



BE YOUR
BEST



THE BEHAVIOR OF THE COACH

THE BEHAVIOR OF THE COACH IS ONE OF THE MOST RELEVANT AND IMPORTANT ASPECTS IN TRAINING (AND IN COMPETITION). EVALUATING SUCH BEHAVIORS CAN BE A USEFUL TOOL AND CAN PROVIDE FEEDBACK ON HOW YOU DRIVE THE GROUP, AND ULTIMATELY, AN ASPECT OF IMPROVEMENT FOR THE COACH AND TEAM.

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THE BEHAVIOR OF THE COACH. WHY IS IT IMPORTANT TO EVALUATE AND WORK ON IT?

The relevance and influence of the figure of trainers on individual and collective players is indisputable. Coach behaviors have a direct influence on team members (both in training and during competition) and condition players' performance in one direction or another. Moreover, one of the trainer's main functions as a group leader is to anticipate the situations and direct group behaviors, get them to go in the desired direction to achieve the objectives.

On the other hand, we all need to get feedback from our work. That is why we can improve. A challenge would be to find a way to get that feedback and have real information with what to compare and evaluate performance. Evaluating the behavior of the coach can provide valuable feedback to confront the way coaches conduct sessions. Such an assessment may be carried out by a sports psychologist, but also by another technical body member or person of trust, or by the coach himself if, for example, it is recorded during his sessions in order to be able to evaluate himself.

The evaluation of the trainer's behavior is a valuable tool for improvement, but it must obviously only be carried out if the coach considers it appropriate and with a procedure that does not alter his usual way of working very much.

- Assessing your behaviors is an effective tool for improving your skills.
- identifies points of improvement. Then it's about acquiring the tools to act correctly.
- It's key that that **feedback is systematic**.
- Coaches need a useful feedback to help them do their job better.

THE BEHAVIOR OF THE COACH IN THE TRAINING

Using the table below, the trainer can have an instrument to measure his or her own behavior in training exercises, using a third person or recording the session and self-evaluating later. Items listed refer only to desirable and beneficial behaviors. These are behaviors that can greatly affect the psychological functioning of players. (*This table is adapted from the book Psychology of Sports Training by José María Buceta)

DATE:	TYPE OF TRAINING:	TRAINING EXERCISES						
COACH BEHAVIOR IN TRAINING EXERCISES		1	2	3	4	5	6	7
Explain the purpose in each exercise								
Explain the rules of operation of each exercise								
Watch athletes as they address them								
Model to show the objective-behavior								
Gives instructions clear and precise (and unambiguous)								
Focuses your verbal behavior on the goal of the exercise								
Focuses on relevant stimuli and on behavior of sportsmen and not in the result of your actions								
Use appropriate tone, volume and voice speed								
Use questions when athletes already know the relevant information								
Provides immediate and constructive feedback								
Uses social reinforcement correctly								
Properly applies reinforcement or punishment programs								
Enters athletes								
Others:								

COACH CONDUCT IN COMPETITION

This tab for the competition includes both desirable behaviors and behaviors that may have an undesirable effect and therefore Less desirable during the course of the competition.

COACH BEHAVIOR	ACTIVE PARTICIPATION PERIODS	BREAK PERIODS
Gives instructions		
Strengthen behaviors		
Applauds results		
Fix bugs constructively		
Recriminate mistakes		
Encourages		
Makes hostile comments		
Makes positive gestures		
Makes negative gestures		

Some items can be added or changed in both tables, depending on what the evaluator or trainer wants to observe and work. Different methods can be used to record and evaluate each behavior:

- Evaluate from 0 to 10 each of the behaviors in each exercise.
- Mark with an X those that occur frequently.
- By means of vertical marks, for example "I", each time such behavior occurs.

These two simple tools can be agile for self-application by the coach, to detect strengths in his performance with the group and points of improvement. Sometimes we rely on general subjective assessments, and on what remains in our memory. But through this more detailed and objective assessment, you can obtain much more reliable information, and that complements that assessment the trainer may have of how he or she does his or her work with the group.

It is a task that requires a high degree of personal ambition to improve and commitment (something that the team will benefit from). These attitudes of ambition to improve and commitment are usually demanded of players. For the coach, they are also important. Being better is not easy, it always involves difficulties and tasks to be carried out in order for such improvement to occur.

One step further is the intervention programs that we are carrying out in a more detailed and planned manner by sports psychologists. Sports clubs often demand such programs to train and promote the improvement of their coaches.



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 SPORTS PSYCHOLOGIST



WE WIN TOGETHER!
35\$
 / YEAR
 PER TEAM