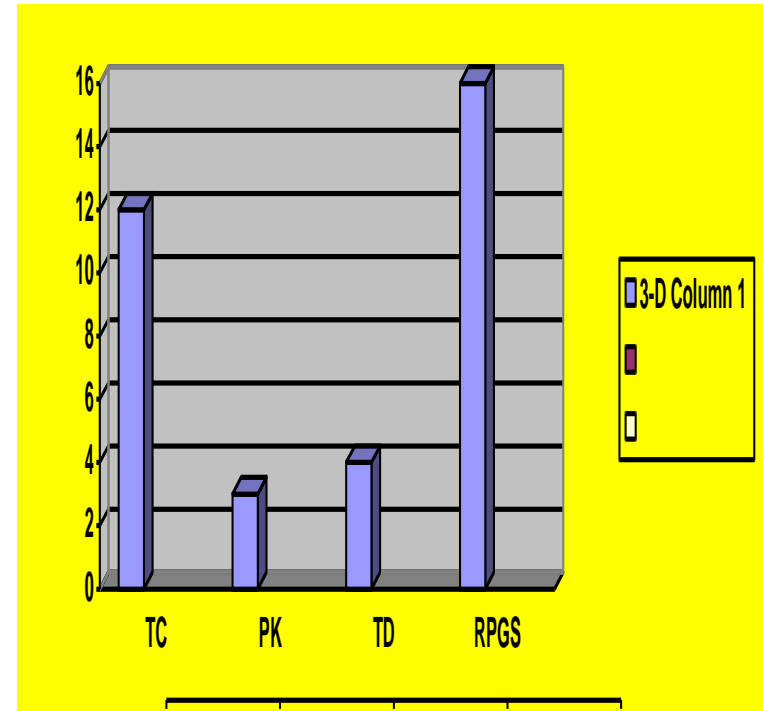
•Responses

Scott a couple of years experience

What makes a good coach?

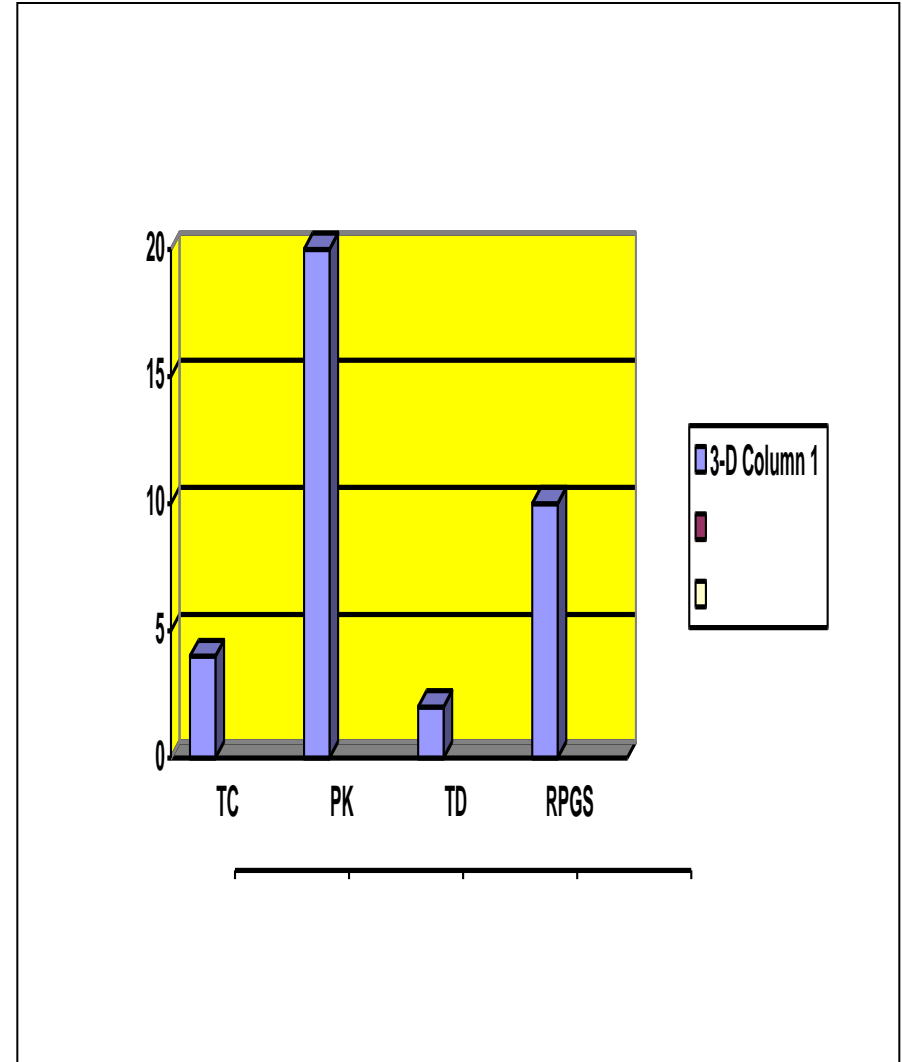*Organisation, consistency, listening to advice. The ability to impart advice.*

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•Responses

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
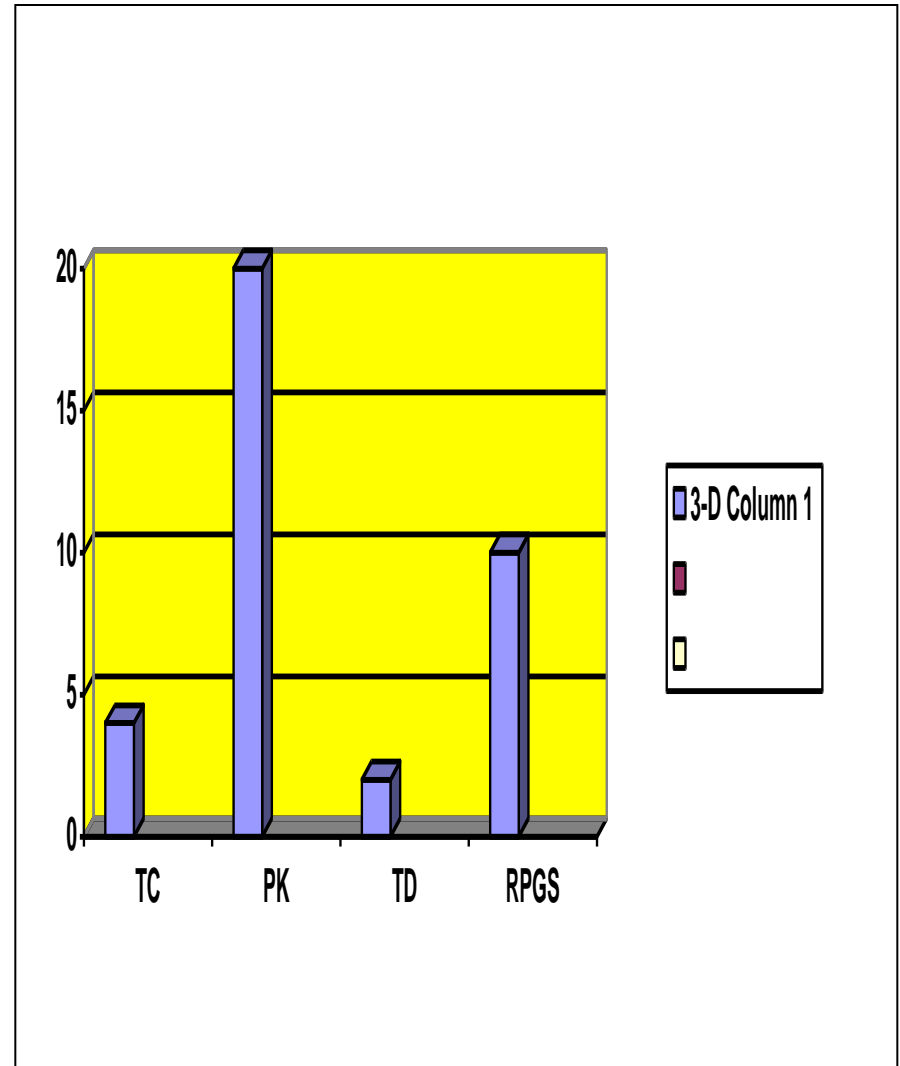
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•Responses

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.
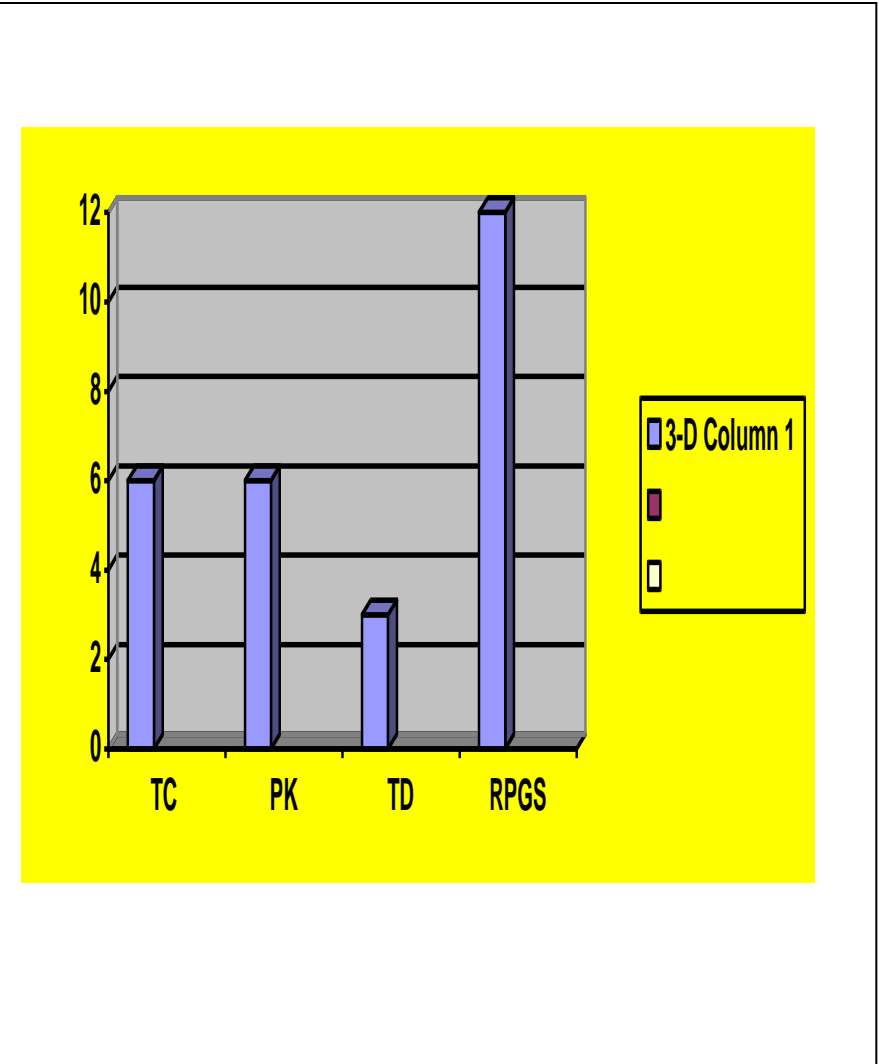
•Responses

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.

Hornsby Advocate - April 9th, 2009

Knox's strong start

STEVEN DEARE

KNOX Old Boys have sent a warning that they could challenge for the division one Kentwell Cup title after pushing finalists Beecroft all the way on Saturday.

The new look Old Boys led 10-0 at halftime and, while they tired in the second half, threatened to score a match-winning try in the last 10 minutes. Beecroft's defence prevailed though for a 15-10 victory at Barra Brui Oval, St Ives.

Knox second-rower Dan Morelli said it was a good start to the season.

"We were happy with how it turned out," he said.

"Not the result, but it seemed like a good starting point.

"We put on a good show in the first half, but our fitness got the better of us in the second."

Beecroft No.8 Dylan Schofield said his side struggled to match Knox's big forwards.

"Their forwards just kept coming at us all day," he said.

"They were winning every scrum, even on our ball.

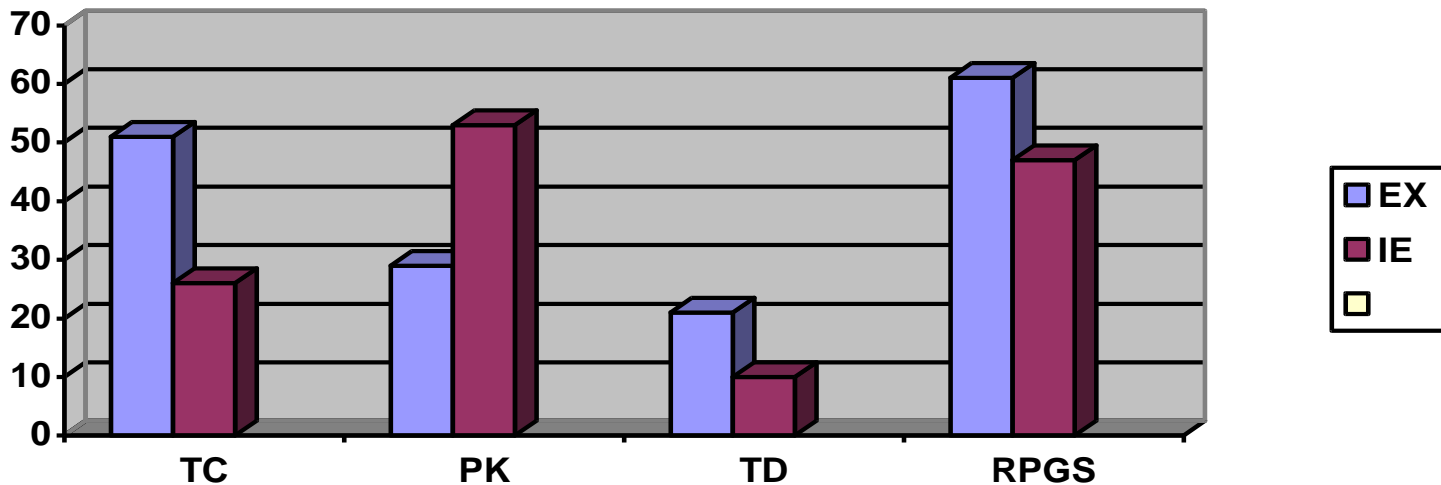"You could say we were lucky to come away with a win."

● Hornsby Lions were thrashed 64-0 by UNSW in division two.

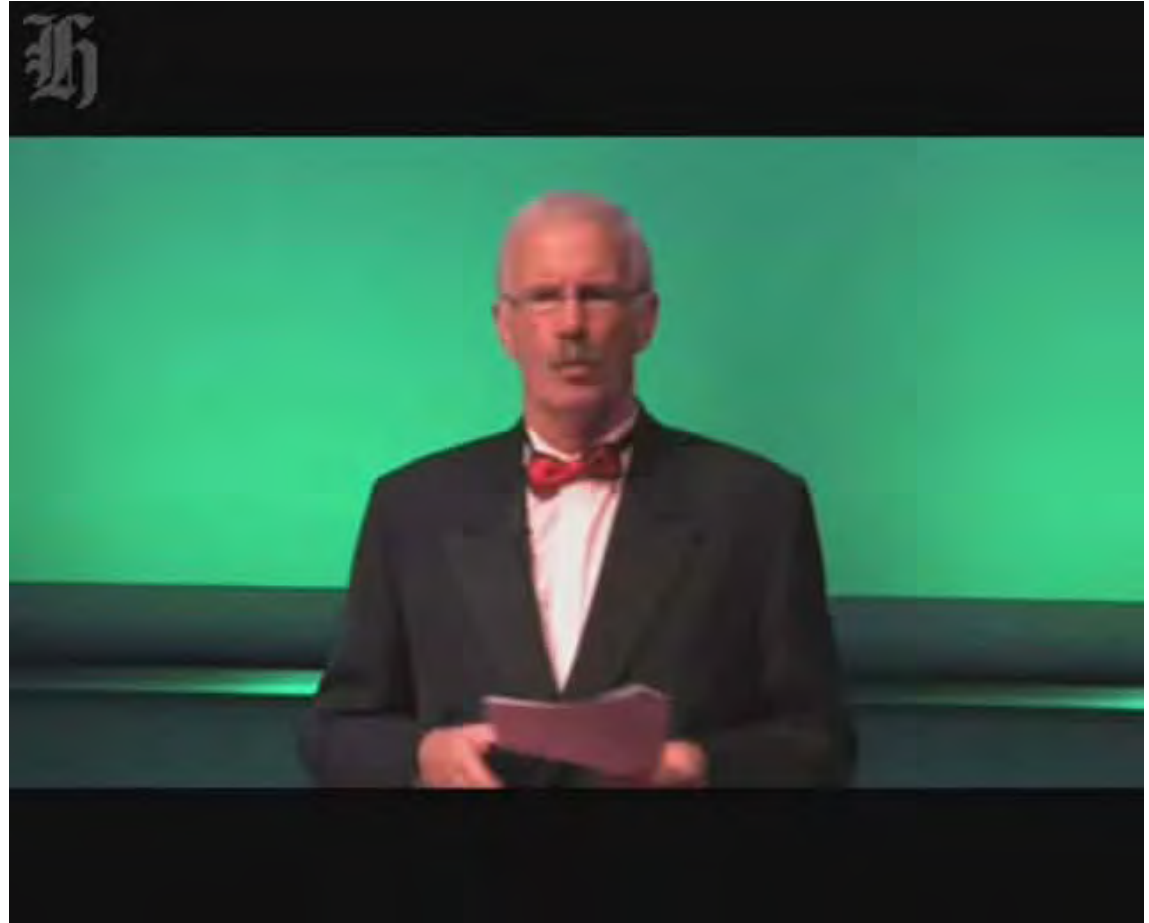**Beecroft's Levi Broughton-Rouse is brought to ground.**

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Experienced V Inexperienced

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- Video Robbie Deans Interview

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

Summary

• Coaches with a humanistic philosophy (Angus, John, And C and Scott H) who involved player 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 games 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."

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Recommendations

1. Incorporating a multi method approach to imparting knowledge to coaches.

2. Test participant's knowledge and skills.

3. Observe coaches' abilities to organise coaching sessions.

4. Observe coaches' abilities to solve problems during game analyse.

5. Observe coaches abilities to impart knowledge and build team cohesiveness, 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

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