
THE INFLUENCE OF MASTERY APPROACH TO COACHING ON COACHES` LEVEL OF COMMUNICATION DISCOURSE

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Abstract:

Implementing of effective communication principles for improving communication discourse of coaches plays important role in relation to the improvement of communication interaction between coach and players. The paper is focused on the analysis of intervention programme MAC on the range of encouragement, instruction giving and punishment in coaches` communication discourse. Research was applied on experimental group consisted of 5 coaches and 82 players. Experimental data about the level of coaches` discourse were gained using coding scheme CBAS. Research results showed significant increase of encouragement (35.63%) and praise (37.15%); moreover, there was significant decrease of punishment (69.77%) in coaches` communication discourse.

INTRODUCTION

The analysis of the communication discourse level that occurs individually or in diversified social conditions could shed light upon the issue of communication interaction between coaches and players. Inadequate verbal or non-verbal statements of coaches can significantly influence motivational climate in team that is reflected in emotional living of players and ultimately there are visible consequences as well in process and results of training period [6].

The main Intention of recent research studies that focus on the field of personal development and the development of coach`s competencies is to understand how coach can learn to communicate the most effectively [5]. More effective coaches develop professional approach to coaching by continual effort to learn and develop [4].

Recent tendency in the field of psychological interventions of training process, from the aspect of sport psychology, is oriented on coaches who apply positive approach to coaching. Programmes that focused on positive approach to coaching appear to be effective; however, continual and systematic scientific evaluation of such programmes is still needed [15].

Behavioural studies that focused on the influence of educational programmes on the determination of coaches` communication stereotypes showed changes in behaviour and communication of coaches [16]. Educational programmes prove its importance and positive influence on the development of coaches` communication competencies which aim is to create positive motivational climate.

THE MATERIAL AND THE METHODOLOGY

The aim of the paper is to evaluate the influence of educational programme MAC on changes of coaches` communication discourse level.

On the basis of purposive sampling experimental research group was created (see Tab. 1). Experimental group consisted of % coaches whose average age was 35.4 year (± 7.17) and

82 players with average age 11.9 year (± 1.51). Players competed in one team on average 3.36 years (± 2.26).

Table 1. Coaches and players of experimental group

SPORT	CLUB	COACH	PLAYERS cat./n
Football	TJ SLAVOJ Trebišov	J.C.	U10/16
Football	TATRAN Prešov	P.D.	U11/15
Hockey	HC Košice	M.Š.	U12/18
Volleyball	MIRAD Prešov	T.L.	U13/15
Handball	TATRAN Prešov	J.Ž.	U14/18

From the organisational aspect the research was divided in three main periods. Before and after the implementation of intervention programme first and second phase of research was proceeded. During those two testing periods we managed audio and visual recordings of 10 training units and 10 matches (5 training units and matches before and after intervention)

Intervention was applied on five coaches of experimental group during 12 weeks that last from November 2013 up to the first April's week 2014. As an intervention, instructional programme MAC was used that consisted of DVD and manual [15]. Coaches that were in experimental group were acquainted with the approach how to learn and implement effective communication principles according to MAC programme. Video recordings enable coaches to understand how those learnt principles appropriately apply to praxis (model situations). Trained coaches then implement those principles to training proces through their communication discourse in interaction with players during 12 weeks.

Coach's verbal discourse was diagnosed by audio-visual recording of communication between coach and players. Audio visual recording was created using combination of DVD camera and dictaphone with microphone to catch the most precisely the continuum of communication. Audio-visual recordings were transcribed using software CHILDES. The software helped us to precisely limit and synchrony verbal and nonverbal statements in time [8,9,10,11,12,13].

After the application of description method we analysed verbal and nonverbal part of coach's discourse using standardised coding scheme The Coaching Behaviour Assessment System CBAS [14]. Coding scheme enable to specify coaching style and consists of 12 subcategories that relate to verbal and nonverbal part of coach communication. Coding scheme is divided in two areas: a) reactive behaviour – encouragement after good performance, absence of encouragement after mistake, encouragement after mistake, technical\tactical instruction after mistake, negative technical\tactical instruction, ignoring mistakes, maintaining control and b) spontaneous behaviour – general technical\tactical instruction, general encouragement, organisation\management, and general communication out of context.

The significance of differences in frequency of individual statements between input and output measurements was calculated using nonparametric test for depended research groups Wilcoxon test. Nonparametric test were selected because of the small amount of research group ($n=5$). The significance of differences was evaluated on the level of significance $p < 0.05$. Practical significance was evaluated on the basis of Pearson correlation coefficient r results. The range of influence of monitored factor was evaluated according to Cohen (1988): $r < 0.1$ (small), $0.3 \leq r < 0.5$ (medium), $r \geq 0.5$ (high). Coefficient of practical significance was calculated from $r = Z/(\sqrt{N})$ in which N is overall number of statistical pattern values and Z is the value of testing criterion.

RESULTS AND DISCUSSION

During three months coaches of experimental group were under the influence of intervention programme. The final effect of programme’s influence on behavioural area is significantly affected by active participation and concentration of coaches on implementation of communication principles during training units as well as during matches.

Intraindividual analysis of input and output frequency values of coded CBAS categories within coaches` communication discourse showed the following changes (see Tab. 2):

✓ **Encouragement area** – the increase of the encouragement frequency were monitored in coach CO.1 in three CBAS categories on average up to 32.30% and worsening in category NEV+ up to 56.25%. Coach CO.2 after three months intervention encouraged more frequently in all categories on average 50.32%. Coach CO.3 improved in encouraging in three categories on average up to 46.70% and worsened in category NEV+ up to 42.86%. Fourth coach CO.4, who was in experimental group improved in three categories on average up to 19.05% and worsens in category NEV+ up to 40.91%. Last coach from experimental group CO.5 worsened in three categories on average up to 45.64% and improved in category VP+ up to 43.40%.

✓ **Instruction area** – the increase of instruction frequency after three months period were monitored in four coaches (in CO.1 on average 26.28%, CO.2 on average 50.77%, CO.3 on average 2.91% and CO.4 on average 41.24%). Values of CBAS categories in area of instructions in coach CO5 showed the improvement in category VTTI up to 58.28% and worsening in category TTIPCH up to 19.05%.

✓ **Punishment area** – the decrease of criticism and punishment frequency were monitored in four coaches (in CO.1 on average 57.52%, CO.2 on average 73.33%, CO.3 on average 82.68% and CO.4 on average 84.62%). Coach CO.5 increased the frequency of negative nonverbal statement NEV- up to 34.38% and decreases the frequency of negative technical and tactical instruction NTATI- up to 100%.

Table 2. The frequency of CBAS categories occurrence of coaches in three areas of behaviour: instruction, encouragement and punishment (input-output)

	CBAS	ENCOURADGEMENT			INSTRUCTION			PUNISHMENT		
		PPCH+	NEV+	VP+	PP+	VTTI	TTIPCH	NVP-	NTATI-	NEV-
CO.1	In.	9	16	218	146	239	92	42	64	47
	Ou.	12	7	333	206	347	102	22	12	31
	%	25.00	56.25	34.53	29.13	31.12	9.80	47.62	81.25	34.04
CO.2	In.	18	10	185	265	331	118	12	34	44
	Ou.	82	18	359	491	688	224	0	2	22
	%	78.05	44.44	48.47	46.03	51.89	47.32	100	94.12	50.00
CO.3	In.	0	14	261	62	324	110	5	99	23
	Ou.	1	8	388	217	328	119	1	19	2
	%	100	42.86	32.73	71.43	1.22	7.56	80.00	80.81	91.30
CO.4	In.	3	22	167	51	269	137	17	112	14
	Ou.	9	13	188	76	534	157	6	7	9
	%	66.67	40.91	11.17	32.89	49.63	12.74	64.71	93.75	35.71
CO.5	In.	19	78	150	190	189	84	4	21	21
	Ou.	1	10	265	145	453	68	4	0	32
	%	94.74	87.18	43.40	23.68	58.28	19.05	0.00	100	34.38

Note. VTTI – general technical and tactical instruction; NEV+ - positive nonverbal statement; TTIPCH – technical and tactical instruction after mistake NVP- - negative verbal statement; VP+ - general encouragement NTATI- - negative technical and tactical instruction; PP+ - encouragement after good performance; NEV- - negative nonverbal statement; PPCH+ - encouragement after mistake; TR. – coach; In. – input; Ou. – output; green – percentage difference of presupposed improvement; red – percentage difference of worsening

Totally, coaches of experimental group, after three months of intervention, improved in 82.22% of monitored CBAS categories (CO.1=88.89%, CO.2=100%, CO.3=88.89%, CO.4=88.89% and CO.5=44.44%) and worsening was monitored in 17.78% of categories (CO.1=11.11%, CO.2=0%, CO.3=11.11%, CO.4=11.11% and CO.5=55.56%). Results of studies point on positive changes of intervention in 88% of monitored CBAS categories [3]. The most relevant worsening was monitored in category of positive nonverbal reaction that could be caused by stronger concentration of coaches on the content of verbal discourse.

The results of statistical analysis proved the significance of differences in all three categories of coach`s behaviour. In the area of encouragement it was 35.63% improvement (1008 statements) and in instruction giving coaches improved up to 1122 statements that is 37.15% (see Table 3). In both cases statistical analysis confirmed the significance of improvement on the level of significance $p < 0.05$. Values of practical significance showed on big effect of monitored factor`s influence, in our case the intervention programme and time period. In the area of punishment, we found out improvement when the frequency of punishment of players decreased up to 390 statements (69.77%). Values of statistical analysis ($p = 0,043$) showed the significance of changes. The value of practical analysis ($r = 0,647$) demonstrated on big effect of monitored factor on the area of punishment.

Table 3. Statistical comparison of difference significance of input and output values in three areas of coaches` behavior

	Encouragement		Punishment		Instruction	
	Input	Output	Input	Output	Input	Output
Freq.	1821	2829	559	169	1898	3020
Z		-2.023		-2.023		-2.023
P		0.043*		0.043*		0.043*
r		0.647 [‡]		0.647 [‡]		0.647 [‡]

Note. Z - testing criterion; freq. – frequency of occurrence; p – p value of Wilcoxon test; *statistical significance on the level $p < 0.05$; r – practical significance (0.1 – small, 0.3⁺ – medium, 0.5⁺ - big)

Improvement were found out also in research studies of [16] in which coaches of experimental group decreased the frequency of punishment up to and increased the frequency of encouragement up to 20%. Totally can be stated that coaches of experimental group under the influence of intervention programme MAC showed significantly higher level of encouragement and instruction giving and at the same time they significantly decreased the amount of punishment and criticism of players.

We can presuppose that intervention programme not only positively influence on monitored behavioural outputs of coaches but also showed as well protective effect. We found out radical decrease of critics and punishment in coaches of experimental group even though they were under the influence of emotionally strained situations.

Previous behavioural studies revealed the results that are congruent with ours that coaches of experimental groups increased the frequency of encouragement and instruction from 3% up to 25% and decrease the frequency of critics and punishment from 1% up to 17% after the implementation of intervention [1,2].

Totally, research studies that focus on the monitoring of programme MAC influence on coaches` communication style changes show the increase of encouragement frequency and instruction and reduction of punishment frequency towards players [3, 16].

The most important positive result of intervention is seen in significant decrease of negative verbal formulations in a form of critics and punishment. Foreign research studies emphasises that players who perceive aggressive behaviour of coaches, evaluate

communication with coaches as negative that was reflected on decrease of percentage successfulness of won matches and lower team cohesion [7].

CONCLUSIONS

The aim of the paper is to evaluate the influence of educational programme MAC on changes of coaches' communication discourse level.

Results showed that coaches of experimental group who participated on intervention programme MAC showed significantly higher level of encouragement (36%) and instruction (37%) and simultaneously they significantly decrease the level of punishment (70%). Educational programmes that focus on the improvement of coaches' communication discourse prove their importance. Therefore, it is inevitable to make the process of educational programmes' implementation that focus on the development of coaches' communication competencies more effective. By implementation of method VTI (video training guidance), with which it is possible to actively engage coaches to the process of the analysis of their strong and weak areas of communication, we can increase the effectivity of educational programmes not only on behavioural, but also on psycho-social areas.

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