Coaching Styles / Methods

- Many terms are used to describe what it is that coaches actually do.

- Coaching Styles / Methods

- Why is Style/Method important?

- Is Coaching style/method left to personal whim, or are some approaches more effective than others? Discuss
Coaching Style / Method?

“A manner of self-expression peculiar to the individual teacher”
Tinning et al., 1993

“refers to the instructional and managerial climate for learning; and it is often most easily seen through the teacher’s interactions”
Sidentop & Tannehill, 2000
Coaching styles refers to the distinctive aggregations that characterise coaching practice. The vocabulary used includes the terms authoritarian, autocratic, democratic, and person-centred.

Coaching styles may be a useful mechanism for describing and analysing coaching practice or it may be a superficial way of caricaturing the most obvious elements of the coach’s behaviour patterns.

Many people are knowledgeable about coaching methods and have opinions about what methods are successful and those that are not.

However, evidence suggests that the majority of methods are Authoritarian.

Why are people predisposed to coach in this way?
WHAT ARE THE DISADVANTAGES OF THIS APPROACH?

- The production of “Robotic” players
- Poor decision-makers – lacking in “Game Sense”
- Demotivated
- Negativity
- Lacking in enthusiasm
- Lack of dialogue / interpersonal skills

- Unshared goals / lack of agreed goal setting
- Coach Centred environment
- Limited ‘Life Skills’ development
- Lack of ‘team work' with management and players
- Behaviouralist orientations
Methods of Coaching

To use a coaching method effectively, coaches must have a range of teaching skills and must be able to:

- Give direct instructions
- Ask facilitative questions
- Decrease the amount of organising/disciplining they do – ages?
- Increase athletes responsibility for performance
- Develop a rapport with each athlete
- Provide good role models
- Define athlete accountabilities and associated consequences
- Improve athletes’ decision making and problem solving skills
Spectrum (range) of Coaching Methods/Styles - Task

- Get into groups of 4/5
- Highlight the Coaching Methods/Styles that you understand
- Highlight 3-5 Characteristics for that Coaching method
Commonly known coaching styles/methods

- Autocratic
- Democratic
- Laissez Faire
- Behaviouralist etc

However, there are many others that need consideration
Mosston (1966)- Spectrum of Teaching styles

- **1. Style A** Command - teacher makes all decisions
- **2. Style B** Practice - Students carry out teacher-prescribed tasks
- **3. Style C** Reciprocal - Students work in pairs: one performs, the other provides feedback
- **4. Style D** Self-check - Students assess their own performance against criteria
- **5. Style E** Inclusion - Teacher planned. Student monitors own work.
6. **Style F** Guided Discovery - Students solve teacher set movement problems with assistance

7. **Style G** Divergent (different directions) - Students solve problems without assistance from the teacher

8. **Style H** Individual - Teacher determines content. Student plans the programme

9. **Style I** Learner Initiated - Student plans own programme. Teacher is advisor

10. **Style J** Self Teaching - Student takes full responsibility for the learning process.
Coaching Methods/Styles - Kirk et al., 1996

**Direct/Command**
- Give information to group
- Control flow of information
- Doesn’t recognise diverse needs of the group
- Managerial / organisational
- Goals are specific and criterion based

**Task**
- Learning environment has different tasks
- Session has tasks performed simultaneously not sequentially
- Content recognises needs of athletes
- Athletes / Children work independently
Coaching Methods/Styles

- **Reciprocal**
  - Groups work together
  - Content suited to children’s needs and abilities
  - Peers who are knowledgeable give feedback / demo
  - Encourage feedback and social skills in the group

- **Guided Discovery**
  - Develop independence
  - Children move through a series of tasks to discover outcome
  - Challenging questions
Coaching Methods/Styles

- Problem Solving
  - Establish the problem
  - Not one answer
  - Children responsible for the process
  - Recognise groups learning styles
  - Recognise problem solving requires cognitive processes
  - Conclude
Teaching / Coaching Methods

The spectrum is not to help prescribe specific teaching practices, but a prompt for teachers to reflect on their teaching.

“to awaken teachers to their potential for reaching students…..”

Mosston, 1972
## Chelladurai (1980) Leadership Scale for Sport

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training and instruction</td>
<td>Behaviour aimed at athletes' performance by emphasizing and facilitating hard and strenuous training; instructing them in the skill, techniques, and tactics of the sport; clarifying the relationship among the members; and structuring and coordinating the members' activities.</td>
</tr>
<tr>
<td>Democratic behaviour</td>
<td>Behaviour that allows greater participation by the athletes in decisions pertaining to group goals, practice methods, and game tactics and strategies.</td>
</tr>
<tr>
<td>Autocratic behaviour</td>
<td>Behaviour that involves independent decision making and stress personal authority.</td>
</tr>
<tr>
<td>Social support behaviour</td>
<td>Behaviour characterized by a concern for the welfare of individual athletes, positive group atmosphere, and warm interpersonal relations with members.</td>
</tr>
<tr>
<td>Positive feedback</td>
<td>Behaviour that reinforces an athlete by recognizing and rewarding positive interaction</td>
</tr>
</tbody>
</table>
Teaching Methods (Style)

Teacher Led

Command

Task

Learner Led

Problem Solving

Guided

Reciprocal

Learn the bones of the body

What are the joint actions in kicking a football

Answer the questions on my slide

Let's work through the actions of the tennis serve together

Work out the most effective way to strike the ball

Answer the questions on my slide

Let's work through the actions of the tennis serve together

Work out the most effective way to strike the ball
How do you as a Coach / Teacher develop your method/style?

- Coaching is a social practice, and this implies the involvement of the whole person, in relation to specific activities as well as social communities.

Methods/Styles need to be viewed as:

- “a set of strategies which can be successfully implemented by a teacher / coach, they are more like a set of beliefs about the way certain types of learning can best be achieved. They are as much statements about valued forms of knowledge as they are about procedures for action”
  
  Tinning et al., 1993
Coaching Methods (Style)

In respect of the following areas, in your groups, describe how Autocratic and Democratic Coaching would be delivered by a coach:

- Feedback
- Communication
- Decision Making
- Role Orientation – who is it about?
- Goal Orientation – type of goals set?
Distinctions between Autocratic and Democratic Coaching

Autocratic Coaching Practice

- Negative Performance
- Feedback
- Positive Performance
- Interactive Communication
- Directive
- Performance Led
- Decision Taking
- Coach-led
- Role Orientation
- Person Centred
- Democratic Coaching Process
- Goal Orientation
- Process
WHAT WOULD BE AN ALTERNATIVE BALANCED APPROACH?

- What do we know of EMPOWERMENT?
- This approach is now big in Australian and New Zealand rugby (W. Smith)
- This approach is used a lot in contemporary business (D. Hemery)
- Training becomes much more ‘Athlete Centred’
- Humanistic coaching – we’ll cover this later in the module
Final Thoughts

- Who is being advantaged and disadvantaged by adopting a particular coaching method/style?

- What are the consequences of adopting a particular coaching method/style?
BENEFITS OF AN EFFECTIVE COACHING STYLE

- An effective coach is one who is confident enough to know that while the responsibility of the team/individual is theirs, giving performance power to the athlete leads to superior athlete performance.

- When players discover their own solutions, they will own and remember them.

- Your players will grow much more..

- You will grow as a coach.
References