# Setting the learning environment

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- Explore a coaching definition!
- Your style of coaching
- The skill of teaching
- The importance of feedback
- Effective communication

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High Performance Coaching

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# Exploring a definition

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- Effective coaches have certain qualities
  - Self awareness: Knowing strengths, weaknesses and internal resources.
  - Self regulation: Managing disruptive emotions and impulses.
  - Motivation: Striving and persisting to improve knowledge and skill.
  - Empathy: Being aware of others' feelings, needs and concerns.
  - Social skills: Achieving desirable responses in others through inspiring, listening and resolving conflicts.

- Effective coaches operate within ethical considerations.
  - Uphold the code of ethics of the governing body.
  - Listen to their moral compass.
  - They are aware of their leadership role and position of influence, especially with young people.

- Try this for a definition:
  - 'To foster a strong collaborative relationship where *athletes* are encouraged to take ownership of their learning, challenges and achievements within a performance framework.'

- Select a picture
  - How does it show you as a coach?

- Know what you stand for and be genuine in your efforts!

# Your style of coaching

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- Style is about ARTISTRY - being person centred with a results orientation.
  - Showing empathy and authenticity.
  - Getting results through people, not at their expense.
  - Is there a need for 'unconditional positive regard'?

- The 'situational' style
  - You consider an athlete's confidence & motivation - knowledge & skill.
  - You adapt between directive and supportive approaches.
  - The situation is bound by the context in which you work together!

- When coaching do you portray ...
  - an authoritarian approach? Firm discipline, unambiguous rules, relatively inflexible.
  - a permissive style? Minimal structure and pliable boundaries.
  - an authoritative manner? Range of leadership skills, firm discipline to nurturing.

- What is your unique style?
    - How do your clients see you?

- Highly effective coaches have a coaching style that is adaptable.

# The skill of teaching

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- There are 3 key processing stages in the performance of motor skills.
  - Perception: determining what's happening
  - Decision making: determining what needs to be done
  - Acting: producing the required action

- There are 3 stages to learning movement patterns.
  - The cognitive stage - what needs to be done correctly. ie how do I stand?
  - The associative stage - fine tuning skills and become more consistent and accurate. ie shooting goals.
  - The autonomous stage - skill becomes largely automatic. ie the skill is made to look easy.

- Characteristics of skilled athletes
  - Movements are performed smoothly.
  - Athletes seem to be unhurried.
  - Minimum effort is required.
  - The right decisions are made early.
  - Accurate decisions are made.

http://www.youtube.com/watch?v=Z4-s8TBB6dw

- One approach does not fit all!

# The importance of feedback

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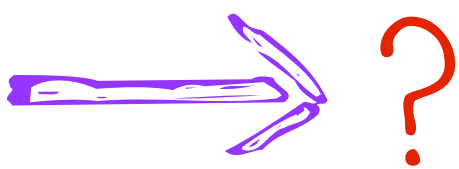
- It's a crucial part of effective coaching.
  - It helps people learn.
  - It can have a powerful effort.
  - It could be a comment, a bodily sensation or formal evaluation.

- Effective feedback relies on connecting and engaging.
  - Developing a strong working alliance.
  - Knowing people's natural personality preferences.
  - 'Getting inside their experience'.

- It's about helping grow self awareness and self regulation.
  - Strengths, weaknesses and internal resources.
  - Managing emotions and impulses.
  - Learning to take responsibility.

- Feedback options
  - Heart rate monitors
  - Videotape
  - What you say & how you say it



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## Instructional Teaching:

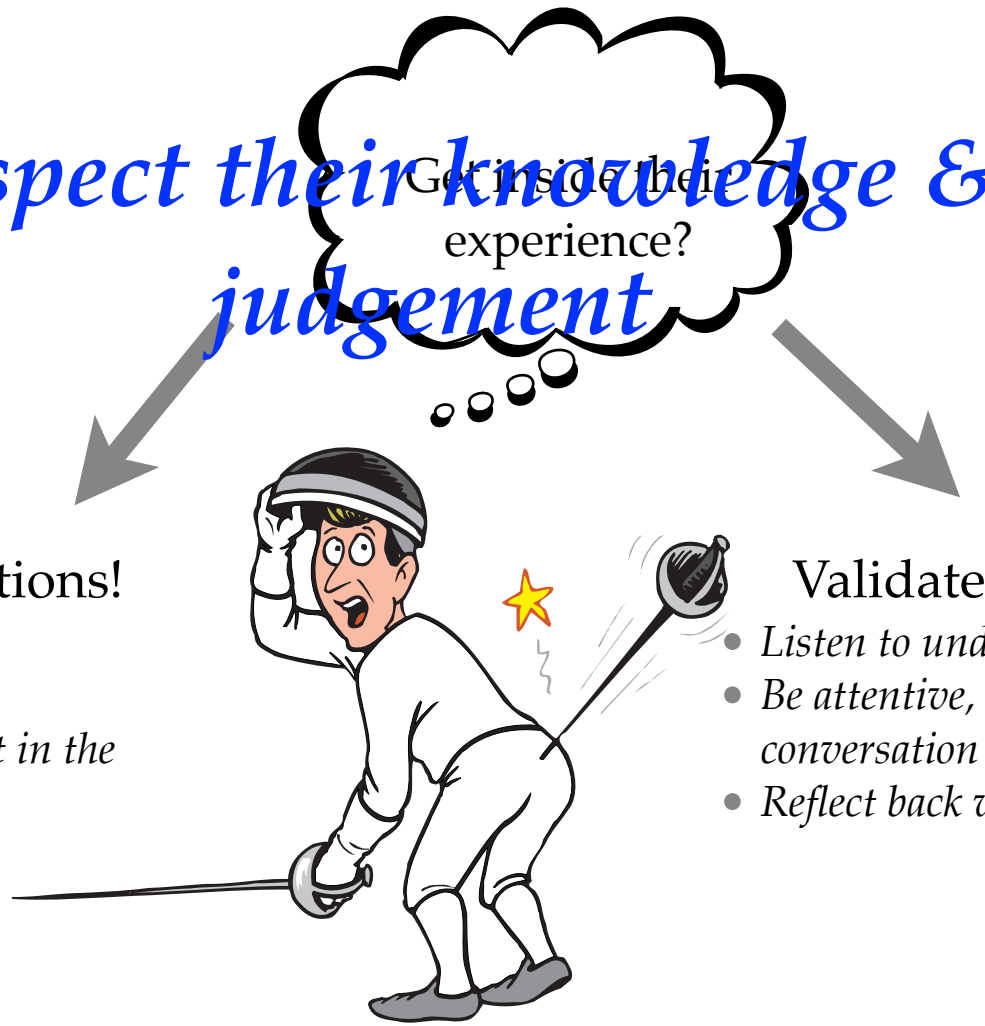
- *Promotes cognitive more than experiential learning.*
- *Promotes the need to TRY and do things RIGHT!*
- *Can manifest a sense of self doubt.*

## Guided discovery:

- *Encourages a higher sense of exploration, experimentation and initiative.*
- *Heightens an athlete's sense of awareness and engagement.*
- *Elevates an athlete's sense of ownership in their learning.*

'The Inner Game of Tennis', Tim Gallwey, Random House, 1974
'The Inner Game of Skiing', Tim Gallwey, Random House, 1977
'The Inner Game of Golf', Tim Gallwey, Pan Books, 1979

# *Respect their knowledge & judgement*




## Ask OPEN questions!

- *Builds awareness*
- *Develops ownership*
- *Encourages engagement in the learning process*

## Validate the messages!

- *Listen to understand - NOT to reply!*
- *Be attentive, be genuine and join the conversation*
- *Reflect back what you hear*

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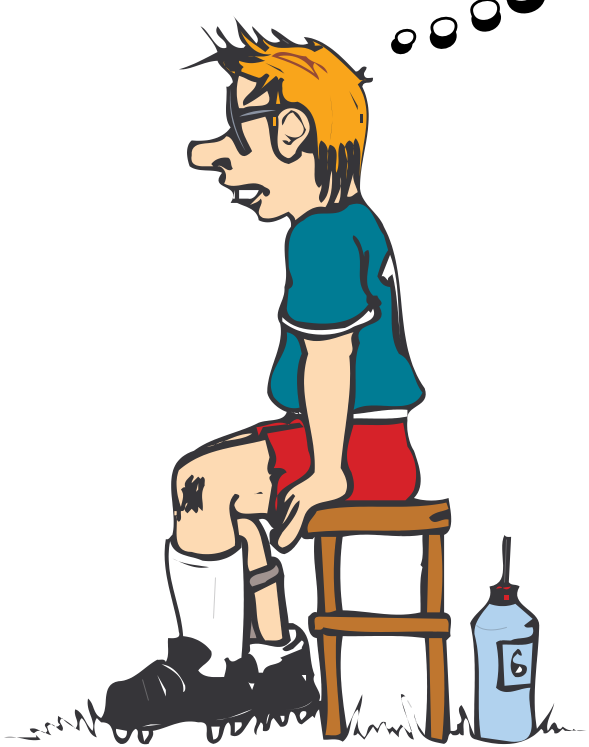
## What is it?

- *One simple message - here & now focus.*
- *Encourages seeing, hearing & feeling.*
- *The art of engaging a person's relaxed concentration!*

Think of guiding through the 'awareness message'



## Compare instruction vs awareness messages

- *'I' Keep your arm straight.*
- ***'A' Tell me whether your arm bends or remains straight.***
- *'I' Keep your head still.*
- ***'A' Notice whether you can feel any movement in your head.***
- *'I' Don't hurry.*
- ***'A' See if you can detect any rushing.***

- Guidelines
  - Give small chunks of information
  - Minimise repeating comments
  - Focus on the right things
  - Don’t give negative feedback in public
  - Avoid criticism, moralising or logical argument

- What's the major point for you?

- Bottom line? Your role is to empower your students!

# Communication and the coach

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- The injection myth
  - The message does something to the listener.
  - The message equals understanding.
  - **Hugh McKay** " It's not what the message does to the listener but what the listener does to the message that is fundamental to communication".

- The 3 Rs' of communication
  - If you feel threatened you'll defend your opinions and therefore **REINFORCE** them.
  - You tune into messages which have **RELEVANCE** to your circumstances and point of view.
  - The way to have the greatest positive impact is to build strong...

RELATIONSHIPS!

http://www.youtube.com/watch?v=WO4tIrjBDkk

- What's your best communication skill?

- More items for your toolbox
  - Know what you stand for and be genuine in your efforts
  - Maximise your ‘context’
  - Use different approaches for different people
  - Empower your students
  - Recognise and foster positive relationships.