Summary Slides Level 2
Ethical Coaching Responsibilities

- Leading by example (coach-role model)
- "Gymnast Centered" Approach to coaching
- Duty of care "In Loco Parentis" (Remember you are in charge now!)
- Equality, including disabilities discrimination (DDA)
- Appropriate and positive relationships
- Health and welfare including child protection -Welfare Officer-(BG Feel Good Poster)
- Confidentiality -Verbal & Electronic-
- Identify needs and aspirations - refer as appropriate
- Self evaluation/reflection

Ethical Coaching (Good coaching practice)
Safeguarding Children

- The Welfare Officer
- BG Child Protection Policy
  - The provision of a safe and non-abusive environment at all times
  - Safe development of the performer through appropriate physical and psychological preparation and progressive skill development
  - Provision of suitable first aid
  - Exercising reasonable care at all times
  - Compliance with the Children’s Act 1989
The Athletic Triangle

• It is critical that the “athletic triangle”, composed of Coach, parent and athlete, functions in an atmosphere of open communication. It is easily critical that the child’s welfare is put above all else. This includes adult inadequacies in communication, problems at home that are carried onto the playing field, parental egos, coaching incompetence and inferior skill level on the part of the athlete.
The Athletic Triangle

Coach

Parent

Child
The Athletic Triangle in practice

Coach

Chaos and uncertainty

Parents

Coaches

Peers

Other coaches
Style and Philosophy

• Task 2
Coaching Philosophy

Personal Coaching Philosophy

What you as an individual coach believe in and is based on your opinions, experiences, personality, values etc

Cultural Coaching Philosophy

British Gymnastics / UKCC notion of being athlete-centred

WHERE DO YOU FIT?
Where does your coaching philosophy come from?

Step 1: What is most important to you
Step 2: Learn from your own experiences
Step 3: What is your Coaching Style
Step 4: Discover your Coaching Philosophy
Step 5: Keep it visible and alive

Your Governing body
Roles of the Coach

- Educator
- Fitness adviser
- Motivator
- Disciplinarian
- Organiser
- Public relations officer
- Planner
- Fundraiser
- Counsellor

- Friend
- Scientist
- Student
- Role model
- Assessor
- Facilitator
- Strategist & tactician
- Nutritionist
Styles of Coaching

• There are many different styles of coaching
• They can be influenced by personality, experience, type of sport, age and gender of athletes
• There are three main styles of coaching that are commonly agreed upon
  – Authoritarian
  – Democratic
  – Casual
Consider....

- Age
- Gender
- Experience
- Ambition (yours/theirs)
- To be added
Coaching Styles

**Autocratic Coach**
- Not necessarily a authoritarian
- Parent to child type of communication
- Makes all decisions regarding pupils development

**Democratic Coach**
- Adult to adult type of communication
- Pupil involved with planning and decision making
- Less frequent feedback
- Will encourage communication from the pupil
### Coaching Styles

<table>
<thead>
<tr>
<th>The Authoritarian</th>
<th>The Nice Guy</th>
<th>The Casual Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well organised and expects obedience, demands results and portrays the tough guy image. Often conducive to performance success. Introverted or sensitive performers may be put off.</td>
<td>Usually pleasant, flexible and creative, and concerned with their pupils well being. Creates an enjoyable and relaxed environment. Can be a bit of a push over for some strong characters!</td>
<td>Easy going, ill-prepared, poorly organised and gives impression of non-commitment! A relaxed environment will exist. Although pupils will be independent their preparation will be poor!</td>
</tr>
</tbody>
</table>
## Summary of Coaching Styles

<table>
<thead>
<tr>
<th>AUTHORITARIAN</th>
<th>DEMOCRATIC</th>
<th>CASUAL</th>
</tr>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
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</tr>
<tr>
<td>Opportunities</td>
<td>Threats</td>
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</tbody>
</table>

This table summarizes the different coaching styles, highlighting their strengths, weaknesses, opportunities, and threats.
Authoritarian

- Autocratic
- Strict, disciplined
- Thoroughly prepared
- One way communication
- All decisions made by the coach
- Often critical and harsh towards those that fail
- Winning is vital
- Often not a good style for the deep thinker and sensitive players
Democratic

- Cooperative
- Athlete centred
- Consultation and shared decisions
- Flexibility and creativity
- Trust and respect
- Accept both praise and constructive criticism
- Enjoy success and deal with losses together
- Some athletes may view this style as weak or tend to exploit it
Casual/Laissez-faire

- Highly relaxed, easy going
- Lack of planning and organisation
- Coach by instinct
- Assists only when advice is sought
- May appear to lack real commitment
- Can develop independence in the players
- Can leave players uncertain of how to train and improve
- Players can feel under valued and unsupported
Coaching Philosophy

QUESTIONS TO CONSIDER...

• How do you balance winning and development?
• How do you manage the physical limitations of gymnasts?
• Do you turn up each week with what 'you' want to coach rather than what the gymnast needs?
• Do you coach a session-plan or a group of gymnasts?
Planning

- Positioning
- Profiling
- Segmenting
- Libby
- Stripes
- Top line
- $\$
- LT+ Sons
- Chiat Day
- Behringer
- Harvard
- Animal
- Read
- Lock
- Key
- Articles
- Books
- Creative
- Stalking
- Useful
- Contribute
- Metaphor
- Campaign
- Bad
- New
- Insight
- Consumer
- Insight
- Brief
- Quotes
- What consumers are thinking?
- Contribute
- Metaphor
- Campaign
- Bad
- New
Planning an effective activity...

A good coach will plan and prepare their activity prior to the session starting

**Question 1**
What is the structure of an effective session?

**Question 2**
What information do I need in order to be able to plan?

**Question 3**
What information would you expect to see on a good plan?

**Question 4**
Why? What’s the point in planning? How does it help me as a Coach?

**Task**
In small groups think about & discuss the following questions:
Planning.. summary

Structure of a session
- Set up equipment
- Risk Assessment
- Arrival & Introduction
  - Warm up and physical preparation
  - Skill development and training
  - Conditioning
  - Cool down/games
- Conclusion & dispersal
  - Equipment away
  - Evaluation

Possible information needed to plan effectively
- Name, DOB, age, address, tel numbers, email address, emergency contact details, illnesses/injuries/allergies, medication, previous experience, ability, fitness levels, stage of development, equipment, time available, session focus, group size, my role within the session

Why Plan??
- Organisation, effective session, clear goals/aims, confidence (gymnast/parents/coach), effective gymnast progression, monitoring, utilise time effectively, FUN! 😊

What information would you expect to see on a good plan?
- Day/date, length/time of session, aims of session, number of gymnasts, support (eg other level 1 coaches), equipment needed, warm ups, cool downs, space required, pre-requisites, skill progressions, key coaching points, coaching styles, conclusion, personal coaching goals

Effective planning & preparation
☺☺ ☺☺
Who is in your session?

- Adult Beginners
- Talented Children
- Disabilities
- Gymnasts
- Club Gymnasts
- School Children
- University Students
Who is in your session?
Why are they there? - Motives?

Why do we want to consider this?
Why is understanding your gymnast important?
- Effective planning
- Appeal to their performing strengths
- Enjoyment for both the gymnast & you!!
- Motivation
- Knowing what makes your gymnasts tick
- Retention - they pay the bills!
Planning and Goal Setting

- What does a S.M.A.R.T. goal mean?
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time-based

- What is your end goal?

- Are there any mini-goals that you can include along the way?

- What things may you have to factor into your plan?

- How will you monitor the success/progress of your plan?
Specific
Measurable
Achievable
Relevant
Time-framed
Ethical
Recorded
Specific
Measurable
Achievable
Realistic
Time-limited
Evaluated
Recorded
Planning and Goal Setting

INDIVIDUAL EXERCISE

Thinking of one of your gymnasts, come up with a SMART end goal.

Using SMART goal setting, put together a 6 week training plan for your gymnast.

Include in your plan what you would need to cover to reach your end-goal, including any mini-goals.
What about your Level 1 coaches?

When do they need to know what your session goals are? What are they?
How much detail does the plan need in order for them to run YOUR session appropriately?
How are you going to monitor that your level 1 coaches are doing what you want them to do?
What about your Level 1 (or Level 2) coaches?

Can you give your session plan to another coach for them to run the session?

What will need to be included in the plan in order to enable the L1 to deliver your plan?
Why do we need to evaluate?
Session Evaluation

GROUP EXERCISE

Everyone to take a post-it pad
Write down your ideas for each of these subjects and stick them up on the sheet:

Subject 1
'WHAT' do we need to evaluate in any session?

Subject 2
'HOW' can we evaluate?
What methods of evaluation/appraisal for both gymnasts and level 1 coaches are available to us as the lead coach?
Plan
Fail to Prepare – Prepare to Fail!

Coaches Self Evaluation Pg19

Review

Do
The warm up

What are the main purposes of the warm up?

- Raise body / muscle temperature
- Improve blood circulation and respiration
- Increase the flexibility and efficiency of muscles
- Mentally and physically prepare for the session
- Reduce the risk of injury
The warm up (contd)

What should the warm up consist of?
- Start with low intensity exercises
- Gradually increase the intensity and complexity of the exercises
- Aerobic exercises first, then move onto strength and flexibility exercises afterwards
- Variety - interesting activities
- Exercises for stretching, co-ordination, basic skills, posture and body shaping
  - Skill / muscle specific?
Accidents

What happens when it all goes wrong?

- STAY CALM!!
- Remember that you are probably going to be in charge now!
- Stop all activity in immediate area and clear the beds/area if necessary (it can be embarrassing being injured with observers!)
- Assess the injury
- Who is looking after the kids? - Assistant Coaches
- Instructions - get first aid/call 999/call parents etc
- Calm those individuals involved - casualty/witnesses to the accident?
- Administer first aid if appropriate
- Deal with paramedics - they don’t know about trampolines!
- Accident report form
- What about dealing with spinal injuries?
Risk Assessments

¹ HAZARD - A danger / something with the ability to cause injury

² RISK - A situation involving exposure to danger / the possibility that something unpleasant will happen

³ How can we control the hazards to reduce the risk?
Actually, I'm not sure if a risk assessment would have caught this one.

"Expect the Unexpected!"
Code of Practice

GROUP EXERCISE

Split into groups – discuss one topic each:
- Position of Equipment / Hall Requirements
- Assembling/Dismantling/Storing Equipment
- Equipment Safety Checks
- Performers Responsibilities

Add as many considerations as you can think of, and include any pertinent points

5 minutes
Assembling Equipment

Key points to remember?

- Wear shoes!! - Every time!!
- Do not allow sections to gain speed!
- Check correct assembly-alignment etc
- Check leg braces/allen screws/end decks are secure and fastened correctly
- Check springs are not worn and are the correct way round (pointing downwards)
- Check for other damage/cracks/loose fittings
- Communication!!
Equipment Inspection

How often?

- Every session: continual inspection and risk assessment
- Annually: inspection by manufacturer
- Remember to report defects to whoever deals with equipment maintenance in your club/facility
Equipment Arrangements

- What are the key issues?
  - Safety at all times
  - Equipment not being used is put away
  - Adequate matting/spotting equipment
  - Sufficient space and height
  - Appropriate to the activity
  - What else is going on in the gym around you?
Dismantling and Storing

Points you would follow?

- Wear shoes!! - Every time!!
- Remove obstructions in the area
- Use safe handling techniques
- Supervision of gymnasts/others
- Communication!!
- Store securely away from moisture and heat in a locked cupboard
**Code of Practice**

- **Height of Hall**
  - 5m recreational / 8m competition

- **Position of equipment**
  - Away from fire exits
  - 3m away from walls and other obstructions
  - Out of direct sunlight - dazzle
  - Away from noisy / projectile activities
  - Space under trampolines should be clear
Code of Practice

Getting out / putting away equipment

- Wear shoes at all times
- Do not allow any part to gather high momentum
- Do not pull the trampoline towards you
- Do not remove both sets of leg braces together
- Two trained and suitably sized persons
- Communicate with each other at all times
- Avoid all obstructions on the floor that may interrupt the trampolines path
- Store trampolines chained / in a locked cupboard
Code of Practice

Safety checks on equipment

- Frame pads secure and undamaged
- Springs pointing down
- Bed stitching intact / red lines straight
- Frame level / all four leg braces in - allen screws?
- Push in mats and landing mats not damaged
- Chains are tight and secure
- Roller stands can roll freely


**Code of Practice**

- Performers Responsibilities
  - No jewellery – watches, necklaces, body piercings
  - Sports clothing – no loose tassles / buttons etc
  - Pay attention when spotting
  - Get on after the previous pupil has got off
  - Avoid tests of daring!
  - Inform coach of any medical conditions
  - Work as directed by the coach in charge
Handling, inspecting, assembling, dismantling & storing equipment

Matting guidelines handout

Are there any questions?

Rest of the course you will do it all for real without my intervention!!!
Trampoline Safety

Identify the key safety issues in this sketch!
Teaching and Learning

• Being able to adjust how you “teach” to suit the individual needs of athletes is a hallmark of great coaching.

• When coaches adapt their “teaching” it comes down to adapting to the different “learning styles” of their athletes.

• Put simply, a learning style is a preferred way of taking in and processing information in order to develop knowledge and skill.
Learning styles

• Why do some athletes get it straight away whilst others take forever?
• Why teach to the learning styles?
Learning Styles

- Visual
- Auditory
- Kinaesthetic

Should really consider Honey and Mumford's 'Typology of learners'!
(did this on level 1!!!!)
Honey & Mumford: Typology of Learners

- **Activist**: prefers doing and experiencing
- **Reflector**: observes and reflects
- **Theorist**: wants to understand underlying reasons, concepts, relationships
- **Pragmatist**: likes to "have a go" try things to see if they work
Global / Sequential Learners

Individuals either see the big picture and are called Global Learners or Whole-Part-Whole Learners.

Or they see a group of little parts or steps and are called Sequential Learners or Part-Part-Part Learners.
Global or whole/part/whole learners

- Skim over information to get to the big message
- When they don't understand something likely to move on and re-visit information once they have the big picture in their head
- Scattered in their thinking
- Emotion first rather than logic
- Remember faces and forget names
- Can accept a solution to a problem without necessarily understanding why it works
- Might not raise their hand to answer a question because it takes them a while to sort out their answer in their head
- Likely to try and try, get frustrated then suddenly "get it"
Problems when working with global learners

• As they tend to gloss over information, it can be costly as small details are very important when performing gymnastics skills
• Must be made to work on basic conditioning and pre-requisite skills before moving on to the new skill
• Can spend too much time thinking and not doing
Top tips for global learners?

• Pay attention to outlines of skills
• Make your own outline
• Don't skip preparation skills, progressions and practices
• Look for concrete beginning and ending points of skills
• Spend time perfecting individual skills before moving to sequence work and full routines
Sequential or part/part/part learners

• The parts of the whole stand out to these people
• More likely to get hung up on a tough concept or skill
• More likely to be perfectionists when learning a new skill
• Like to make mental comparisons to skills they have already learnt
• Are more analytical
• Respond with logic first
• Tend to remember names
• Will categorise things a lot
• Plan ahead
Problems when working with sequential learners

• Tend to get hung up on details
• Have to fully grasp and be happy before they move on
• Have more difficulty working on sequences and routine work
Top tips for sequential learners

• Always ask your coach for clarity
• Be prepared to move on and return to the part later on
• Don't worry if things don't always make logical sense
• Categorise information
• Avoid distractions
• Don't worry if you don't seem to be getting the bigger picture
• Take a leap of faith if you don't understand a certain step or progression
• Agree clear goals
Global / Sequential Learners

If we take the example of studying the Civil war:

Global Learners will view the subject as one large event with a series of battles but with one specific outcome.

Sequential Learners will view the Civil War as a series of specific events that favoured one side at times, and the other side at other times.
3 Stages of Learning

Developed by Fitts and Posner

**Cognitive**  
Beginning or Novice

**Associative**  
Intermediate or Practice

**Autonomous**  
Advanced or Fine-tuning
How skills are learned

Cognitive Stage

The performer is concerned with which movements to make in order to understand mentally the task in hand. Errors are large and frequent and the responses will change frequently in an effort to improve.

Associative Stage

The performer is refining the necessary movements and the errors are smaller and less frequent. Changes in response are also reduced.

Autonomous Stage

The movements have become automatic. The skill will continue to improve with very subtle changes taking place.
Fitts and Posner

Table 6.2  Summary of Fitts and Posner’s (1967) Three Stages of Motor Learning

<table>
<thead>
<tr>
<th>Stage</th>
<th>Process</th>
<th>Characteristics</th>
<th>Other name</th>
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<tbody>
<tr>
<td>Cognitive</td>
<td>Gathering information</td>
<td>Large gains, inconsistent performance</td>
<td>Verbal-motor stage</td>
</tr>
<tr>
<td>Associative</td>
<td>Putting actions together</td>
<td>Small gains, disjointed performance, conscious effort</td>
<td>Motor stage</td>
</tr>
<tr>
<td>Autonomous</td>
<td>Much time and practice</td>
<td>Performance seems unconscious, automatic, and smooth</td>
<td>Automatic stage</td>
</tr>
</tbody>
</table>