BEGINNING COACHING
GENERAL PRINCIPLES

Course Content
1 Role of the coach
2 Planning and reviewing
3 Risk management
4 The coach in action
5 Athlete development

Module 1
The role of the coach

What are the roles of the coach?

Qualities of a good coach
- Be enthusiastic and show enjoyment of coaching
- Be self-confident, consistent, friendly and fair
- Have a sense of humour and make things fun!
- Dress appropriately
- Be a good role model for the participants
- Maintain discipline throughout the session
- Be well organised
- Include all participants, regardless of ability, disability, age, gender and ethnic background

Ethical issues in coaching
- Sportsmanship
- Doping in sport
- Cheating
- Respect for officials
- Discrimination – be inclusive of all ages, genders, cultures, disabilities, skill levels etc.
- Harassment
- Playing injured athletes
- Check your sport’s Junior Sport Policy for guidance on coaching children
- Know where to access anti-doping information
- Be a good role model in terms of these issues

* Complete worksheet: Module 1, Q1-2
* Complete worksheet: Module 1, Q5-10 – discuss each as we go
Child protection

Coaches need to:
- Understand what is acceptable and appropriate behaviour
- Be aware of the signs of abuse or neglect
- Know who to report to if they suspect abuse or neglect
- Understand and comply with the child protection legislation in their state/territory
- Understand and comply with relevant codes of conduct

Coaching philosophy

- Develop a set of personal guidelines on how you will operate as a coach, including:
  - how you will communicate
  - level of participant responsibility
  - dealing with behavioural issues
  - coaching for all, irrespective of ability or background
  - dealing with winning, losing and cheating
  - respect for others
- * Complete worksheet: Module 1, Q3

Working with parents

- Explain your coaching philosophy
- Provide information and communicate regularly throughout the season/program
- Encourage their help and participation — give them a role, for example, linesperson, scorer
- Encourage parents to give positive feedback, rather than destructive criticism
- Be prepared to listen when parents have concerns or issues to raise.

Working with officials

- Coaches can help to minimise the abuse of officials by developing positive relationships with officials
- Coaches should display professionalism in their behaviour towards officials, and encourage participants to do the same.

Developing coaching skills and knowledge

- Attend coach education and accreditation programs
- Work with a mentor coach
- Read books, magazines, newsletters and the internet
- Contact organisations such as:
  - Australian Sports Commission
  - National and state sporting organisations
  - State government departments of sport and recreation
  - Australian Sports Anti-Doping Authority
  - Sports Medicine Australia
- * Complete worksheet: Module 1, Q4

Planning and reviewing
The planning process

1. Information gathering
2. Setting goals
3. Programming activities
4. Reviewing the session

Information gathering
- Previous experience in the sport
- Level of development in technical and tactical skills, as well as physical fitness
- Participant's goals in the sport (for example, fun, being with friends, learning new skills, competing)
- Injury, illness or medical condition
- Support or modifications required

Setting goals
- Season goals
- Session goals
- Goals should be SMART
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-framed
- Goals should focus on process rather than outcome
- Review and adjust goals regularly

Programming activities
- Parts of a session:
  - Session introduction
  - Warm up
  - Skill/fitness activities
  - Cool down
  - Review
- When selecting or designing an activity, ensure that it:
  - Involves all participants most of the time
  - Is motivating and/or fun
  - Is safe
  - Is relatively easy to organise
  - Has a logical flow from previous activities

Principles of training
- Planning
- Specificity & Transfer
- Individualised
- Progressive overload
- Recovery
- General to specific
- Equal & opposite effects

Reviewing the session
- Self reflection tools:
  - Diary
  - Mentor
  - Video self-analysis
  - Self-evaluation questionnaire (in your handouts, for you to use)
- Seek feedback from participants, parents and other coaches
- Consider what you do well, not just what you need to improve
- Modify the next coaching session based on this review process
- Complete Assessment Task 2 – Session Planner
Module 3

Risk management

1. Provide a safe environment
2. Plan all activities adequately
3. Evaluate participants for injury
4. Do not mismatch participants
5. Warn participants of the risks of the activity
6. Supervise activities closely
7. Develop clear rules for activities and general conduct
8. Keep accurate records

- Coaches owe a duty of care to participants
- Coaches of children must provide a higher level of care

Legislation that may affect coaches

- Privacy Act 1988
- Discrimination Act 1991
- Disability Discrimination Act 1992
- Sex Discrimination Act 1984
- Child protection legislation

For further information on National/State Legislation Acts and Regulations, refer to www.austlii.edu.au &/or www.playbytherules.net.au

* Complete worksheet: Module 3, Q1

DVD – Coaching Scenarios

- Insurance is essential for all coaches
- Types of insurance
  - Personal accident: covers an injury or loss to the coach
  - Public liability: covers loss or damage to property, or injury due to negligence, to a member of the public
  - Professional indemnity: covers the coach if they have given an instruction that a participant acts on and is injured or if the coach failed to give an instruction and a participant is injured

- Some policies require the coach to be insured at the time of a claim, which could occur years after the actual incident occurred

* Complete worksheet risk management planner: Module 3, Q4
Good coaching practices to reduce risk

- Plan all coaching sessions
- Follow child-protection guidelines
- Pre-participation screening – use of medical history forms
- Ensure participants warm up prior to activity
- Avoid mismatching participants (consider size/strength, not age)
- Clearly establish the rules for behaviour and activities
- Ensure the safety of playing areas, facilities and equipment
- Require participants to use protective devices
- Adapt activities for the environmental conditions (for example, hot and humid, or cold and wet conditions)
- Cater for individual needs

Incident management

- Have access to a telephone to contact an ambulance
- Have information about the participant’s medical history (especially for ongoing health issues such as asthma, epilepsy or diabetes)
- Know how to access first aid equipment (first aid kit, ice, blankets, etc.)
- Ideally, be able to administer basic first aid
- Ensure an injury report form is completed

* Complete worksheet: Module 3, Q3

---

Injury management

- Stop the activity
- Talk to the person
- Observe the injured part
- Prevent further injury

Get help (severe injury)

RICER regime (Less severe injury)

Play on (minor injury)

Play on (shiner report)

During the first 48-72 hours of a soft tissue injury, make sure that you do NO HARM to the injury. I.e. No Heat, Alcohol, Running or Massage

* Complete worksheet: Module 3, Q 6 - 8

---

Giving feedback

- Feedback should be:
  - positive, constructive and corrective
  - clear and concise
  - delivered as soon as possible after the action for which it is being provided
- Use the ‘sandwich’ approach:

---

The coach in action
Active listening

- **Stop** — Pay attention and do not interrupt
- **Look** — Make eye contact and get on the same level as the person
- **Listen** — Focus on what the person is saying
- **Respond** — Restate what has been said and use open questions to prompt for further information

* Complete worksheet: Module 4, Q7-8

Communication barriers

- Different perceptions of words and actions
- Only hearing what you want to hear
- Using jargon
- Not responding to questions
- Judging too quickly
- Looking for personal agendas
- Allowing emotions to blur the message
- Assuming "I'm right" and not being open to other views
- Asking antagonising questions

* Group activity – communication

Including everyone

<table>
<thead>
<tr>
<th>Environment</th>
<th>Can all the participants see and hear you? Are there any distractions in the background?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Do all the participants have good vision and hearing?</td>
</tr>
<tr>
<td>Intellectual</td>
<td>Can all the participants understand what you are saying? How long can the participants pay attention?</td>
</tr>
<tr>
<td>Background</td>
<td>Do all the participants speak English? Are there specific cultural considerations?</td>
</tr>
</tbody>
</table>

Difficult people

- Try to stay calm and distance yourself personally from the issue
- Keep your voice quiet and calm, this may encourage the other person to do the same
- Do not argue back or trade insults (no matter how unreasonable they seem)
- Try to see past the emotions to define the actual problem and work at addressing this
- Use active listening skills to address the problem.

Stages of learning

<table>
<thead>
<tr>
<th>Early stage</th>
<th>Parts of the movement are missing, and does not use all the necessary body parts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rhythm, coordination and control are poor</td>
</tr>
<tr>
<td></td>
<td>Performance is inconsistent</td>
</tr>
<tr>
<td>Intermediate stage</td>
<td>Learning to detect and correct own errors</td>
</tr>
<tr>
<td></td>
<td>The movement produces reasonable results, but some parts are performed incorrectly</td>
</tr>
<tr>
<td></td>
<td>Performance becomes more consistent</td>
</tr>
<tr>
<td>Final stage</td>
<td>Automatic performance of the skill</td>
</tr>
<tr>
<td></td>
<td>Can solve more complex problems</td>
</tr>
</tbody>
</table>

* Complete worksheet: Module 1, Q1

Learning styles

- People have a sensory preference to obtain and remember knowledge. The senses include:
  - visual sense
  - auditory sense
  - kinaesthetic sense
  - tactile sense
  - olfactory sense
Developing sports skills

- Select basic techniques, skills and tactics for beginner participants to learn
- Break techniques and skills into parts, and provide key coaching/safety points
- Allow adequate time for practice and observing participants' performance
- Progress the activity in a sequential manner
- Ensure that the session is fun and provides variety

* Complete worksheet: Module 4, Q3-4

Group management

- Engage the participant through:
  - voice and expression
  - eye contact
  - signal for attention
  - asking questions
  - praise and compliments
  - quality instructions
  - notice board

Groupings

- Place individuals in groups of similar ability
- Assign responsible individuals to help the younger or less-able players during training
- Participants can work at different levels within the same program

Give all participants:
- Equal opportunity to participate in practice and games
- Feedback, rewards, and leadership opportunities
- A consistent coach attitude

* Complete worksheet: Module 4, Q5

Managing behaviour

- Help participants establish team rules with consequences for breaking them
- Focus on the behaviour, not the individual. Do not publicly insult or embarrass someone
- Avoid punishing a group for an individual’s poor behaviour
- Be firm, fair and consistent
- Avoid using punishments, such as running laps
- Use rewards, praise and acknowledgment to reinforce desired behaviours
- Ensure programs are fun, with variety and high rates of activity

* Complete worksheet: Module 4, Q6

Self-management

- Discuss the effects of poor individual behaviour
- Show the connection between behaviour and consequences
- Acknowledge players who go out of their way to assist others
- Rotate or share responsibility for captaining
- Encourage participants to contribute to organisation and planning

Game sense

- Game sense is a coaching method that uses game-like activities as the focus of the session
- Participants respond to challenges through activity, solve problems and contribute to what is done in a session
- Traditional coaching sessions have focused on practising techniques. The game sense session focuses on the game and on learning ‘why’ before ‘how’
The coach’s role in game sense

- The coach facilitates rather than directs
- Using questions and challenges encourages participants to solve problems
- Questions/challenges will generally relate to a particular tactical aspect as follows:
  - **Time:** When will you (run, pass, shoot, etc.)? Why?
  - **Space:** Where will you move to? Where will you aim?
  - **Risk:** Which option will you take to pass to? Will you run or stay? Will you attack or defend? Why?

How to modify activities

- **Coaching style** — for example, demonstrations or use of questions, role models and verbal instructions
- **Area** — for example, size, shape or surface of the playing environment
- **Number of participants**
- **Game rules** — for example, number of bounces or passes
- **Equipment** — for example, softer or larger balls, or lighter, smaller bats/rackets
- **Inclusion** — for example, everyone has to touch the ball before the team can score
- **Time** — for example, ‘How many … in 30 seconds?’

* Complete worksheet: Module 4, Q9

Game sense tips for coaches

<table>
<thead>
<tr>
<th>Let them play</th>
<th>Most children find ‘drills’ boring. Play a game — NOW!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion</td>
<td>Use the CHANGE IT options to modify the activity to suit varying ability levels</td>
</tr>
<tr>
<td>Improving skills</td>
<td>Conduct a ‘Discrete’ coaching session off to the side on a needs basis</td>
</tr>
<tr>
<td></td>
<td>‘Freeze-frame’ the action using role models to highlight skill and tactical coaching points</td>
</tr>
<tr>
<td>It’s not working!</td>
<td>If it is not working, have an alternative</td>
</tr>
<tr>
<td></td>
<td>Try conducting the same activity in smaller groups</td>
</tr>
<tr>
<td></td>
<td>Is the activity too easy/hard?</td>
</tr>
</tbody>
</table>

* Complete worksheet: Module 4, Q10 & remaining questions in module 4

Practical Coaching Assessment Task

Module 5

**Athlete development**

- Young children need opportunities for unstructured creative play, and a broad range of activities
- Early specialisation is not recommended for children
- Children’s sport should be fun!
- Children value the social aspects of sport
- Focus on skill development, rather than winning
- Children’s skill and fitness levels can vary greatly
- All children deserve time and attention, not just the most talented.
Why do children play sport?

Physical reasons for example, to develop new skills, improve fitness.

Social reasons for example, their friends are playing, to make new friends.

Psychological reasons for example, to have fun, sense of achievement.

Children’s growth and development

- Physical changes may affect sporting performance
- Coaches should appreciate children’s developmental stages and set goals and plan sessions accordingly
- Coaches should be aware of exercises which may place undue stress on growing bones.

* Complete worksheet: Module 5, Q1 & 5

Department of Communities

Adolescence

- The timing of puberty can vary dramatically, resulting in wide variations in size and strength
- Issues related to early and late developers
- Girls reach puberty earlier than boys, and experience higher gains in body fat during this stage
- During puberty an increased self-awareness occurs. Behaviour and peer group issues emerge

* Complete worksheet: Module 5, Q3

Department of Communities

The ageing athlete

- Maintaining physical activity is important for health
- Longer warm-up and cool-down periods are needed for older athletes
- Provide alternatives to reduce the intensity of activities
- Include longer recovery periods between activities
- Endurance capacities slowly decrease between 25-65 years
- Strength decreases with age, but can be improved with training

* Complete worksheet: Module 5, Q4

Department of Communities

Coaching athletes with disability

- Fitness levels may be lower than the general population
- Coaches need to individualise training programs
- Use a range of communication strategies (for athletes with sensory impairments)
- Modify activities to include everyone

* Complete worksheet: Module 5, Q7

Department of Communities

Hydration and nutrition

- Heat affects children more dramatically. Ensure that children:
  - drink adequate fluid regularly during activity take rest breaks
  - dress appropriately
  - use shaded areas where possible
- Encourage healthy, balanced eating habits, with recommended amounts from each food group
- Breakfast is important, especially before sport
- Snacks should be healthy — discourage junk foods

* Complete worksheet: Module 5, Q2 & 6

Department of Communities
WRAP-UP & KEY LEARNINGS

QUESTIONS & ADDITIONAL INFO…

• For plenty of extra info & resources, visit:
  http://www.completeperformancesolutions.com/srq.php

• Contact details:
  – Web:
    www.completeperformancesolutions.com
  – Email:
    info@completeperformancesolutions.com
  – Phone:
    (07) 3166 8183