
ANALYSIS OF HANDBALL COACH'S COMMUNICATION

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Key words:

- Nonverbal communication,
- Gestures. Match,
- Training Unit.

Abstract:

The paper deals with the analysis of handball coach's communication. The aim of the paper was to analyze nonverbal component of handball coach's communication using video recordings. The object of the research was the coach of the U15 handball team Tatran Prešov. Indirect observation was used as the basic research method. For the needs of the paper communication was recorded during 3 matches and 3 training units in 2009/2010 and 2010/2011 seasons. Collected data in the form of audiovisual records were transcribed using the software CHAT (Codes for the Human Analysis of Transcripts) of system CHILDES (Child Language Data Exchange System). Coded transcripts were transferred to Microsoft Excel program and subsequently filtered. The analysis was focused on the gestures' selection and their frequency in coach's nonverbal communicative discourse.

INTRODUCTION

Determination of the unique definition of the term communication is very complicated. It is a multiform phenomenon that is the object of the research of many scientific disciplines. These focus mostly only on some part of communication that is emphasized within the definition. Therefore, in the present time, there is no generally relevant/valid and acceptable definition that would describe all the aspects of this phenomenon [2]. [13] understands communication as the dialogue and the word to communicate as to mediate, join. Language communication is the process that mediates mutual information of people. As the information among people are realized and transmitted not only through classic language means, but also non-language signals, in the field of language communication are realized all the ways and means people use within the communication. It is then multilateral group of expressive means and also circumstances of this process. Within the verbal communication the using of language code is the obvious part of communicative competence [14]. [5] presents that from the linguistic point of view verbal communication is searched from z view of effective using of language in the process of communication. Verbal communication can have oral and written form. Nonverbal communication can change in the significant way the meaning of the language component, more or less to modify it. Therefore it is important and necessary the knowledge of relations between verbal and nonverbal communication, their synchronization and mutual functioning [2]. [14], [3] and [15] deal with nonverbal means of communication. [3] divides nonverbal means to: gestures, mimicry, look, touch, position and body posture, distance between communicating, human appearance. [1] presents following body movements: **gestures** – symbols that directly interpret words or phrases. We use them on purpose and consciously. They are specific for certain culture and social groups; **illustrators** – strengthen verbal signals and at the same time they follow them. The most often the hands are used. It is possible to illustrate also with head or whole body. We can use illustrators also

for indicating of shape or the size of objects we speak about; **affective expressions** – mimic expressions, but also hand gestures or whole body movements that express emotional meanings. We use them to complete and strengthen of verbal discourse and also as the words substitution. Affective expressions relate mostly to human face; **regulators** – signals that monitor, control, coordinate or keep the speech of the other; **adapters** – gestures that meet some personal need. Adapters can be focused on one's own or on the person we communicate with. Dimunová (2008) assign **gestures** – **emblems** – have their own meaning that was created by convention. These are gestures that do not need to follow the communication and still one understands them.

In the field of sport in Slovakia following authors have been dealing with analysis of communication within verbal and nonverbal discourse: [4], [7], [6], [12], [11], [9], [10].

AIM

The aim of the paper is the description and following analysis of communication of handball coach with players in pupil's category during handball trainings and matches with focus on coach's nonverbal communicative discourse.

MATERIAL AND METHODS

We addressed the coach of handball team Tatran Prešov M. G. who has been as coach 10 years. He and his team won the 1st place and became Slovak champion in seasons 2009 – 2012. We recorded 3 records of training units and 3 records of matches (2009/2010). The combination of training unit and match was chosen because of the representation of situational interaction complex of coach and players. Audiovisual record was chosen to catch the communication most accurate. Videocamera was used to record the nonverbal communicative discourse of the coach and dictaphone with external microphone to record the verbal discourse. Dictaphone was hung on coach' neck before the start of training unit or the match (similar researches show that so called microphone effect disappears within 5 – 10 minutes, so dictaphone and the fact that discourse is being recorded do not effect on the coach disturbingly). After recording we transcribed the material by the software CHAT (Codes for the Human Analysis of Transcripts) of CHILDES system (Child Language Data Exchange System) that was originally founded for the research into the child speech but it is suitable for the needs of our research. Within the transcription we synchronized video and audio records and coded the verbal and nonverbal discourse of the coach. The coded transcript was transformed into Microsoft Excel program and consecutively analyzed. On this basis the communicative discourse of the coach was evaluated with focus on its nonverbal part. Methods of the research comes from the project VEGA No. 1/0455/08 Communication between coach and ball games players of older school age.

RESULTS

NONVERBAL COMMUNICATION OF COACH IN MATCHES

We evaluated the gestures occurrence from the percentage and emotional point of view. Although the length of matches is given by the official rules of handball we decided to present results in percentage.

From the total amount that we recorded within handball matches the most frequent gestures were illustrators (fig. 1) (occurrence of illustrators exceeded 60% in all three matches). The second most frequent type of gestures was adapters followed by affective expressions. The less used gestures were emblems. We have not recorded any of regulators type. After focusing on the analysis of particular matches we found out the same order of gestures occurrence. The percentage of all four types of recorded gestures (illustrators and adapters) was almost identical in match 1 and match 2. The biggest difference was recorded in

match 3, where percentage of illustrator and affective expressions was lower and level of adapters increased.

Communication of the coach during the match is influenced by the rules. Within coaching the coach has two options – he can sit on the players' bench or he can move in a limited space along the field. This is the reason of such a high percentage of using of illustrators. As all three matches were winning, coach spent most of the play time sitting on or standing by the bench watching the match and giving instructions. We suppose it can be probably connected not only with the match progress but also with the coach's character (it was not examined).

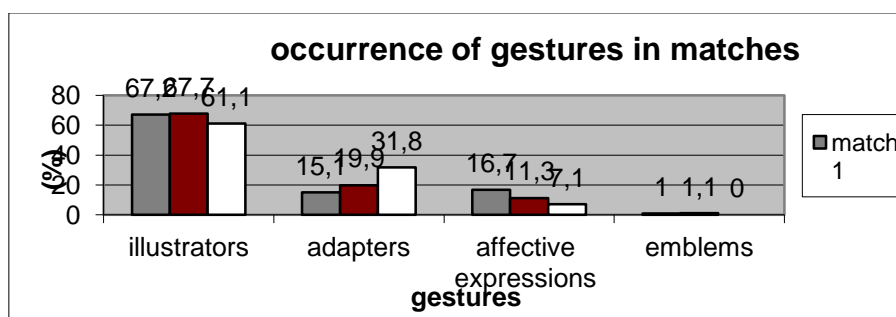


Figure 1. Graphic comparison of occurrence of selected types of gestures in handball matches

The second biggest group of used gestures were adapters. When comparing occurrence of adapters in match 1 and match to we found out only minimal differences. Increased number of used adapters was recorded in match 3. After the analysis of the match record we presume to say that the reason was too easy progress of the match. Players followed coach's instructions and the given tactics and he did not have to correct and instruct players so often. That is why he started to be focused on himself and the number of subconsciously used gestures focused on the person of coach increased. If players are not successful, do not follow the instructions or do not perform playing skills correctly coach uses verbal discourse which main content are instructions more frequently and so the number of used illustrators increases. Simultaneously there is a smaller space for gestures focused on the person of coach - and vice-versa.

Third in the order of using gestures was the group of affective expressions. Comparing the occurrence of this type of gestures the highest percentage was recorded in match 1. The most used type of affective expressions was hand-clapping. Coached used it after scoring, successful playing combination (defensive or offensive) or observance of playing system and specified tactics.

Emblems were recorded as the less used type of gestures. They occurred only two times within the match when coach signified submission to players sitting on the bench. No regulators were recorded within all three matches.

Used gestures were analyzed also from the emotional point of view (fig. 2). Slančová, Kačúr (2010) came to the finding that the result and the progress of the match markedly influenced using of positive and negative illustrators and in the smaller rate using of affective expressions. As it is mentioned higher all the observed matches were winning. That is why it is difficult to analyze matches from the emotional point of view in detail.

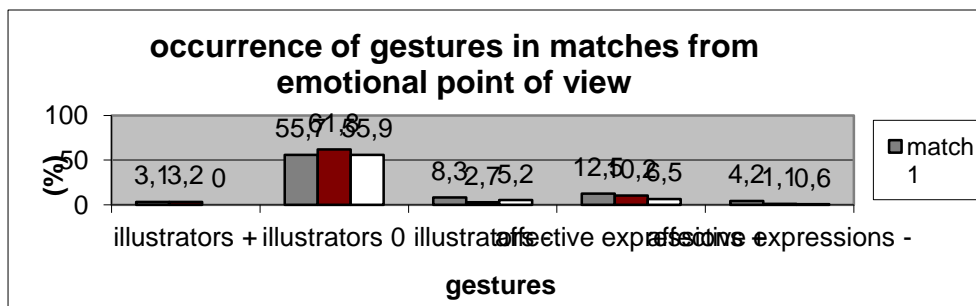


Figure 2. Occurrence of gestures from the emotional point of view in handball matches

NONVERBAL COMMUNICATION IN TRAINING UNITS

Duration of all three observed and analyzed training units was 60 minutes. Their content was of alike character – after general and specified warm up the main content of the unit was developing of playing skills, playing combinations and systems. That is why we decide to present results in one figure (figure 3).

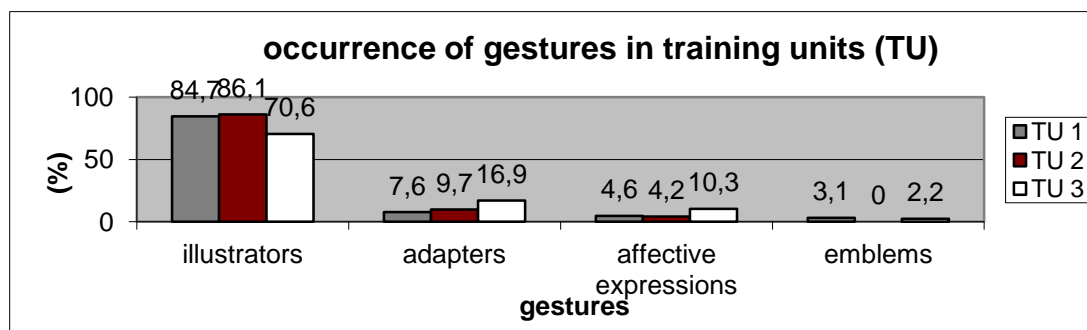


Figure 3. Graphic comparison of occurrence of selected types of gestures in training units

On the basis of observing training units we recorded the same order of gestures occurrence as in the matches – illustrators, adapters, affective expressions and emblems. Percentage of gestures in training unit 1 and 2 is almost identical. We found out the differences in comparison with unit 3. We presume that lower percentage of illustrators and higher percentage of adapters is caused because of insertion of free game into the training unit. From the coach’s point of view it means he used less instruction and had more space for using adapters. In connection with this fact also number of affective expressions increased – the part of training unit was very close to the character of match.

With respect to the character of training unit and missing or incomparably lower emotional load we did not pay special attention to individual analysis of gesture occurrence from the emotional point of view.

After analysis of gestures their occurrence was compared in matches and training units (figure 4). With respect to frequency of gestures illustrator were the most used gestures in both match and training unit. In training unit coach used verbal discourse connected with regulation, giving instructions and fault correction more intensively. This is why the percentage of illustrators in training units is higher as in matches. The opposite phenomenon was recorded within the using of affective expressions.

With reference to Perič (2008) competitions and matches are the culmination of training process, it is the time for examination of abilities and skills learned and developed by players. With respect to presence of other people (parents, relatives, friends, or coaches from other teams) matches have higher emotional character in comparison with training units. This emotional involvement is topical not only for players but undoubtedly also for the coach.

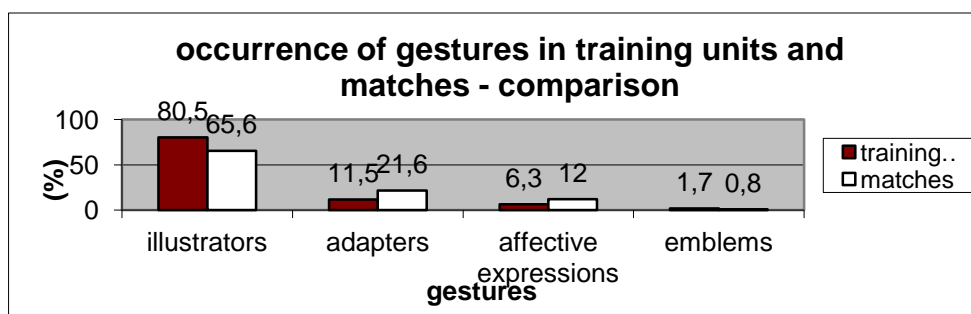


Figure 4. Graphic comparison of occurrence of selected types of gestures in matches and training units

CONCLUSIONS

On the basis of watching audiovisual records we registered four most frequently occurred types of gestures – illustrators, adapters, affective expressions and emblems. The Frequency of illustrators was more often in training units in comparison with matches what is connected with the character and orientation of training unit which main contents was developing of playing skills, playing combinations and systems

In case of affective expressions we recorded small difference between their occurrence in matches and training units. Higher percentage was registered in matches, which the emotional character is typical for.

Communicative discourse of observed coach is specific for himself. It is impossible to generalize this analysis for all coaches of youth categories as it is necessary to regard psychosocial particularities of each coach. The results of our analysis can function as the feedback as well as a starting point for further research and detailed analyzing of communicative discourse of the coach with focusing on its verbal and nonverbal element.

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