

THE COACHING PROCESS

A PRACTICAL GUIDE TO
BECOMING AN EFFECTIVE
SPORTS COACH

THIRD EDITION



LYNN KIDMAN AND
STEPHANIE J. HANRAHAN

ROUTLEDGE

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THE COACHING PROCESS

In this fresh and engaging introduction to sports coaching, Lynn Kidman and Stephanie J. Hanrahan guide students through the coaching process. Focusing on the practical aspects of sports coaching, the book helps students to develop their basic technical skills as well as strategies for working with individual and team athletes, and to plan and implement effective coaching sessions.

The book develops an 'athlete-centred approach' to sports coaching, by which athletes take ownership of their learning, in turn strengthening their abilities to retain key skills and to make effective decisions during competition. Useful pedagogical features in each chapter, such as real life case studies, activities, self-reflection questions, and summaries of current research and best practice, encourage reflective practice and help student coaches to develop and extend their coaching techniques and philosophies.

The Coaching Process is invaluable reading for any student starting a sports coaching course at college or university, and for any coach working with athletes or children in sport who wants to improve their practical skills.

Lynn Kidman recently moved from the University of Worcester in England to take up a lecturing position in Sports Coaching at Auckland University of Technology in New Zealand.

Stephanie J. Hanrahan is an associate professor in sport and exercise psychology for the Schools of Human Movement Studies and Psychology at the University of Queensland, Australia.

DEDICATION

Lynn: To my family, Bobby, Matthew, Amanda, Simon, Toni, and Izzy.

Stephanie: To the coaches who create positive and supportive environments to help their athletes grow and excel.

ABOUT THE AUTHORS

Lynn Kidman recently moved from the University of Worcester in England to take up a lecturing position in sports coaching at Auckland University of Technology in New Zealand. Lynn has coached athletes for many years in various sports, but now enjoys developing coaches of all levels. She has recently co-edited a book with Bennett J. Lombardo entitled *Athlete-centred Coaching: Developing Decision Makers*.

Stephanie J. Hanrahan is an associate professor in sport and exercise psychology for the Schools of Human Movement Studies and Psychology at the University of Queensland in Australia. In addition to teaching swimming and ice skating, she has coached volleyball in three countries – novice and state level players, children and adults, males and females. As a psychologist she has worked with athletes and coaches from a wide variety of sports – from ballet to football, and from bocce to skydiving. After 17 years of representative volleyball at the open level, Stephanie currently spends her recreational time Latin dancing.



PREFACE

Over the past two decades, Lynn and Stephanie have been dedicated to the development of coaches who enable their athletes to learn. The third edition of *The Coaching Process: A Practical Guide to Becoming an Effective Sports Coach* provides coaches with information about how to create a successful sporting environment, where success is measured by athletes' satisfaction and performance improvement. The third edition covers the same topics as the first two editions, but has been revised to reflect the latest developments in skill learning and the process of coaching. This new edition also has an increased focus on coaching-related research, with selected studies highlighted in most chapters. In this book we emphasise opportunities for coaches to identify and practise coaching strategies using an athlete-centred approach.

This edition continues the concentration on what to improve, how to improve, and the recognition of what has improved. We focus on a technical level of reflection, where the coaching process is about reaching session objectives and gaining knowledge to apply to the sporting environment. The techniques include setting objectives, understanding and applying management principles to a coaching session, understanding and applying basic coaching strategies, and understanding the positive approach.

In *The Coaching Process*, we challenge you, through a self-directed approach, to enhance your coaching. The self-directed approach is an educational tool that enables coaches to apply coaching strategies in their own settings, and then encourages them to reflect on how the strategies were applied. *The Coaching Process* is designed for coaches to be able to learn at their own pace.

The Coaching Process acknowledges the complexities and intricacies of coaching by addressing some of the pedagogical and psychological

aspects. Every chapter provides technical and thoughtful processes to help coaches be aware of how they are coaching. Examples of various coaching strategies and solutions about how to implement them are included.

In each of the chapters in the third edition we continue with the theme of providing activities and/or self-reflective tasks that will enhance thought processes and practices about coaching. Self-reflection provides a non-threatening means of analysing coaching without the outside pressures of job security or political implications that often can be encountered. Self-reflection is a tool that determines how well coaches are working with their athletes. Being a successful coach is not measured by a win–loss record, but by how athletes learn and how successful their sporting experiences are.

The Coaching Process is a useful text for tertiary study in coaching as well as a valuable reference for practising coaches. This book is well suited for coaches who are interested in enhancing their and their athletes' performances.

FEATURES OF THE CHAPTERS

For this edition, the authors have maintained the format of self-help for coaches to apply the information to their coaching with a group of athletes.

Introductions

In each chapter we introduce the topics to be covered. The introduction includes information about why the topics were chosen, insight into experiences of coaches who have applied these strategies, and how the strategies can be linked to other information covered in the book.

Information about an aspect of the coaching process

In each chapter we provide a base of information under different headings about at least one coaching strategy. We introduce the theory and provide practical examples of the strategy. We designed the practical examples to provide experiences that may relate the theory to personal situations that readers are likely to encounter.

ACTIVITY

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In the activity sections in each of the chapters we provide opportunities for development by applying information about coaching strategies to individual sport settings. The activities are written using a workbook approach with tables and short-answer questions provided. These activities encourage further thought about situations that may arise in coaching. **If you choose to write in the text, consider using pencil. You may prefer to photocopy the activities or use a separate notebook that will serve as a record as you change and monitor strategies and continue developing as a coach.**

SELF-REFLECTION



Research and comments from coaches have confirmed the value of the appropriate use of self-reflection to enhance coaching. We designed the self-reflection exercises to provide you with a way to practise selected coaching strategies and apply what you have learned to your own coaching situations. You will be able to practise the tasks without the pressures of someone looking over your shoulder. After attempting the coaching strategy at your own pace, you will be able to analyse and reflect on how you applied the strategy. The learning and development of these coaching strategies is entirely in your hands. You can experiment and try different methods to apply coaching strategies and therefore find the best method for your own and your athletes' needs.

Using video in self-reflection

As part of the self-reflective process, coaches are asked to video themselves coaching. Accessing a camera should be fairly easy; ask friends, family or sport organisations if there is a camera that can be used. There is usually a parent or friend who will volunteer to video your coaching. The video will provide you with valuable insights as to how you coach and challenge your athletes.

Reflective questions

To enhance the self-reflective process, we include reflective questions to provide structure and guidelines about specific coaching strategies. We know that great coaches often analyse themselves to seek better ways to coach. They often ask questions such as, ‘Did that work?’, ‘How did the athletes respond to that message?’, or ‘Was that the right way, or should I have tried something different?’ We hope that the reflective questions we have provided will facilitate self-analysis to determine what works and what doesn’t work.

Points to ponder

‘Points to Ponder’ throughout the text can be related to your own coaching, someone else’s coaching, or your athletes. Draw on your own experience to determine a solution where necessary. Sometimes these points are quotes from well known coaches or sports participants.

Points to remember

We have also provided important ‘Points to Remember’ about coaching. They may be points for consideration, or essential points to apply while coaching.

Recent research

In most chapters we have included boxes where we have summarised recent research articles related to the topics presented.

Summary

Chapters conclude with a list of points about particular coaching strategies and an overall summary of the chapter.

We hope that your athletes experience great success. Enjoy your journey through the coaching process.

ACKNOWLEDGEMENTS

We continue to acknowledge our students who study with us. They challenge our thinking, experiment with various strategies, discuss and debate many issues, and continue to reflect on best coaching practice. These people are our coaching future and we thank them for their reflections.

CONTENTS

<i>List of figures</i>	viii
<i>About the authors</i>	x
<i>Preface</i>	xi
<i>Acknowledgements</i>	xv

PART 1 INTRODUCTION 1

1 Successful coaching	3
2 Developing a coaching philosophy	13

PART 2 ATHLETE DEVELOPMENT 37

3 Your athletes	39
4 Managing athletes	66
5 Creating a positive environment	91
6 Learning skill	123
7 Coaching strategies	145
8 Enhancing performance with mental skills	174

PART 3 FACTORS INFLUENCING COACHING 205

9 Parents	207
10 The balancing act	225
11 What now?	246

<i>References</i>	262
<i>Index</i>	270

FIGURES

1.1	An example of a self-evaluation form	8
1.2	The personal sense of satisfaction achieved through coaching usually outweighs the glory of awards and medals	9
1.3	There can be enjoyment in seeing athletes support each other	12
2.1	Teach your athletes to respect their opponents	24
2.2	Fair play?	26
3.1	Approaches that work well for one athlete may not work well for another	41
3.2	Athletes' incentives to participate	53
3.3	Creating distinctiveness to develop team cohesion	61
4.1	An example of training objectives	68
4.2	Blank form to create your own training objectives	69
4.3	An example of a session plan	77
4.4	Coaches need to position themselves where they can see what all athletes are doing	79
5.1	A positive environment needs to be safe	92
5.2	ROLLing	101
5.3	Sample goal-setting form	118
5.4	When coaches lose their tempers they lose the positive approach	120
6.1	The constraints-led approach to coaching	124
6.2	Video analysis is a useful tool	136
6.3	The query theory	140
7.1	Avoid long-winded, complex explanations	152
7.2	Coach, how about sitting at my level?	164
8.1	An athlete imaging her dive	181

8.2	Self-evaluation form for an experienced volleyball team	188
8.3	Cue words	193
8.4	Focused attention is imperative for good performance in sport	197
8.5	Competition plan examples	202
9.1	Critical parent	211
9.2	Parents frequently focus on medals and trophies rather than fun or development	220
10.1	So much to do and so little time	228
10.2	Weekly Timetable 1	230
10.3	Weekly Timetable 2	231
10.4	A sample of equipment needs	237
10.5	Your list of equipment needs	237
10.6	Take responsibility for the maintenance of facilities and equipment	241
10.7	An example of a list of safety concerns for rock climbing and abseiling	243
10.8	Your own list of safety concerns	244

PART 1

INTRODUCTION

CHAPTER 1

SUCCESSFUL COACHING

This chapter covers

- The coaching process
- Self-reflective learning process
- The enjoyment of coaching athletes

Coaching is about striving to contribute to the success of each athlete. The *Australian Oxford Dictionary* defines success as ‘a favourable outcome; attainment of what was desired or attempted’. In sport, an outcome is seen traditionally as winning or losing a particular competition. This view of outcomes is narrow and limited. Winning is important, it is one of the reasons for organised sport; however, as an outcome, it is uncontrollable. Though success is commonly defined as an outcome, we need to look more broadly at what it means. Ralph Waldo Emerson has written about success as more than just an outcome:

To laugh often and much, to win the respect of intelligent people and the affection of children; To earn the appreciation of honest critics and endure the betrayal of false friends; To appreciate beauty, to find the best in others; To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; To know even one life has breathed easier because you have lived. That is to have succeeded.

(Ralph Waldo Emerson in Smith, 1997, p. 43)

As coaches we can have a dramatic influence on the development and lives of those we coach (Smoll & Smith, 2002). What is considered to