

APPENDICIES

TABLE OF CONTENTS.....	357
APPENDIX A - ETHICS DOCUMENT, PARTICIPANT INFORMATION STATEMENTS AND PARTICIPANT CONSENT FORM	358
APPENDIX B - PROCEDURE FOR CONTACTING PARTICIPANTS	365
APPENDIX C - RESEARCH CONTEXTS	367
APPENDIX D - INTERVIEW AND OBSERVATION GUIDES.....	373
APPENDIX E - OBSERVATION AND INTERVIEW TRANSCRIPT EXAMPLES	385
APPENDIX F - ADAPTED FROM NVIVO EFFECTIVE COACHING CROSS-CASE ANALYSIS FILE433	

APPENDIX A - ETHICS DOCUMENT, PARTICIPANT INFORMATION STATEMENTS AND PARTICIPANT CONSENT FORM



The University of Sydney

NSW 2006 Australia

Human Research Ethics Committee

www.usyd.edu.au/ethics/human

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24 May 2006

Dr D O'Connor
 Faculty of Education and Social Work
 Room 334, Building A35
 The University of Sydney

Dear Dr O'Connor

I am pleased to inform you that the Human Research Ethics Committee at its meeting on 9 May 2006 approved your protocol entitled "***Coach and athlete perceptions of effective coaching: Case studies from professional sport teams in Australia***".

Details of the approval are as follows:

Ref No.:	05-2006/2/9012
Approval Period:	May 2006 to May 2007
Authorised Personnel:	Dr D O'Connor
Dr R Light	
Mr A Bennie	

The approval of this project is **conditional** upon your continuing compliance with the *National Statement on Ethical Conduct in Research Involving Humans*. We draw to your attention the requirement that a report on this research must be submitted every 12 months from the date of the approval or on completion of the project, whichever occurs first. Failure to submit reports will result in withdrawal of consent for the project to proceed.

The project is approved for an initial period of 12 months with approval for up to four (4) years following receipt of the appropriate report. **Your report will be due on 31 May 2007.**

Condition of Approval Applicable to this Project

Please provide copies of the approval from sporting organizations/teams when available.

Conditions of Approval Applicable to all Projects

(1) Reporting of Serious Adverse Events

Researchers should immediately report anything to the Human Research Ethics Committee which might warrant review of ethical approval of the protocol, including:

- Serious or unexpected adverse effects on participants;
- Proposed changes in the protocol or any other material given to the participants in the study must be known prior to being actioned, including participant information and consent forms; and
- Unforeseen events that might affect continued ethical acceptability of the project.

(2) Modifications to the protocol cannot proceed until such approval is obtained in writing. (Refer to the website www.usyd.edu.au/ethics/human under 'Forms and Guides' for a Modification Form).

(3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.

(4) All research subjects are provided with a Participant Information Sheet and Consent Form, unless otherwise agreed by the Committee.

(5) The Participant Information Sheet and Consent Form are to be on University of Sydney letterhead and include the full title of the research project and telephone contacts for the researchers, unless otherwise agreed by the Committee.

(6) The following statement must appear on the bottom of the Participant Information Sheet. ***Any person with concerns or complaints about the conduct of a research study can contact the Senior Ethics Officer, University of Sydney, on (02) 9351 4811 (Telephone); (02) 9351 6706 (Facsimile) or gbriody@mail.usyd.edu.au (Email).***

(7) The standard University policy concerning storage of data and tapes should be followed. While temporary storage of data or tapes at the researcher's home or an off-campus site is acceptable during the active transcription phase of the project, permanent storage should be at a secure, University controlled site for a minimum of seven years.

(8) A report and a copy of any published material should be provided at the completion of the Project.

Yours sincerely



**Associate Professor J D Watson
Chairman, Human Research Ethics Committee**



The University of Sydney

Andrew Bennie
PhD Candidate

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PARTICIPANT INFORMATION SHEET - COACHES

Research Title: PERCEPTIONS OF EFFECTIVE COACHING

(1) What is the study about?

This project will investigate coach and athlete perceptions of effective coaching in professional team sports. The aim is to gain greater insight into the common experiences of professional coaches and athletes. The information gathered from this research may be utilised to provide insight into best practice for coaching and to educate future elite coaches.

(2) Who is carrying out the study?

This study is being conducted by Mr. Andrew Bennie to meet the requirements for the degree, Doctor of Philosophy, under the supervision of Dr Donna O'Connor (Associate Dean) and Dr Richard Light (Senior Lecturer) from the Faculty of Education and Social Work, University of Sydney. Contact details are provided below.

(3) What does the study involve?

The project will involve observing coaches and athletes in their training environments followed by a series of interviews (individual interviews with the head coach and focus group interviews with the six to 10 athletes). These interviews will be audio taped and conducted after the observational period at a time and place convenient to the participants. The observations will be unobtrusive and have no impact on the normal routine of participants. Through the interviews, coaches and athletes will be asked to explain their perspectives on:

- definitions of effective coaching (e.g. could you describe for me the things that you think make a coach effective?),
- factors that positively or negatively impact on coach performance (e.g. could you please tell me about the types of things that enhance your ability to coach effectively?),
- interpersonal relationships (e.g. how would you describe an effective athlete-coach relationship?),
- the learning environment (e.g. could you describe what you believe is integral to developing an effective environment for your athletes to train and compete in?), and
- how they evaluate effective coaching (e.g. how do you personally evaluate whether or not your coach is performing effectively?),

(4) How much of my time will the study take?

The study will involve approximately three to four weeks at your organisation. Observations are intended to occur two to three times per week at training, meetings and matches during the pre-season or a time that best suits the team. It is anticipated that the each interview will last between 30-60 minutes.

(5) Can I withdraw from the study?

Participation in the study is entirely voluntary: you are in no way obligated to participate. If you consent to take part, you can withdraw at any time without any penalty or prejudice. Any unprocessed data generated will also be destroyed.

(6) Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. The anonymity of the participants and the team name will be concealed by the use of pseudonyms.

(7) How will information be made available to me?

By providing your contact details, results from this study can be returned to you for review. You will only receive information from the observation notes of the researcher and the individual comments you made in your particular interview. No other participant will have access to the information you provide for this research project. Your contact details will only be used for this correspondence and your identity concealed in the final report through the use of a pseudonym.

(8) Will the study benefit me?

By participating in this research project, coaches will be encouraged to reflect on their own coaching practices and their effectiveness. The information garnered may be used to educate aspiring elite coaches in the future and provide a useful contribution to the academic and coaching communities. In addition, the results of this study may also be used as the benchmark for developing criteria for effective coaching in the future.

(9) Can I tell other people about the study?

You can tell other people about the study.

(10) What if I require further information?

When you have read this information, Mr Andrew Bennie or Dr Donna O'Connor will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact:

Mr Andrew Bennie, PhD candidate, room 502, building A35, Faculty of Education and Social Work at the University of Sydney. Contact details: Telephone, (02) 9351 3767, E-mail: a.bennie@edfac.usyd.edu.au

Dr Donna O'Connor, Associate Dean (Learning and Teaching), room 334, building A35, Faculty of Education and Social Work at the University of Sydney. Contact details: Telephone, (02) 9351 6343, E-mail: d.o'connor@edfac.usyd.edu.au

(11) What if I have a complaint or concerns?

Any person with concerns or complaints about the conduct of a research study can contact the Senior Ethics Officer, Ethics Administration, University of Sydney on (02) 9351 4811 (Telephone); (02) 9351 6706 (Facsimile) or gbriody@mail.usyd.edu.au (Email).

This information sheet is for you to keep



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PARTICIPANT INFORMATION SHEET - PLAYERS

Title: PERCEPTIONS OF EFFECTIVE COACHING

(1) What is the study about?

This project will investigate coach and athlete perceptions of effective coaching in professional team sports. The aim is to gain greater insight into the common experiences of professional coaches and athletes. The information gathered from this research may be utilised to provide insight into best practice for coaching and to educate future elite coaches.

(2) Who is carrying out the study?

This study is being conducted by Mr. Andrew Bennie to meet the requirements for the degree, Doctor of Philosophy, under the supervision of Dr Donna O'Connor (Associate Dean) and Dr Richard Light (Senior Lecturer) from the Faculty of Education and Social Work, University of Sydney. Contact details are provided below.

(3) What does the study involve?

The project will involve observing coaches and athletes in their training environments followed by a series of interviews (individual interviews with the head coach and focus group interviews with the six to 10 athletes). These interviews will be audio taped and conducted after the observational period at a time and place convenient to the participants. The observations will be unobtrusive and have no impact on the normal routine of participants. Through the interviews, coaches and athletes will be asked to explain their perspectives on:

- definitions of effective coaching (e.g. could you describe for me the things that you think make a coach effective?),
- factors that positively or negatively impact on coach performance (e.g. could you please tell me about the types of things that enhance your coach's ability to coach effectively?),
- interpersonal relationships (e.g. how would you describe an effective athlete-coach relationship?),
- the learning environment (e.g. could you describe what you believe is integral to developing an effective environment for you to train and compete in?), and
- how they evaluate effective coaching (e.g. how do you personally evaluate whether or not your coach is performing effectively?),

(4) How much of my time will the study take?

The study will involve approximately three to four weeks at your organisation. Observations are intended to occur two to three times per week at training, meetings and matches during the pre-season or a time that best suits the team. It is anticipated that the each interview will last between 30-60 minutes.

(5) Can I withdraw from the study?

Participation in the study is entirely voluntary: you are in no way obligated to participate. If you consent to take part, you can withdraw at any time without any penalty or prejudice. Any unprocessed data generated will also be destroyed.

(6) Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researchers will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. The anonymity of the participants and the team name will be concealed by the use of pseudonyms.

(9) How will information be made available to me?

By providing your contact details, results from this study can be returned to you for review. You will only receive information from the observation notes of the researcher and the individual comments you made in your particular interview. No other participant will have access to the information you provide for this research project. Your contact details will only be used for this correspondence and your identity concealed in the final report through the use of a pseudonym.

(10) Will the study benefit me?

By participating in this research project, you will be encouraged to reflect on your experiences in relation to coaching effectiveness. The information garnered may be used to educate aspiring elite coaches in the future and provide a useful contribution to the academic and coaching communities. In addition, the results of this study may also be used as the benchmark for developing criteria for effective coaching in the future.

(9) Can I tell other people about the study?

You can tell other people about the study.

(10) What if I require further information?

When you have read this information, Mr Andrew Bennie or Dr Donna O'Connor will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact:

Mr Andrew Bennie, PhD candidate, room 502, building A35, Faculty of Education and Social Work at the University of Sydney. Contact details: Telephone, (02) 9351 3767, E-mail: a.bennie@edfac.usyd.edu.au

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PARTICIPANT CONSENT FORM

I,, give consent to my participation in the research project
Name (please print)

Research Title: PERCEPTIONS OF EFFECTIVE COACHING.

In giving my consent I acknowledge that:

1. The procedures required for the project and the time involved have been explained to me, and any questions I have about the project have been answered to my satisfaction.
2. I have read the Participant Information Statement and have been given the opportunity to discuss the information and my involvement in the project with the researcher/s.
3. I understand that I can withdraw from the study at any time, without affecting my relationship with the researcher(s) now or in the future.

4. I understand that my involvement is strictly confidential, and although information provided will be audio taped, no information about me will be used in any way that reveals my identity.

Signed:

Name:

Date:

A copy of your interview transcript along with a final copy of the results of this project will be sent to you personally. Your contact details will only be used for this correspondence and your identity will be concealed through the use of a pseudonym. Please indicate your preferred contact details below if you consent to having information sent to you in this manner.

Email:

Work Address:

APPENDIX B - PROCEDURE FOR CONTACTING PARTICIPANTS

Making contact with head coaches of professional sport teams proved to be an arduous and difficult task. Initially, I made a list of prospective teams (participants) based on locality, accessibility, and potential connections held with the chief supervisor of this project. Following this, I compiled a timetable of season dates based on the sports code and an appropriate time for contact was determined (pre-season was the preferred time to approach clubs given that the pressures of in-season competition were minimally existent during this phase of training).

The next step involved contacting several clubs via telephone within each Australian male professional team sport code (e.g. Football, Cricket, Basketball [Summer Sports] AFL, Rugby League, Rugby Union [Winter Sports]). I approached sixteen teams from the various codes where upon initial contact with the club (e.g. Secretary to head coach or team manager); I introduced myself, outlined the reason for calling and provided a brief description of the project before requesting to speak to the head coach. At this point, I was either put into direct contact with the head coach or asked to email further details of the project via the *Participant Information Sheet* If put through to the head coach, I again outlined his background and the nature of the project including the potential benefits of participating. Following this, the coaches generally requested further information, at which point I emailed a copy of the participant information to the coach (a copy of the email is available below). The majority of coaches (or clubs) did not respond to initial email contacts and more often than not, a follow-up call was required within a week to gauge the coach's interest in participation even if the researcher did speak with the coach.

In the three settings where coaches indicated they would be interested in participating, I was put in contact with either the head coach or an associate of the coach from the club (e.g. High Performance Manager, Director of Coaching, Strength and Conditioning Coach). The relevant club delegate confirmed participation verbally over the phone in each context.

At this stage, I contacted the appropriate person and arranged a suitable time to meet with either the head coach or the abovementioned contact to discuss the timetable for research to take place. Prior to the data collection period, a 'pre-research' visit was made to the club to meet the contact delegate of the club, the head and assistant coaches and any other members of the support staff that were available. This visit was important for highlighting the procedures of the study, the potential benefits of participation for both researcher and club, and to thank those involved for allowing the research to take place. At this point, the coaching staff or club delegate provided me with a timetable for training and matches as well as a list of the sessions available for observation. I then discussed potential areas for the interviews to take place.

To: -----
From: Andrew Bennie <a.bennie@edfac.usyd.edu.au>
Subject: COACHING RESEARCH
Cc:

Hi XXXX,

I contacted you earlier today about conducting some research with your team. My name is Andrew Bennie and I'm a PhD candidate and lecturer at the University of Sydney's Faculty of Education.

As part of my Doctorate, I'm doing some research into coaching in professional sport and I was hoping to involve your team in part of the research project. The research involves unobtrusive observations of the team's training sessions and games followed by some interviews about the team's perceptions of effective coaching. I'm primarily interested in learning more about coaching in professional sport and what you and your athletes think effective coaching involves. I only need a small amount of time with you and your team to complete the research which would be conducted during a time that best suits the team.

Minimal research has been conducted within the Australian sport community and professional sport in general. By participating in this research project, you'll be encouraged to reflect on your own coaching practices and their effectiveness. The information garnered may be used to educate aspiring elite coaches in the future and provide a useful contribution to the academic and coaching communities. In addition, the results of this study may be used as the benchmark for developing criteria for effective cricket coaching in the future. All the results are strictly confidential and I will also be conducting research with several professional sport teams across Australia.

Please feel free to call me to discuss anything in relation to the research project. I'd be really grateful if you could also pass this information onto XXXX so that I can explain to him a little more about what the project involves and how it may benefit him and his team.

Many thanks,
Andrew

Andrew Bennie
PhD Candidate

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APPENDIX C - RESEARCH CONTEXTS

Professional Team Sport Context

Outlined below are features of the professional team sport environment in Australia such as the level of competition, number of training sessions per week for players and coaches, competition formats, the facilities and human resources available to the club. I accumulated much of these data through informal conversations with the relevant staff, observational research and from the internet (team and competition websites). In order to protect the anonymity of the participating teams, and due to the potential availability of personal information about professional sports personnel on the internet, only general accounts for each team are noted.

1. Cricket

1.1 Level of Competition

In Australia, professional cricket is commonly referred to as First Class cricket. It is the highest level of competition in Australia (and one tier below international cricket) and the domestic league is widely regarded as the best provincial competition in the world. The six Australian states – Western Australia, South Australia, Tasmania, Victoria, New South Wales, and Queensland – are involved in a national league competition that includes three different types of round-robin events called the *Sheffield Shield* (four day competition format), the *Ford Ranger Cup* (one-day competition), and the *KFC Twenty-20 Big Bash Competition* (Cricket Australia, 2007). For each style of competition, the teams remain relatively similar in that most of the full-time contracted players are involved in all three competitions. The people who were involved in the observations and interviews throughout the present study played in each of these competition formats.

The players who compete at this level have a range of experience from those who are rookie cricketers emerging from suburban Grade cricket (the level below professional in each state) to players who compete at an international level. Many of these emerging/rookie players are part of a Second Eleven (2nd XI) squad who compete in the *Cricket Australia Cup* – a national competition between the 2nd XI teams from each of the states (Cricket Australia, 2007). There are also players who compete at a professional level in other countries. For example, some players participate in County Cricket, a similar professional competition in England held during the Australian off-season. Those who play in Australia's national teams compete only intermittently for their state because of their international commitments which run parallel to Australia's domestic competitions.

1.2 Coaches

This squad have access to a head coach who generally oversees the team training, and to assistant coaches and other support staff who provide direction for training programs. There were three assistant coaches (all part-time) – one for batting, bowling and fielding. There was also a full-

time strength and conditioning coach (whose role also involved looking after player welfare issues) as well as a sports psychologist (part-time consultant) and team doctor (attended games only). Add to this the two physiotherapists (part-time), a change room manager (part-time) and grounds-staff (full-time) and it became clear that a considerable array of staff are involved with the team during the season. While the head coach oversees training for both first and second teams, when the head coach travels with the first team, one of the assistant coaches manages the second team's fixtures and reports to the head coach.

The head coach and his three assistants (mean age = 48.75 years) all had experience as players at a first class level in Australia and abroad (mean playing experience = 14.25 years). All the coaches were involved in playing during an era where cricket progressed from amateurism into the professional era. Their playing careers spanned between 13 and 18 years in Australian state or English county cricket whilst three of the four also represented Australia. Each of the coaches accumulated between 7 and 16 years in coaching first class cricket both in Australia and England (mean coaching in professional cricket = 11.75 years). One of the assistant coaches had also gained experience as a head coach for two different national teams that compete at an international level.

Collectively, this cricket organisation has experienced considerable success under the guidance of this head coach having won both the domestic one-day and four-day competitions during his coaching tenure. He also has a consistent record of providing players for the national team. I interviewed the head coach and one assistant coach as part of this project. The choice to include only one of the assistant coaches was influenced by their availability and role.

1.3 Players

At this particular club, there were 24 full-time contracted players (age range = 23-37 years; mean age = 29 years; mean playing experience = 8 years) with seven players on 'rookie' contracts. Players from the squad were selected for the Australian team, the state's First Eleven (1st XI) fixtures (Twenty-20; One-day or Four-day competition) or the 2nd XI competition. Players who competed at the state level predominantly came from within their state with few players recruited from interstate. Many of the players from this squad also compete in the county cricket competition in England during the Australian cricket off-season (May-September). Eight players from the 1st XI team were involved in the interview process and included four bowlers, three batsmen and one wicket-keeper (mean age = 28 years; mean playing experience at this level = 6.1 years).

1.4 Time Commitment to Training and Competition

During the in-season, players have two compulsory team-training sessions where the entire full-time professional squad train together in a fielding or net (batting and bowling) focused session. Although there are only two main sessions involving the coaches and the entire squad, each of the players is required to complete two additional net and fielding sessions with their respective city-based Grade competition club teams (the level below state cricket). A club head coach – not the coaches involved with the state team – run the Grade team training sessions. The state-team training sessions are approximately two hours and held on either a Monday or Wednesday and Tuesday or Thursday afternoon from 3.30pm depending on the scheduled start of upcoming fixtures. Generally, players are required to practise or compete on a six-day weekly cycle for approximately 8 to 20 hours

per week. The head coach attends the provincial team training sessions and recovery sessions whilst the three specialist assistant coaches are available for individual player sessions and the two compulsory training sessions for state-squad players. Individual players can request an additional session with specialist assistant coaches (bowling or batting) however, these sessions are limited as the club employs the assistant coaches on a part-time basis.

The competition season extends from September to March with up to 25 fixtures (plus finals) for each team. The *Sheffield Shield* and *Ford Ranger Cup* competitions are composed of one home and one away fixture against every other state team (ten fixtures in each competition) prior to the grand-final. The *Twenty-20* competition involves one match against each state team (five fixtures each) before the grand-final. The extended nature of cricket matches (four-day matches take six hours per day; one-day games last eight hours; Twenty-20 cricket lasts four hours) and extensive travel periods (i.e. this current team had three weeks away from home for five upcoming fixtures) means it was difficult to maintain strength and conditioning programs as well as routine training sessions. In the day following competition, the players involved in a match are also required to carry out a team recovery session such as a slow jog and swim at a local beach. As a result, the players and some of the coaching staff are required to spend large amounts of time together throughout a season.

2 Rugby League

2.1 Level of Competition

Rugby league can claim to be an international game on a similar scale to cricket. Not yet a global sport in which hundreds of countries compete, the highest level of professional competition in Australia is the National Rugby League (NRL) from which one team was chosen to participate in this research project. This competition is widely regarded as the best club competition in the world where a total of 16 club teams from Australia (15) and New Zealand (1) compete in a weekly competition (NRL, 2007).

All Australian teams are based in the eastern states with three teams from Queensland, one from Victoria, one from the Australian Capital Territory and ten from New South Wales teams. Unlike cricket, representing each professional team is a large number of interstate and overseas players. This competition runs in a modified round-robin format with 26 matches followed by a finals series. Similar to cricket, each team in the competition has a reserve grade side and National Youth Competition that serve as a platform for NRL participation. Beyond NRL representation, players can compete as City or Country, State and International representatives. Players and coaches may also have been involved in a similar professional competition in Great Britain and France called the *Super League*.

2.2 Coaches

The club involved in the present study employs seven full time coaching and support staff. This includes a head coach (attack coach), assistant coach (defence coach), two strength and conditioning coaches, two lower grade coaches, and team manager. In addition, the club employs at least one part-time physiotherapist (number unknown), one team doctor (part-time consultant), one

wrestling coach (part-time consultant), and one gear steward (part-time). As in cricket, the head coach coordinates the input of all the support staff. Specialist coaches such as the wrestling coach come in on the request of the head coach while the strength and conditioning trainers play a more significant role in this game (compared to cricket) given its combative, physical nature. In this club context, the head coach and assistant generally spend an equal amount of time running the team's training sessions. In addition to this, coaches from the reserve grade teams occasionally coach parts of training sessions.

All the coaches involved with this team (mean age = 49.5 years) have extensive playing histories in the equivalent competition (Australian Rugby League) having represented their respective clubs for at least 12 years (mean playing experience = 12.5 years). Regarding coaching history, the head and his assistant have considerable tenure in professional rugby league coaching with each having more than 12 years experience at this level (mean coaching experience in professional rugby league = 18 years). Both coaches have also either played or coached at the state and international level and been involved in premiership success during their professional careers. They also have a consistent record of providing players for state and national representative teams. I interviewed the head and assistant coach as part of this project. As was the case in the cricket context, I was only able to include one of the assistant coaches due to their availability and role within the team.

2.3 Players

During the observation period, up to 30 players were involved in training. Of these, 25 were professionally contracted to the NRL squad (age range = 19-33 years; mean age = 24.4 years; mean experience = 5.8 years). Of the entire club's playing roster, 17 participate on a weekly basis in the NRL competition matches whilst the next 17 participate in a weekly reserve grade competition. Ten players from the full-time squad were involved in the interview process (mean age = 25.8 years; mean playing experience at this level = 7.3 years).

2.4 Time Commitment to Training and Competition

Because this team was in the midst of their pre-season, NRL players were required to train once or twice per day, four to six days per week in order to practise both physical conditioning and skill or strategy based training. Each session generally lasted for one to two hours with a two-three hour break between morning and afternoon sessions. During each week, training sessions would start at varying times (to practise during day and night-time) yet the general pattern flowing from Monday to Friday remained consistent. For example, some full team training sessions began in the morning (11.00am) whereas later in the week a session commenced at mid (1.00pm) or late in the afternoon (5.30pm). Generally, the team held skill sessions on a Monday, Wednesday and Thursday with some fitness or specialist training (e.g. wrestling, speed work) on a Tuesday or Friday. The strength and conditioning coaches conducted up to four sessions per week and training in this area generally preceded or followed the team skills session.

When in competition season, games occur on a weekly basis in a home and away system for 26 rounds (plus finals). Although most teams are located within a three-hour flight of each other,

travel still forms a major component for the players and coaching staff in this competition. As the games only last for two hours, the commitment to time away from their home is not as significant as in cricket or rugby union. The rugby league season extends from February to September with most clubs beginning preseason during November.

3 Rugby Union

3.1 Level of Competition

Rugby union is an international game and the peak level of rugby involves national teams made up from the best players in each province who compete in Test matches at home and abroad. The rugby union team involved in this research project competes in the southern hemisphere's premier provincial tournament – the *Super 14*. This competition is the highest professional league below international Test matches in which Australian rugby union teams are involved. The *Super 14* involves four Australian provinces (New South Wales, Western Australia, Queensland and Australian Capital Territory) which compete against provincial teams from South Africa (5) and New Zealand (5) in a 13 round season that is followed by a finals series for the top four sides (*Super 14 Rugby*, 2007). Players from all over the country are able to represent a province, although it may not be their 'home' province. Only a few players represent provinces from other nations outside of Australia. One of the four Australian provinces was involved in this research project.

3.2 Coaches

Currently, the *Super 14* club involved in the present research employ a head coach and two assistant coaches (one forwards coach, one backs coach) on a full-time basis. Also involved with the team are full-time strength and conditioning coaches (two); a team manager (full-time), one gear steward (full-time). There is also one team doctor and several rehabilitation consultants (two physiotherapists as well as a recovery specialist) who are employed on a part-time basis. During the season, there is four specialist staff (employed either part-time or on a consultation only basis) whose roles include coaching scrummaging; kicking, catching and passing; and defence or tackling. The head coach is responsible for managing all of these people.

The head and his two assistant coaches (mean age = 43 years; mean experience as players in professional rugby = 9 years) all competed in professional football competitions as well as for Australia. Their coaching experience in professional sport ranged from 5 to 14 years (mean = 9 years) with two of the three coaches having coached national teams in Test match rugby. This provincial team has also reached the finals series whilst under the head coach's tutelage and he has a consistent record of developing players for the national team. I interviewed the head coach and one assistant coach as part of this project. As in the cricket and rugby league contexts, I was only able to include one of the assistant coaches due to their limited availability and role within the team.

3.3 Players

In rugby union, each Australian provincial team has 35 players involved with the *Super 14* (n=22) and domestic 'A' team competition. For the *Super 14* team involved in this project, the age range for players is 18-30 years with a mean age of 25 years and mean playing experience of 4 years.

The seven players involved in the interview process are full-time *Super 14* team members (mean age = 26.3 years; mean playing experience at this level = 5.4 years).

3.4 Time Commitment to Training and Competition

The time commitment required for the players in this *Super 14* team is higher than both cricket and rugby league in relation to training hours. The team involved in the current research was mid-way through their competition season and required to train four days per week. Many of the days required multiple hours on site to (a) participate in strength and conditioning sessions, (b) attend meetings with teammates and coaching staff, and (c) complete team-training sessions. On some occasions, players were required to attend half an hour specialist training (e.g. kicking and speed), immediately followed by strength training (one hour), followed by a team meeting (30-45 minutes). In the afternoon, there was another team meeting (half an hour) followed by a team skills session (90 minutes) totalling over four hours per day. At this stage of the season, the team also had one competition match per week meaning players are working on a six-day per week rotation.

The *Super 14* is a weekly competition where Australian provincial teams travel to South Africa and New Zealand for away matches. Although rugby league players must travel to Auckland, cricket players limit their travel to Australian provinces. Australian rugby union teams spend up to four weeks away from home if the draw necessitates significant travel to New Zealand and South Africa during the one period. This means that players and coaching staff may spend a considerable amount of time with each other and away from their families and friends. The rugby union competition extends from February to May although pre-season often begins in October. The rugby union context is unique in that the majority of players continue participating beyond May (through to September) either with the National team or their respective club rugby teams as the *Super 14* season is only 13 rounds (plus finals) compared to the 26 round (plus finals) rugby league competition and 25 (plus finals) round domestic cricket season.

Strength and conditioning, including body maintenance (or recovery sessions), play a significant role in the weekly training schedule of this team. An additional time commitment prevalent in this team was the substantial number of meetings held per week. Meetings for specialist teams (callers), positional units (i.e. forwards or backs), coaching staff, and the whole team were timetabled throughout the week; sometimes on more than one occasion for each. For example, the coaches held a team meeting before each training session to clarify the aims for the upcoming session and the types of activities to be completed.

APPENDIX D - INTERVIEW AND OBSERVATION GUIDES

Semi-structured Interview Schedule used as a Guide for Interviews with Coaches

GIVE COACHES PARTICIPANT INFORMATION SHEETS AND CONSENT FORMS TO SIGN.

First I'd like to thank you for coming to help me with my research into effective coaching. This morning/afternoon we're going to be discussing your views on what you think effective coaching is, what you think is necessary to create an effective club or environment for you to develop in as a player, some aspects of planning, your training sessions and the interpersonal relationships that you may have with coaches and other players.

Before we begin, there are a few things I need to let you know about how this session will work. With your permission, I'll be tape recording the session so I don't miss any of your comments. Feel free to eat and drink as much as you want but try not to eat or drink and talk at the same time! I may take some notes, have to change the tape over or be looking down for the next set of questions as we go along but just keep talking if you notice this happening. Feel free to ask for any clarification of wording in the questions or for me to repeat the question.

I'd also like to inform you that this is not a journalistic style interview that will sensationalise what you say. I'm conducting research to try and provide insight into what makes a coach effective and am only interested in your honest and personal opinions. Please don't not feel that you have answer the question the way you think I would like to hear them, it's most important that we discuss your realistic opinions of the topics. Therefore, your negative comments are just as important as your positive comments. You can agree or disagree with other people's comments and on some occasions I might ask for specific individual opinions or input. It'd be great if you could use specific examples of particular situations throughout the interview. I'm not here to evaluate your knowledge and am just interested in your honest opinions and thoughts on coaching. The interview should only take about one hour and if it looks like it's going to go for longer, I might have to reconvene for another occasion.

Introductory Questions – Playing History

For this interview, I'd like you to think about or reflect on all your experiences in playing and coaching including your work with other coaches throughout your sport career. To get started, it'd be great if you could tell me your name and a little bit about your playing history as a player, where did it all begin and how your career has progressed to where it is now?

Research Area 1: How do professional coaches and players define effective coaching?

The next few questions cover the topic of effective coaching in relation to your views and opinions based on all your previous experiences with coaches throughout your career so far.

1. Could you give me some examples of the things that you think make a coach effective?
 - a. Are there any other qualities or characteristics do you like in a coach?
2. What about some of the things that you dislike or that you think might lead to them being ineffective?
3. When you've had your most successful year as a coach, what are the things that you can attribute that success to?
4. What do you consider your main role as a coach? How do you go about achieving this role?

Research Area 2: How do effective coaches interact with their players, assistant coaches and support staff?

1. What type of communication structure has been set up so you can communicate effectively with your other athletes and coaches?

Feedback

1. Let's now explore your opinions on feedback. How often do you think you should receive feedback?
2. When do you like to receive feedback?
 - a. In front of others or on own?
3. How do you want to receive the information that's being provided to you?
 - a. Video, stats sheets on paper, verbal conversation?

Research Area 3: How do effective coaches establish and maintain effective environments for player development?

We're onto next section and for the next set of questions we're going to talk about the total environment or atmosphere or culture and team climate that's been created at this club and any other team you've played with.

1. If you were in an ideal world, what type of environment would you create that is effective for both your athletes and coaches to train and compete in?
2. How would you go about creating this environment?
 - a. How do you maintain this type of environment over time?
3. What are the types of things that you think are essential to help your players learn and develop?
 - a. Are there any other key elements that you feel are required for developing an effective program/club/organisation?
4. What roles do your athletes and support staff play in helping establish this environment?
 - a. Are there any roles or responsibilities that the you delegate to players and other coaches or support staff?

Research Area 4: What are the types of organisational tasks considered effective and how do effective coaches carry out these actions?

This set of questions focuses on your organisational or planning tasks.

1. What types of organisational/planning activities to you undertake?
 - a. Do you plan for individual sessions?
 - b. What are the types of things you consider when you are planning for training?

Training

1. Thinking about your experiences in training and competition over time at all levels, could you please describe what you think an effective training session involves?
 - a. What do you think makes a training session effective?
 - b. What types of things do you like about training sessions and what do you think should be included in training?
2. What types of things do you think the coach should do to ensure that training is effective?
3. What about an ineffective session, could you describe what that might be like?
 - a. What are some of the things you dislike about training?

Competition day

Think about your preparation on match day.

1. What are the types of things that you think should be involved in your team's pre, during and post competition routines?

Research Area 5: What type of interpersonal relationships do effective coaches develop with players and support staff, how are these relationships developed, and why are relationships important for effective coaching?

Now we're moving on to interpersonal relationships

1. How would you describe an effective athlete-coach relationship?
2. How does that differ to a poor athlete-coach relationship?
3. How have these relationships developed over time?
4. Is there anything that inhibits (gets in the way of) this relationship?
5. Can you please tell me a little bit about the relationships you have with your support staff?
 - a. What makes them good or bad?
 - b. How have you developed these relationships?

Now we're going to talk about team cohesion or the 'togetherness' of players.

1. What factors are do you believe are crucial to developing team cohesion and effective teamwork?
2. How has this been developed at your club?
 - c. Who is responsible for developing team cohesion?
3. What types of things do you think have a negative impact on team cohesion or teamwork?

Closing Section – Additional Comments

That's the end of the formal set of questions.

1. Is there anything else that you wanted to add in regards to effective coaching?
2. Is there anything you think we've missed?
3. Is there anything you'd like to recap on?

THANK YOU FOR YOUR TIME AND CONTRIBUTION TO THIS RESEARCH PROJECT

Semi-structured Interview Schedule used as a Guide for Focus Group Interviews with Players

GIVE ATHLETES INFORMATION SHEETS AND CONSENT FORMS TO SIGN.

First I'd like to thank you all for coming to help me with my research into effective coaching. Players don't often get much input in coaching research and so I'm grateful for you coming along. This morning/afternoon we're going to be discussing your views on what you think effective coaching is, what you think is necessary to create an effective club or environment for you to develop in as a player, some aspects of planning, your training sessions and the interpersonal relationships that you may have with coaches and other players.

Before we begin, there are a few things I need to let you know about how this session will work. With your permission, I'll be tape recording the session so I don't miss any of your comments. It works best if only one person talks at a time and if you speak slowly and clearly. Feel free to eat and drink as much as you want but try not to eat or drink and talk at the same time! I may take some notes, have to change the tape over or be looking down for the next set of questions as we go along but just keep talking if you notice this happening. Feel free to ask for any clarification of wording in the questions or for me to repeat the question.

I'd also like to inform you that this is not a journalistic style interview that will sensationalise what you say. I'm conducting research to try and provide insight into what makes a coach effective and am only interested in your honest and personal opinions. Please don't not feel that you have answer the question the way you think I would like to hear them, it's most important that we discuss your realistic opinions of the topics. Therefore, your negative comments are just as important as your positive comments. You can agree or disagree with other people's comments and on some occasions I might ask for specific individual opinions or input. It'd be great if you could use specific examples of particular situations throughout the interview. I'm not here to evaluate your knowledge and am just interested in your honest opinions and thoughts on coaching. The interview should only take about one hour and if it looks like it's going to go for longer, I might have to reconvene for another occasion.

Introductory Questions – Playing History

For this session, I'd like you all to think about or reflect on all the coaches you've encountered in your sport career including your current coaches. Alright, to get started it'd be great if you could tell me your name and a little bit about your playing history as a player, where did it all begin and how your career has progressed to where it is now?

Research Area 1: How do professional coaches and players define effective coaching?

The next few questions cover the topic of effective coaching in relation to your views and opinions based on all your previous experiences with coaches throughout your career so far.

1. Could you give me some examples of the things that you think make a coach effective?
 - a. Are there any other qualities or characteristics you like in a coach?
2. What about some of the things that you dislike or that you think might lead to them being ineffective?
3. When your team has had its most successful years, what are the things that you can attribute to this success?
4. What do you consider the main role of a coach?

Research Area 2: How do effective coaches interact with their players, assistant coaches and support staff?

1. What type of communication structure has been set up so you can communicate effectively with your other athletes and coaches?

Feedback

1. Let's now explore your opinions on feedback. How often do you think you should receive feedback?
2. When do you like to receive feedback?
 - b. In front of others or on own?
3. How do you want to receive the information that's being provided to you?
 - c. Video, stats sheets on paper, verbal conversation?

Research Area 3: How do effective coaches establish and maintain effective environments for player development?

We're onto next section and for the next set of questions we're going to talk about the total environment or atmosphere or culture and team climate that's been created at this club and any other team you've played with.

1. What do you believe is necessary for the development of an effective environment for you to train and compete?
2. What are the types of things that you think are essential to help you learn and develop as a player?
 - b. Are there any other key elements that you feel are required for developing an effective program/club/organisation?
3. How has the coach developed this environment?
4. What role do the players have in establishing an effective learning environment?
 - c. Are there any roles or responsibilities that the coaching staff delegate to players?

Research Area 4: What are the types of organisational tasks considered effective and how do effective coaches carry out these actions?

Training

1. Thinking about your experiences in training and competition over time at all levels, could you please describe what you think an effective training session involves?
 - b. What do you think makes a training session effective?
 - c. What types of things do you like about training sessions and what do you think should be included in training?
2. What types of things do you think the coach should do to ensure that training is effective?
3. What about an ineffective session, could you describe what that might be like?
 - d. What are some of the things you dislike about training?

Competition day

Think about your preparation on match day.

2. What are the types of things that you think should be involved in your team's pre, during and post competition routines?

Research Area 5: What type of interpersonal relationships do effective coaches develop with players and support staff, how are these relationships developed, and why are relationships important for effective coaching?

Now we're moving on to interpersonal relationships

1. How would you describe an effective athlete-coach relationship?
2. How does that differ to a poor athlete-coach relationship?
3. How have these relationships developed over time?
4. Is there anything that inhibits (gets in the way of) this relationship?

Now we're going to talk about team cohesion or the 'togetherness' of players.

1. What factors are do you believe are crucial to developing team cohesion and effective teamwork?
2. How has this been developed at your club?
 - d. Who is responsible for developing team cohesion?
3. What types of things do you think have a negative impact on team cohesion or teamwork?

Closing Section – Additional Comments

That's the end of the formal set of questions.

1. Is there anything else that you wanted to add in regards to effective coaching?
2. Is there anything you think we've missed?
3. Is there anything you'd like to recap on?

THANK YOU FOR YOUR TIME AND CONTRIBUTION TO THIS RESEARCH PROJECT

Direction for Observation Sessions

Date: _____

Location: _____

Team: _____

Obs beginning time: _____ Obs end time: _____

Number of coaches and athletes involved: _____

INTERACTIONS – with coaches, players

Instruction (What *type of instructions* were given, to whom, why, how and when were they verbalised – pre (preceding the desired action to be executed – explanation of how to execute the skill, current (cues or reminders during the actual execution of the play) or post player action (correction, reexplanation or instructional feedback?))

Management (Organisation of practice – behaviour management, resource management: setting out or collection of cones, organising into teams)

Demonstration (Coach or athlete demonstration; what type of demonstration was given (positive or negative modelling), to whom, why, how and when - pre, current or post player action?) modelling correct or incorrect performance

Feedback (What type of feedback was given - positive, negative or corrective; to whom, why, how and when was it verbalised - pre, current or post player action? Any non verbal actions demonstrated: head shake, head nod, thumbs up) praise (compliments) or hustle (intensifying comments) or scold (verbal or nonverbal behaviours of displeasure)

Punishment (Scold verbally or request physical punishment)

Silence (When subject is not talking; listening to players or monitoring actions)

Questioning (Asking players questions regarding their performance, knowledge, strategies, techniques and beliefs)

Social interaction (Closeness, complimentary, commitment - any actions that indicate these behavioural constructs: high fives, hand shaking, jokes, use of names: first or nicknames) with players and assistants

Humour (Making jokes, laughter)

SETTING

Direction (Individual or Group activity: whole group, small groups (forwards/backs; defence v attack), pairs, 3s, 4s, 5s)

Team Climate (Atmosphere, learning environment, player relations, coach-coach relations, player-coach relations)

ACTIVITIES

Training Action (Physical Drills, Game Oriented Scrimmage, and Individual Technique Practice) **does the coach focus on technical, tactical, mental or physical training? Focus** (Skill [techniques] or non-skill [effort, behaviour, organisation] feedback)

Evidence of Planning (Any documentation or discussions held regarding preparation for training and competition)

Coach Positioning (Coach in middle of player circle, semi circle, training area, facing sun etc.; Coach centred and run activities; athlete selected and run activities, coach selected and athlete run activities)

Meetings (team and individual)

Evaluation of player progress

MANNER OF THE COACH

Body Language, positive, negative, firm, hustles, encourages, silent

TIME MANAGEMENT

In relation to introduction, demonstration, instruction, task time, transition time, management time

Other

Systematic and other Observation Schedules

Coaching Behaviour Assessment System (Adapted from Smith, Smoll, & Hunt, 1977).

There are 12 items in the Coaching Behavior Assessment System (CBAS). The twelve categories are broken up into two classes: (a) reactive behaviours (items 1 to 8) and (b) spontaneous behaviours (items 9 to 12).

Reactive Behaviours: A reactive behaviour is a response to a specific behaviour
1. <i>Reinforcement</i> – A positive, rewarding reaction (verbal or nonverbal) to a good play or high-quality effort
2. <i>Non-reinforcement</i> – Failure to respond to a good performance.
3. <i>Mistake-contingent encouragement</i> – Encouragement given to an athlete following a mistake.
4. <i>Mistake-contingent technical instruction</i> – Instruction or demonstration to an athlete on how to correct a mistake he/she has made.
5. <i>Punishment</i> – A negative reaction (verbal or nonverbal) following a mistake
6. <i>Punitive technical instruction</i> – Technical instruction following a mistake given in a punitive or hostile manner.
7. <i>Ignoring mistakes</i> – Failure to respond to an athlete's mistake.
8. <i>Keeping control</i> – Reactions intended to restore or maintain order among team members.
Spontaneous Behaviours: A spontaneous behaviour by the coach, not a response to a preceding event
9. <i>General technical instruction</i> - Spontaneous instruction in the techniques and strategies of the sport (not following a mistake).
10. <i>General encouragement</i> – Spontaneous encouragement that does not follow a mistake. 11. <i>Organization</i> – Administrative behaviour that sets the stage for play by assigning duties or responsibilities.
12. <i>General communication</i> – Interactions with athletes unrelated to the game.

Behaviour categories and definitions of the *Arizona State University Observation Instrument* (Adapted from Lacy & Darst, 1984, pp. 59-66).

Behaviour	Definition
Use of first name	Using the first name or nickname when speaking directly to a player
Pre-instruction	Initial information given to player(s) preceding the desired action to be executed
Concurrent instruction	Cues or reminders given during the execution of the skill or play.
Post-instruction	Correction, re-explanation or instructional feedback given after the execution of the skill or play
Questioning	Any question to player(s) concerning strategies, techniques, assignments, etc. associated with the sport
Physical assistance	Physically moving the player's body to the proper position or through the correct range of motion of a skill
Positive modelling	A demonstration of correct performance of a skill or playing technique
Negative modelling	A demonstration of incorrect performance of a skill or playing technique
Hustle	Verbal statements intended to intensify the efforts of the player(s)
Praise	Verbal or non-verbal compliments, statements or signs of acceptance
Scold	Verbal or non-verbal behaviours of displeasure
Management	Verbal statements related to organizational details of practice sessions not referring to strategies or fundamentals of the sport
Uncodable	Any behaviour that cannot be seen or heard or does not fit into the above categories
Silence	Periods of time when the participant is not talking.

The *Rugby Union Coaches Observation Instrument* (Adapted from Brewer & Jones, 2002, pp. 148-150)

Behavioural Classification	Behavioural Description
1. Use of first name	Use of first name or nickname when speaking directly to a player: "Nice pass, Bill"
2. Reinstruction	Directional information given to player(s) preceding the desired action. It explains how to execute the skill, play, task or drill that it preceded: "You will take the ball into the tackle shield and go to ground."
3. Technical Explanation	The coach rationalises through explanation of how the practices that are being undertaken would relate to the game situation either from a technical (technique) or strategically (tactical) basis: "From this situation in a game you would ..."
4. Concurrent instruction	Cues, reminders or instructions given during the actual performance of the drill, skill or play: "Now run left" as the play develops
5. Concurrent positive feedback	Positive feedback of a specific nature given to the player(s) during the actual performance of the drill, skill, or play: "keep driving, that's a great body position."
6. Concurrent praise	Nonspecific positive feedback (verbal or non-verbal) in the form of demonstrations of satisfaction or pleasure, at a skill or practice attempts given during the actual performance of the drill, skill or play: "Good", pat on back, smile
7. Concurrent correction	Information, reexplanation or feedback given during the actual performance of the drill, skill or play which informs the player of how the performance should be altered in order to improve: "Get lower"
8. Concurrent scold	Verbal or nonverbal behaviours demonstrating displeasure at the players' skill or practice attempts given during the actual performance of the drill, skill or play: "That's awful"
9. Positive skill specific feedback	Positive feedback of a specific nature given to the player(s) following the execution of a specific skill or task: "The timing of that pop pass was excellent"
10. Praise at skill attempt	Nonspecific positive feedback in the form of verbal or non-verbal demonstrations of satisfaction or pleasure, at a skill or practice attempts given at the conclusion of the actual performance of the drill, skill or play: "That was great play", thumbs up sign
11. Scold (skill)	Verbal or nonverbal behaviours demonstrating displeasure at the players' skill or practice attempts: "That was awful"
12. Correction	Information, reexplanation or feedback given after the actual performance of the drill, skill or play which informs the player of how the performance should be altered in order to improve: "That's OK, but you need more depth on the run"
13. Questioning	Any questions to players concerning the strategies or techniques associate with the sport / practice: "Would you use a box kick in that situation?"
14. Positive demonstration	A physical or enacted demonstration by the coach of the correct performance of a skill or technique

Behavioural Classification (continued)	Behavioural Description (continued)
15. Negative demonstration	A physical or enacted demonstration by the coach of the incorrect performance of a skill or technique
16. Hustle	Verbal statements or non-verbal actions intended to intensify the efforts of the players: "Pace, pace, pace."
17. Praise (general)	The coach demonstrates general satisfaction or pleasure at general practice behaviours through verbal or non-verbal compliments, statements, or signs: "That was your best session to date", thumbs up, smile
18. Scold (general)	Verbal or non-verbal behaviours demonstrating displeasure at the players' social behaviours within the training session: "You're late again"
19. Use of humour	Verbal remark containing irony, sarcasm, or witticism relating to the players' performance in the practice or related game situation: "You've got the acceleration of the QE2"
20. Management	Verbal statements or actions related to the organisation of the practice session, which do not relate to the technical details of practice: "OK, everyone get a drink."
21. Conferring with assistants	Speaking to individuals not directly involved in the practice: "When do you think that Steve will be fit?" to the physiotherapist
22. Uncodable	Any behaviour that can be seen or heard which does not fit into the above categories
23. Observation	Periods of diagnostic observation when the coach is not talking and is observing the players and analysing their execution of the skill or activity or observing the way in which a team is executing strategies in open play situations

APPENDIX E - OBSERVATION AND INTERVIEW TRANSCRIPT EXAMPLES

INTERVIEW DATES

Team	Date	Location	Time	Participants
Cricket	6/11/2006	Clubhouse	11.30am-12.30pm	Assistant Coach
	7/11/2006	Meeting Room	1.30pm-2.30pm	Four Players
	8/11/2006	Meeting Room	1.30pm-2.30pm	Two Players
	9/11/2006	Clubhouse	11.00am-12.10pm	Head Coach
	9/11/2006	Player's Viewing Area	1.30pm-2.00pm	One Player
	10/11/2006	Player's Viewing Area	1.30pm-2.00pm	One Player
Rugby League	1/02/2007	Meeting Room	1.00pm-1.45pm	Assistant Coach
	1/02/2007	Meeting Room	2.00pm-3.30pm	Head Coach
	2/02/2007	Meeting Room	8.30am-9am	Four players
	5/02/2007	Meeting Room	11.00am-11.45am	Four Players
	9/02/2007	Meeting Room	3.30pm-4pm	Two Players
Rugby Union	13/03/2007	Coach's Office	1.00pm-1.45pm	Head Coach
	14/03/2007	Board Room	2.00pm-3.15pm	Three Players
	15/03/2007	Coach's Office	2.00pm-3.15pm	Assistant Coach
	16/03/2007	Board Room	2.00pm-3.15pm	Three Players

OBSERVATION DATES

Cricket

Abbreviated List of Cricket Terms	
HC	Head Coach
BoC	Bowling Coach
BaC	Batting Coach
FC	Fielding Coach
SC	Strength and Conditioning Coach
SP	Sports Psychologist
Ply	Players

Session	Date	Time	Location	Personnel
1	Sat 21st Oct	9.30am-11.30am	Main Training Site	HC, BoC, BaC, SC, 13 Ply
2	Sun 22nd Oct	9am-6pm	Main Training Site	HC, BoC, BaC, SC, SP, 13 Ply
3	Mon 23rd Oct	9am-6pm	Main Training Site	HC, SC, 13 Ply
4	Tues 24th Oct	9am-6pm	Main Training Site	HC, BoC, BaC, SC, 13 Ply
5	Wed 25th Oct	9am-6pm	Main Training Site	HC, BoC, BaC, SC, 13 Ply
6	Thu 26th Oct	9am-10am	Beach	HC, SC, 13 Ply
7	Fri 27th Oct	12pm-9pm	Main Training Site	HC, BoC, BaC, SC, SP, 13 Ply
8	Wed 1st Nov	3.30pm-6.30pm	Main Training Site	HC, BoC, BaC, FC, SC, 14 Ply
9	Mon 6th Nov	3.30pm-5.30pm	Main Training Site	HC, BoC, SC, 25 Ply
10	Wed 8th Nov	3pm-5.30pm	Main Training Site	HC, BoC, BaC, SC, 25 Ply
11	Fri 10th Nov	9.30am-11.30am	Main Training Site	HC, SC, 13 Ply
12	Sun 12th Nov	9am-6pm	Main Training Site	HC, BoC, FC, SC, 12 Ply

Rugby League

Abbreviated List of Rugby League Terms	
HC	Head Coach
AC	Assistant Coach
SC	Strength and Conditioning Coach
WC	Wrestling Coach
KC	Kicking Coach
PC	Premier League Coach
Ply	Players

Session	Date	Time	Location	Personnel
1	Mon 15h Jan	1.30pm-3pm	Main Training Site	HC, AC, 2xSC, PC, 30 Ply
2	Tues 16th Jan	1pm-3pm	Main Training Site	HC, AC, SC, WC, 30 Ply
3	Wed 17th Jan	9am-10am	Main Training Site	HC, AC, 2xSC, KC, 30 Ply
4	Thu 18th Jan	11.30am-1pm	Main Training Site	HC, AC, SC, KC, 30 Ply
5	Mon 22nd Jan	1.30pm-3.15pm	Main Training Site	HC, AC, SC, KC, PC, 30 Ply
6	Tues 23rd Jan	4.30pm-6pm	Main Training Site	PC, 2xSC, 30 Ply
7	Wed 24th Jan	9am-10am	Main Training Site	HC, AC, KC, 30 Ply
8	Thu 25th Jan	11.30am-1.15pm	Main Training Site	HC, AC, KC, 30 Ply
9	Mon 29th Jan	4.30pm-6.30pm	Main Training Site	AC, KC, 27 Ply
10	Tues 30th Jan	1pm-2pm	Main Training Site	HC, AC, 27 Ply
11	Thu 1st Feb	5.45pm-7pm	Main Training Site	HC, AC, 27 Ply
12	Fri 2nd Feb	9am-9.40am	Meeting Room	13 Plyrs
13	Fri 2nd Feb	10am-11am	Main Training Site	SC, 27 Ply
14	Mon 5th Feb	5.20pm-6.45pm	Main Training Site	HC, AC, 27 Ply
15	Tue 6th Feb	11.30am-12.15pm	Main Training Site	AC, KC, 27 Ply
16	Thu 8th Feb	11.25am-12.05pm	Main Training Site	AC, KC, 27 Ply

Rugby Union

Abbreviated List of Rugby Union Terms	
HC	Head Coach
FC	Forwards Coach
BC	Backs Coach
KC	Kicking Coach
SC	Strength and Conditioning Coach
SkC	Skills Coach
TC	Tackling Coach
Mgr	Team Manager
Ply	Players

Session	Date	Time	Location	Personnel
1	Mon 5th Mar	1.45pm-2.15pm	Meeting Room	HC, FC, BC, Mgr, 30 Ply
2	Mon 5th Mar	2.30pm-4pm	Main Training Site	HC, FC, BC, TC, SkC, 2xSC, 22 Ply
3	Tue 6th Mar	1.15pm-3.15pm	Main Training Site	HC, FC, BC, SkC, KC, 22 Ply
4	Thu 8th Mar	9.25am-11.25am	Main Training Site	HC, FC, BC, SkC, KC, 22 Ply
5	Fri 9th Mar	10.30am-11.30am	Main Training Site	HC, FC, BC, SkC, KC, 22 Ply
6	Sat 10th Mar	6.15pm-9.30pm	Main Training Site	HC, FC, BC, SkC, KC, 22 Ply
7	Mon 12th Mar	1.30pm-2pm	Meeting Room	HC, FC, BC, SkC, Mgr, 27 Ply
8	Mon 12th Mar	2.30pm-3.20pm	Main Training Site	HC, FC, BC, SkC, 27 Ply
9	Tue 13th Mar	1.45pm-2.15pm	Main Training Site	HC, FC, BC, SkC, 27 Ply
10	Tue 13th Mar	2.35pm-4.10pm	Main Training Site	HC, FC, BC, SkC, 27 Ply
11	Thu 15th Mar	11.30am-1.30pm	Main Training Site	HC, FC, BC, SkC, KC, 30 Ply
12	Fri 16th Mar	3.05pm-3.50pm	Main Training Site	HC, FC, BC, SkC, 27 Ply
13	Sat 17th Mar	6.15pm-9.30pm	Main Training Site	HC, FC, BC, SkC, KC, 22 Ply

INTERVIEW TRANSCRIPTION

Date: 09-11-06

Participant: Head Coach, Cricket

Location: Cricket Club Lunch Room

Session start time: 11am

End time: 12.10pm

History

Andrew Bennie (AB): For the purpose of the interview if you could think about all your coaching experiences as opposed to just now. And to start off with if you can just, ahm, state your name and how you got to the position you're currently in as coach in terms of your own coaching history ...

Please note that I removed the personal information (initial interview questions regarding player history) from the final edition of this interview to protect the identity of the participant.

Effective Coaching

AB: The first set of questions is just about your perceptions of effective coaching. If you could describe for me or give me some examples of what you think makes a coach effective?

Head Coach (HC): Well obviously your man-management skills or your communications. I think that's really what it's all about. I think um, I spose when you do go into a coaching role, you've gotta have the basic philosophy of what you believe is right and I think that's gotta be relayed to the players and the people that you're working with. And within that basic philosophy, you can then cater for the individuals and all that sort of stuff but you've gotta have a general guideline of where you're going and what you believe is right and you've gotta stick to it and the players have got to understand that if they go outside those guidelines, that there are consequences. But as I say within that, you create an atmosphere where you can cater for every individual and then knowing that there are individual needs, you know, with certain players, the older players compared to younger players. So you set up a structure like that.

You gotta be strong in your communication and I believe you've gotta have full honesty and you've got to also expect the honesty to come back the other way. It's gotta be a two way honesty and a lot of people balk at that a little bit but I've always encouraged that a guy can come to me in the right situation, and have a very open discussion and maybe disagree with the things that I've been doing because there's two things that can happen, one I'll learn from him, or two, he hasn't got the understanding of what we're actually trying to achieve. And, um, if you are able to explain that to him and say well these are the reasons doing, I can benefit from it. So, I think that there's gotta be a real honest, base set upon or set within those guidelines.

Um ... honesty ... there's gotta be obviously a strong work ethic, that's within your basic. I've got 5 points that I work on my basic philosophy and I went back to basics ... um ... because I think you can over coach and I think you can be someone that thinks "shit I'm a coach, I've gotta do something" and you just do things for the sake of doing things and that to me is worse than anything. You know if I watch a batsmen in the net, some blokes have gotta say something because they think

coz they're watching they've gotta coach. Well if the blokes going alright, well you don't or you get him when he comes out and say "how did you go? Could you have tried this?" but my basic philosophy is I've always worked on: 1 is the team and we always use the philosophy or the acronym "Together Each Achieves More". So, and anyone who compromises the team is asked to leave, alright so that's within the guidelines. So you've said all that. The second thing that I have is pride in who you're playing for.

Alright so there's gotta be a pride and an understanding of who's gone before you and what they've done to create the situation that XXXX cricket (current club) is or XXXX cricket (former club) or whatever it is ... a lot of young blokes don't appreciate what's happened before them and so you've gotta appreciate the history and all that sort of thing and I think that's um ... always something that needs to be done. Um ... and those two combine together pretty closely. And within in that obviously you can expand that forever, you know, how you get your team and "Together Each Achieves More" and all of that sort of stuff. The third thing I've always worked on is a strong work ethic, a strong work ethic. That if you're going to play, you've got to work hard. Um ... and you've got to cater that for the individual as well as the group. There is obviously group things that you do but umm ... each individual is given a specific task of what they've got to do and how they're going to improve. And if they're not prepared to work hard, well, there are consequences within that. But again there's also gotta be a realisation that a guy that's been playing for 10 years and a young bloke, I've got different expectations of what they're to do. You know their understanding of the game and all that sort of stuff. So again that can be expanded greatly, um. The fourth thing is planning. Alright and that, not only, well firstly it's planning of the opposition. You've got to have a full understanding of the opposition that you're playing. Um, how they play, their weaknesses, their strengths and all that sort of stuff.

So that's ... but I think that one of the most important sort of things is planning for your own game and your own team game and having an understanding of exactly what your role is within the group. Having an understanding of what the strengths and weaknesses are of your game and where you're going with that. But also understanding the roles of everyone else within you're group, that includes all the support staff, and there's a lot of blokes that take people for granted and you know I think that 'team' situation we spoke of before includes everybody, includes the support staff. So I've always tried to include them in everything we do. So I have a physio blowing in the nets or whatever, so they feel part of what it's about, or they can join in or whatever because ... but the players have to understand the role in that. That you might have a room attendant, ok, you don't treat him like a piece of shit because he's important to what you're about. So you've gotta understand that it doesn't mean that you leave shit everywhere and he's gotta run after you and all that sort of stuff. And you know the physio, you know he's got a job to do and you've gotta make it easy for him because without him, the team's not going to function well.

But when you're playing, you've got to understand your role of when your batting or bowling and how that role may change that you know that your style of game may have to be adjusted to suit the game style of the team for that day or for that afternoon or whatever you're chasing. So knowing roles to me is just super important. And it works the other way; I mean the physio has got to understand what they players' thoughts are and when he talks to him and when he leaves him. And

so all those sorts of things and that can be expanded hugely. And my fifth thing, and I think it's the most important, and my basic philosophy is enjoyment um and I've got to create an atmosphere and a culture that has people enjoying what they're about. And sometimes some people can see that as they're slacking off or what are you gonna do that? But to me the mental and the enjoyment side of things are just so important. You know as long as people are putting in the work and their planning and all that sort of stuff. Why not piss off and have a day off and go and enjoy something somewhere else because ... it's whether it's work or it's sport or whatever, if you're not enjoying it, you don't perform well and you don't put the effort in so they're just the 5 basic things that I work on and within them, you can expand a hell of a lot and I've found it successful and they're basic, you know there's no rocket science about, you know.

Enjoying each other's success and try to produce a successful team and getting people to realise that if you have got a successful team, the individual success will follow. The biggest thing working with elite sportsmen, is that a lot now because of the money and all that they're focused on that, and they take their eye away from the reasons that they're actually playing the sport. And if you can get them focused on that and enjoying themselves, they'll achieve all the other shit in the end. But you see blokes "ohh I've gotta play for Australia" and they become selfish and they're focused around their own games and a lot of times, they're not working to their full potential. You know it's like guys that don't work, you know I think you've gotta have outside interests coz if you just focus on cricket and think about it every day, a lot of the time it's just negative stuff, you know especially if you go through a bad run and so we encourage ... I think coaching is um, also to look at the person as a whole, not just the sporting side of it so ... you know what their background is, what their work thing is what their family is, you know so, if they're happy in that, it'll help the other side of it as well. So there's more of a responsibility than just trying to produce a bloke who can bat or bowl or something like that ...

AB: How have you come to decide on these philosophies, is that through experience over time or ... ?

HC: Yeah I know ... as I said when I came in I had a number of guys where we had different situations. We had a couple of guys that were put into leadership roles that shouldn't have been there because of a marketing thing and they were still wanting to play for Australia. Had guys that had come in from interstate which caused some concern for other people within the group. Had some trouble makers and then we had group of older blokes because of the young blokes being in the leadership roles, and everyone knew it was wrong, these old blokes, their experience wasn't being used and they were just in the background and then we had young blokes who didn't know what was going on.

So I had to sort of say, well 'what are my basic things that I believe in?' one the team, coz that's what we're for, if you don't want to be involved, if you want to be an individual, well go and do it somewhere else because it only takes one or two to disrupt the whole bit and the biggest thing that people get caught up in is that 'ohh geez he's a really good player, and you know we can't afford to lose him.' But, if that player is affecting the other 12 or 13 you can afford to lose him because no one is ever that good and all it does is create another opportunity for someone else. So we made decisions of you know some people didn't want to abide by it so they were gone. So now we've got our shared vision and all that and if people don't want to abide by that then they go. So it was you

know a lot of it was my experience because I spose I played during an era for XXXX (current club) where it was just a very successful era and you know we had a great time. And I tried to relay those thoughts of how we went about it from my own experiences into my coaching philosophy. But it just works in general business and the whole bit so.

AB: You talked a little bit about man-management skills, can you give me some examples of what you mean by man-management?

HC: Well I suppose it's treating everybody as individuals within the group. You've got to, in a way, you've gotta be more of a psychologist, you've got to work out how each person is going to react to different things. You know some guys, you know I sit and watch blokes a lot in the group situation to see how they fit in or and you can get an idea of how blokes are going to respond to different tasks that are put at them. Um ... and yeah I think it's more treating them as an individual and letting them know that they have individual needs and I'm prepared to listen to them but if they're not ... but also then understanding that if they're not going to work within the group situation, they know exactly where they stand, and they can go. You know some blokes respond to ahh ... to be aggressive at them, you know just say 'mate you're fucking useless, you know the way you played today was absolute shit and that's not acceptable' whereas if I did that to another bloke, his whole confidence would go. So, yeah you'd get out of him 'what do you think of today?' and try and yeah well I thought this and maybe you should have done this and you try and boost him up. Yeah, so different blokes react to different things and the old style of coaching where if you don't do this you know you're gonna ... it doesn't work because I think the biggest thing is the way society has changed and the expectations of people these days and there are so many other things that influence them in what they're doing and there's more things to do I spose and I spose you've gotta understand that and try and work around that.

AB: With regards to sort of roles in the team, how do you go about making everyone aware of each individual's roles within the team, from say a physio to each of the players?

HC: Well I spose, one way is though our team meetings, guys know what the roles of players are within the thing but if that role changes then people have just gotta understand that. And I spose that's just me pointing it out at different times but um ... you know I think what this bloke did today was ideal, you know, let's make sure we understand, and I think it's important for people like selectors to understand that a guy might have played a different game today because of the team thing. You know a lot of the time they just look at results and think ohh this blokes failed again but they don't realise that he went out there to do a certain thing um ... and I spose like the room attendant, just bring him in and say just look mate, all the shit that's here, you know just have a go at em about not cleaning up or you're not here ... you might be elite sportsmen but you're no different to everyone else you don't do that at home, why would you do it here so you just make those sort of points. If issues come up, you deal with them pretty well straight away and be up front.

Organisational Tasks

AB: You talked a little bit about the planning in terms of review of opposition players and reviewing your own players' roles, are there any other planning or organisational tasks that you undertake?

HC: Well we've got a guy that does all the video and all that sort of stuff so a lot of that is with him now you know and we'll just say look, we'd like to find out about this sort of area and he goes off and does that. But you know, what you're doing is continually trying to assess where you can get some sort of advantage, um ... and ... yeah I think the biggest thing that people can do is overanalyse things. And cricket's a fairly basic game. You know because we don't really have a lot of set planned moves you know, like in football or rugby, there are set plays you can have and things like that. And we've looked at all that in one-day cricket and you change the field and bowl a bouncer and you set everyone back. But it's generally a pretty basic game.

... I'm always a little bit concerned about people getting so much data, that they forget about what the basics are and I really think that people can overanalyse it. And the thing about cricket is it's very much a mental game, there is a lot of skill but eventually it comes to a mental thing because you're out there for six hours a day, there's not too many sports that you're out there for six hours a day and maybe for 3 or 4 days in a row or whatever. So you've gotta learn how to cope with that sort of thing and you know try and keep it as simple as you can. And have your trigger points when you're batting and when between deliveries you've gotta be able to relax and turn off. Coz you can't concentrate for six hours. There's no two ways so you've gotta say ok, I've gotta concentrate for the 20 seconds that blokes running in and the next 50seconds I've just gotta switch off somehow. Be able to come back and forth sort of thing. They're the sort of things that you try and work on and plan.

Team Success

AB: When you've had your most successful year as a coach, what are the things that you can attribute that success to?

HC: Umm ... commitment to the team and people enjoying themselves and enjoying the success of others. And that's pretty hard sometimes for others to say well I'm really glad he made runs. It might be my spot he's taken or whatever and also, having the people ... it's not just so much the blokes that are playing, it's the ones just outside the team and that, that's where you've gotta really try and create the atmosphere that they feel part of it and so your whole squad and whole team. Yeah and I think those times is that there's been a real enjoyment with what we're about. I mean I spose when I went to XXXX (former club), it was very interesting, because XXXX (former club) cricketers are very dictatorial. You know that's the way XXXX (former club), did it. You know this is the way you'll do it, you'll wear your coat and tie to lunch and you'll do this and do that.

And when I got there, I found that when they played at home, there was that kind of ... they were scared to be themselves because of you know I can't do this ... this is the way they want me to do it. And I suppose after watching three or four games and watching how they reacted they just weren't enjoying their cricket. And I made a thing where if anyone got out not playing a shot, that's

when they'd get a bollock from me sort of thing which seems a bit strange but they just weren't prepared to back themselves and the times that you have a successful team you have individuals that are prepared to make decisions and back themselves and I think that's one thing I've always encouraged in that as well. I let people know they're going to make mistakes and I haven't got a problem with anybody making a mistake. And I think that's where you've gotta make it clear to the whole team that people are going to make mistakes. As long as they've logically thought out what their plan was, and that may be the two blokes out there in the middle, coz they're the best ones to know is that they have the right to be able to make decisions and try different things if the game is going a certain way, as long as they've logically thought about it and there's logic in what they do, if it doesn't work, well that's bad luck.

What you do then is you learn from that and if you're in that situation again, what are you going to do? And how are you going to cope with it. It's the guys that make the same mistake, where you put two blokes back and they keep hooking and they hit one down his throat like we've seen over the last few weeks, that's when you become annoyed and that's when it becomes dumb cricket. So you've gotta create that thing where guys are happy to make the decisions. The other thing that you've gotta try and do is empower people as much as possible to make the decisions. You know that they feel as though they can make the decisions and in the end, I'm not doing much. You know the whole aim of my coaching is to end up not doing a lot because it's player driven and if someone steps out of line, that the other blokes are saying well you know you're not working with us, what's your problem.

The best article I ever read was an article by David Parkin when he was coaching Carlton, and the year they won the premiership he was under a bit of pressure and how he empowered his players to become real decision makers and they were involved in the selection and all that sort of stuff and people respond to that, people respond to responsibility and the more responsibility you can give to people, the better. And the whole idea is, I know what I want, but what I try and do is to talk to people and get it from them. "ok yeah I think that's a good idea, maybe we'll try that ..." so they think they've had a part in the decision making, so they've got ownership of it and I think that's important in coaching or man management, is that the person thinks they're coming up with the ideas. And you've got to structure it somehow so that they come up with what you want. You know, and they believe it's coming from them. Because basically it's we all want, we've all got a general idea of the way it should go.

Delegation of Responsibilities

AB: So how do you go about empowering your athletes? In what ways do you give them responsibilities?

HC: Um ... well cricket's very much an individual game, you know so, it's just allowing them to make decisions. And also, at the beginning of the season I might bring a couple of blokes in and ask them well "what do you think of training?" or "what do you think we need from here on in?" have you got any thoughts? And then they'll suggest something and I'll say ok, yeah that's great and I'm thinking of doing this, this way or that. You know, just involving discussion with them and communication,

that's what it's about. And then saying well ok, what about you? You let them run a couple of things. Say, look we're having a few problems with that, how about coming back with a couple of ideas? And then taking a session, because you have a fairly experienced leadership group that can do those things. And involving them in the decision making so, you know, people are stepping out, well they're some of the ones making the decisions, so why don't they follow it up?

Ineffective coach characteristics

AB: And what about an ineffective coach? Can you describe some characteristics or areas where you think coaching is ineffective?

HC: Ohh look I really get annoyed seeing people coaching for the sake of coaching. You know they think coz they're ... people thinking I'm the coach so what I say is right. And a lot of people are afraid to get other people in, you know. I haven't got that approach, I love getting other people in because I'll do less ... and if they succeed in doing something it reflects on me anyway. A lot of people get scared or worried that someone will do a better job. And if I've got a player that I can't deal with or not deal with but he's not performing and I get someone else in and they start performing well it reflects on our performance so it reflects on what I do.

And the other thing that really bugs me is the dictatorial coach – you know you do it my way. And that works at times, but it's not long term. You know you'll get response, make em to this make do that this, this this ... um ... structured bang, bang, bang. It is, but it's a short-term thing, you know. Some people come in and have a success for a year but it doesn't create the culture and direction that you need to be successful over a period of time because people become, you know, in the end they don't respond to it. And that's the thing from my coaching point of view, is when and how often you blow your top or when you need to blow your top, or how you go about it. And I see my reactions as an indicator to the players of what's going on, so I've ... even when we're having a really good day, I've gotta be careful that I don't get too carried away with that. So that when we're having a bad day, I'm still pretty levelled. So I can talk to them in a way.

And I suppose when I do get aggressive, it has a better response, rather than ranting and raving all the time. So people say you're a bit laid back and all that, well, I'm not laid back but I'm very conscious of ... I mean internally I'm probably deceiving or ecstatic. But I believe that I've gotta try and keep them ... you know they can feed off my reactions and all that sort of stuff. And that's one of the I'll always say to players, you know, be aware of how your actions affect other people in the group. You know like a bowler who's having a bad day and kicking the dirt. He's you're strike bowler! And if he's negative, well everyone else has dropped. So I'm very aware of that, of how I react to a bad day, and sometimes if we've had a bad day, I'll put the radio on and say c'mon, we were out played or let's just get on with it. Other days if I think they haven't put the effort in, well they deserve to be told. So, you know, I think that's ... but the guy that rants and raves ... you know it might work for a little while, but it's not a long term thing because you lose the players, I'd rather have the players making decisions or pushing things.

AB: Yep, you talked a little bit about the culture you've tried to create at the club, can you give me a couple more examples about that? Does it relate to those points you've made about your philosophy?

HC: Oh yeah ... really that I think they're committed to the team, that there is open communication. See one thing that annoys me is a bloke comes up to me and says "ohh fucken such and such is being a ... " and I'll say "well have you spoken to him?" "Ohh yeah, no, no" "well you go and talk to him and then if you two can't sort it out, then you come and see me." You know, so you can get where blokes can communicate, not only to me and me back to them but to each other. So if you've got a problem with someone, I don't want to know about that problem unless it becomes really out of hand. You know and I think if you can develop that, sort of atmosphere, it makes a hell of a difference. And there's a trust, you know, umm ... and they enjoy each other's company, they enjoy each other's success.

Some of my best work (says smiling), is probably done at the bar, you know when they're out of the environment, and they're relaxed and you can actually say to them ... and a lot of them will see me sidle over and "ohh Christ here we go" and that's where I'll say to them, well "what did you think of today's play?" and they'll say "well yeah" and I'll say "well this is what I thought" you know and I think this is where you've gotta improve and in the end, you have a really good discussion because it's pretty open. So I've always promoted that sort of thing, you know, let's get out as a group and just don't go home and brewed on things. You don't have to go to and get pissed, you can have a quiet meal or whatever. I reckon my best work's done ... I can remember when I was in the selling game, that if I went to a bloke's shop or something like that, it's his environment, so he's got control, you know, whereas, if I invited him to the footy or we went off ... it's a neutral ground, and you get to know him better and he gets to know me better and all your work, better work is done in those situations. He hasn't got this thing that it's in his environment. And it's the same with players I reckon.

Environment

AB: Yeah, so how do you go about creating and enjoyable environment for the players?

HC: Ohh you try and do your social skills things. You involve ... when you're training, you know ... and you gotta work out when you need to break it up and do something that they have a bit of fun with, and competitiveness. And that might be in the middle of summer we've had a few hard days, and we train, so let's go down to the beach. And you give up a session in the nets or ... you know, there's just little things that you've gotta assess. That's why you've constantly be looking at assessing the mood of the group. And that's where your communication with the players, and if you see that they're tired and that sort of stuff, you might do something else. But if they're slacking off, you might run the hell out of 'em. And that really just sparks them up as well you know, that's another way that sometimes you'll go harder and sometimes you'll go softer. And that's where I've gotta work with the physical fitness bloke n that as well. But I just get a feel for that and I just make that decision. And some people will disagree 'ohh what are you doing that for' but, you know, you might go go carting or just do something that breaks it up and those sorts of things.

Interpersonal Relationships

AB: What about how you go about developing your relationship with the athletes, sort of as in an athlete-coach relationships sort of way? How would you go about doing that?

HC: I can only have my view and it's specific and I suppose it's just that I've been lucky and I can relate to them on the social side of things, but also keep it a level that I can, you know, give them, or bollock them or do what I need. And I suppose it's a fine line what you do. That's what people say, well you know you socialise with them, and that ... but I only socialise up to a certain point, and then I'll just disappear ... they call me the phantom and that sort of stuff. And that's the sort of relationships you've got to try and create that you can do it. But, like if we go and celebrate, I'll go to a certain stage, because I don't want to see them going overboard or whatever because then I might have to say something but, and they appreciate that. You know, I'll leave, um ... but another time I might just go ... but I've got to keep so it's a situation where I can have a laugh with them, a joke, a beer and all that sort of stuff, but, there's a line that they know they can't step over and that what I say, they've got to respect and do. And I suppose it's probably why I've been able to stay in it. And cricket coaching, I hate the word. You do coaching, but in this situation, you're more of a man manager because once the game starts, the captains in control, he can make you or break you as well, you know. And that's the other frustrating thing about it. There are so many frustrating things about being a coach really because you don't control what's going on once the game starts.

AB: So just to clarify then, how would you describe an effective athlete-coach relationship?

HC: As long as there's respect for him and you as the coach. I think that's really what it boils down to. And how you achieve that is the way you live and die. But maybe it's, a lot of it's just honesty. You know being honest and letting him know exactly where he stands, but giving him all the resources and assisting him where possible.

Cohesion

AB: you talked a little bit about making training sessions enjoyable and being out and about with the players, are there any other ways that you develop team cohesion or togetherness of the players?

HC: Um ... no I think, well ... not off the top of my head I spose it's just situations that arise. If people um ... I spose you know ... I think you just assess it as you go along. There's nothing I can specifically do to make it happen. I think once you create the honesty, once you create the respect, once you create the communication, all the other things fall into place. The work ethic, and as long as you are consistent with what you're ... and that's the other word that's important, is the consistency in the way you handle things. If a certain thing happens one day and I treat it this way ... and another bloke presumes I treat it this way ... well you know if 'Amad Stinger' (former star player) fucks up, I mean there's a situation where 'Amad Stinger' (former star player) was late to the bus, coming, so I left him there, and he had to find his own way to the airport. So, it's simple and that's what we do. And they understand, and then they get fined or whatever on top of that. So, it's that consistency with the

message that you're giving them and then they all, and they like that. They like that you know there is consistency. And it's when you sort of do one thing with one bloke and one thing with another ... but they've still gotta understand that there are certain things within the group that will be different for some and not the others, and that's mainly in your training and things like that. But when it comes down to discipline, you know, if I get a certain training session, but I don't want to see you ... we used to have 'Joi Ning' (former player) who was another bloke, because he'd been playing for 10-15 years, he's got bad knees and all that. But he'll be doing something. So you've got those guidelines and within those guidelines, you've got your general basic philosophy and you don't go outside that. If you go outside that, go and do something else.

AB: Yep. So is that where again you'd make players aware of other people's ...

HC: yeah and they understand. You know after a while they know.

Training Sessions

AB: and talking about training sessions, can you describe for me what you think makes an effective training session?

HC: Um ... everybody knowing what they need to do on the night, you have your certain structures in place. But again it's a matter of how the individual approaches those things. As I've said, we'll provide the resources, we'll provide the structure and then what you'll do is see how people work at those things. And you know, some blokes will work it a lot better than others, and that's what I've gotta be aware of, and that's where your visual thing or just sitting back and watching how certain blokes take on certain tasks. And that's when you get on their side and say well, okay, what did you think, "Do you think you're working hard enough in this area? Well my opinion is this, what do you think of that?" and what, hopefully if you've created the certain environment, others will drag some on and that's what I do to some blokes, I'll talk to some blokes and say 'look mate you've been fantastic, but there's a couple of other fellas that need to be ... so, how about dragging them with you? How about taking him under their wing?' and that's some of the responsibility I'll give to different blokes you know.

So some of the senior blokes, 'these couple of younger blokes, how about grabbing them?' coz I can't do everything, I just monitor really. Yeah, so, I just, again, it's players taking the responsibility, and trying to build that situation where other players will help the other blokes and that's hard sometimes when you've got blokes competing for spots. But you'll generally find that some of the guys really love to help other blokes and what I say to them, is that, for them to be helping someone else makes them assess that person's game, and they're looking for faults and strengths and that sort of stuff, which then makes them analyse their own game, which helps their own game. So coaching makes you analyse it. Yeah, but just coz you're a good player doesn't make you a good coach. Some of the worst coaches, because, why can't you do it like I did it?

AB: What are some of the structures that you have put in place in your training sessions and how did you go about establishing them?

HC: Um, well our cricket training is fairly simple, we have two sessions, our main two sessions are in our nets. When the season starts on the Monday's there's a fielding and a fitness so we create a situation where we try and involve our fitness in our skills and stuff but there are sessions where we know it's going to be a fitness type of thing. Again, maybe involve games and all that sort of stuff where they're doing the fitness work and they don't understand it. So they're the group session and with the nets and they're the ones we mainly get them into groups and again that's having your batting coach, your bowling coach and ones that aren't working with your fielding coach, your structured beginning with your warm ups, you know it's pretty set within that sort of thing, you can't do a hell of a lot more but the nets session.

But then again, the outside sessions, where they're doing the fitness and weights, again we can break that up into bowlers and batters and create more specific things as we go along. And if guys need specific skills things well they're working in the nets at certain times. So the group sessions probably are good at just getting everyone together and they don't, they're not the ones where they're actually learning the skills and that, whereas it's mainly when the go off one on one and blokes, you've got to allow for that structure to be in place. Again, it changes because of how much we're away, and ... pre-season, I mean the preseason is pretty structured. And that's mainly the fitness guy setting up what he wants and we have specific skills but we break them up ...

Coach-coach relationships

AB: And what about your coach to coach relationships? How would you describe an effective relationships there?

HC: Again it's just letting them know exactly what you want. But letting them do it ... I mean I don't want to, well with the fitness side of things, I've got a fair idea of what I want but I'll just let the bloke set the program. And then if things I think, maybe if we're looking flat, I'll maybe suggest things and then we may change venues or ... but I feel if you employ someone to coach or someone to do business and manage then let them manage, you know ... but again, there's gotta be that communication that I know what he's trying to do and that if there are other things that I want and to try and do I communicate to him well what about doing this? Or this bloke seems to me is having a bit of trouble, can you do a little extra with him. So, yeah, just having that relationship

Feedback

AB: And um ... in relation to feedback for your athletes, you talked about the need to cater for each individual and how you provide it. How often do you go about providing that feedback?

HC: Well we have written things that we give them at the beginning of the season, two during the season and one at post season where we actually sit with them and have a meeting with it might be myself or the fitness bloke or one of the other, or with a selector. 'Right ok this is where you're at, this is what we think you're doing, this is what we think you need' but it's just generally having contact with them after each game. So you know, we'll sit down with them, and not so much a formal thing all the time, just sit down and say 'so what did you think? Ok I was happy with that,

happy with this' you know hopefully they'll be telling you what they're not happy with and you say yeah I agree with that.

So I think there's gotta be constant stuff. I think it's a little bit difficult for guys outside the team, because you're away so much and you can do that while you're away. So it's having now, your support staff that they can have the contact with. So that's always been a little bit of a problem, especially as the season, as you get into the season um coz you tend to focus on the main team a bit, and that's an area that I spose I've had a bit of a weakness in. I've created the atmosphere, the culture within, but I haven't had the support people to really look after the people that are behind because we might be away for two or three weeks so they'll be training here and hopefully we've got that structure in place.

AB: And what about giving feedback to the entire team? Is there occasions where you've, you give them some sort of information or performance as a team?

HC: Oh you try and do that after every game. You know you might do it every day. I mean like, um, even just at the start of the day, you might just sit down for 5 minutes and say look, I'm very pleased with what we did yesterday just in regard to ... what do we need to do today? I wasn't happy with this, I wasn't happy with that. So you might do that on before play or just after that days play. And that's there, sometimes you've got to assess the mood of the players. If you think it's better off, you just let them sleep on that today and then we'll talk about it tomorrow. Or no, I'll react to what's happened now and sitting there in the rooms and make it fairly instant

AB: yep

HC: Again, that's ... what we're seeing is that coaches seem to have a go at them or talk about things after a bad day. You know sometimes if you've had a bad day you're better off leaving them and then the next morning and saying 'the sun came up this morning, and you know, what did we do wrong yesterday, and how are we going to improve today?' but, if they haven't put in, if they've had a bad day because someone has played well, well you tell em, if they haven't put in you might do it straight away and say 'this is bullshit'.

Additional Comments

AB: Well you'll probably be excited to know that's the end of the formal questions, is there anything else that you wanted to add in relation to that topic of effective coaching?

HC: No, not really, you've just got to enjoy it and have a passion for it really. You gotta be doing it for the right reasons, like players playing the game, if you're doing it for the cash or for the camera, footballers do! If you're doing it for other reasons, well you're better off not doing it. You gotta be passionate about, um seeing people improve. I know that in some places you're expected to win trophies and that but I don't see it like that. I get most satisfaction out of seeing players improve and going to the next level. Because I think that's the job of, especially in Australian cricket, of what your job is, to see your blokes go to the next level. But to do that you've gotta create a successful environment, you know so it's all related.

AB: Alright XXXX (participant name), thank you very much.

HC: No worries mate!

INTERVIEW TRANSCRIPTION - PLAYERS

Date: 05-02-07

Location: Meeting Room

Participants: Four rugby league players (three forwards, one back; two senior, two junior players)

Session start time: 11am

End time: 11.45am

History

Andrew Bennie (AB): If we can just go around and if you introduce yourself, so I get used to hearing your name on the tape, and just tell us a little bit about your playing history in terms of the clubs you've played for prior to this or how long you've been playing in the NRL.

Please note that I removed the personal information (initial interview questions regarding player history) from the final edition of this interview to protect the identity of the participant.

Effective Coaching

AB: Alright thanks, um, so to start off with, just the broad question of effective coaching. If you guys could give me some examples, and feel free to interject at any time any of you, about what you think makes the coach effective?

LEE: I'll start out. I think an effective coach is someone who has respect from players. Someone who at the same time can ... is approachable by the players, so the players can go and ask questions and ah, share ideas with the coach, but it also has to be someone who the players just can't, you're not one of their best mates, you know what I mean, so there is a distance between you and the coach but he also has to be close enough so you can share ideas and stuff like that

LENNY: I would have to agree. Obviously there has to be a lot of respect there, and obviously a knowledgeable coach, but um, like 'Lee' said, a kind of people person, someone you can approach and talk to you know and have a joke with here and there like you don't just wanna be footy 24/7 but yeah just someone that you can approach and talk to but also someone that has the respect of all the players as well.

LLOYD: Probably on the footy side um, someone you've got faith in that is probably gonna help you develop as a player on and off the field, um and I spose someone that you have the confidence in that you can go to, if you've got a problem with your game or something or some part of your life, that you're pretty certain that they've got the answer for it, without a doubt

AB: Did you want to add anything there Lewis?

LEWIS: What they said pretty much. I think just someone that knows what you're going through as well, like, they've been there and done it and know what the players are going through at the time, like when you're training and that ...

AB: yep. You talked about respect. How does the coach go about, what makes you respect the coach, what are the types of things that would make you respect the coach?

LEE: I think ahh, the coach say for instance we were talking about 'Top Shiner' (current coach), he's ahh, he's coached over XXX (numbers withheld to protect identity of coach) first grade games, played in XXX (numbers withheld to protect identity of coach) odd himself, he's won XXX (numbers withheld to protect identity of coach) grand finals, there's sort of that immediate respect there you know he's been around the game for so long you wouldn't necessarily respect someone who's just maybe walked into the game and taken up coaching because you don't really know what they know about the game. I guess if you know that they know a lot about the game and that they've been around the game for a long time, then there's sort of that respect there. And also, if they treat you with respect then obviously you've gotta give them some respect back

AB: Yep. And is there anything in particular that they do to treat you with respect, I mean it might just be common sense but if you have a couple of examples of that?

LENNY: I think coaching is just more about not just about footy is about knowing how to manage a player's life. Obviously everybody is different and you can tell when a coach you know approaches you know like I know 'Shiner' (current coach) treats senior guys a lot different to the younger guys because they've been around a lot longer and he gives them that leniency and stuff like that. And you know I think a lot of, a good coach has got to do with player management and treating each player on their own merits

AB: Do you guys have anything else to add there?

LLOYD: Just what 'Lee' said really, the experience is probably a big thing there, like I think what makes a good coach like um I haven't had much to do with 'Shiner' (current coach) but 'Brainer' (former coach) was definitely the same at 'Punjamini' (former club) you know he'd been there for a long time and was definitely good at reading players and you know when to rest them or when they were getting a bit stale or what not and when we had someone like 'Justin Time' (former coach) take over it was a new coach but he tended to, it was fairly different straight away like he played the game a long time but then hadn't done a lot of coaching.

AB: Mmm

LLOYD: and um yeah it was just interesting to see the difference straight away it was yeah not that he was a bad coach but just how the experience of 'Brainer' just wasn't there anymore and it was just a funny sort of environment. Even though we went better on the field, there was um that experience probably wasn't there.

LEE: I think one example of how a coach, you asked the question of how do they show you that respect? I think um, say if you have a team meeting and a player brings up a point that he thinks might need to be changed, you know the coach will show a player respect if he takes that point on board. But then if he was to disrespect you saying like ohh look you know, no that's not what I want

to talk about then you'd lose respect for a coach but again I think that's the way they earn respect too is that they take on board what other players say and you know even the best coach doesn't know everything and he can still learn from other players

Delegation of Responsibilities

AB: Are there any sorts of roles or responsibilities that the coaching staff here sort of delegate to players? Anything specific?

LEWIS: Oh we're just the forwards and back and that like we're going through our scrums and the backs are going through the certain plays and that and I think like he puts the trust in us that we'll get that done and get that into them so that we know what we're doing whilst they can have a look to see if we're on the right track and then they can capitalise on what we've done

LENNY: Yeah it's not just that, but ah like during the season as well, you know we'll sit down and sometimes he'll make us you know look at another side and come up with a game plan that we think is right and then he'll take some of our ideas on board and our team goal or something like that and then the last session before the game, he'll let us have a captains run which you know he'll just stand back and he won't get involved in the session, just let the team run through the session on their own which I think is good you know because it kind of gives us that responsibility and you know um, makes us kind of take control a bit you know because he's not going to be on the field with us

AB: Yep

LEE: we also have a leaders group, there's a group of about 6 or 7 players and each of those players are dedicated leadership in certain different things, you know 'Lenny' is the leader of our sprints group um, I'm the leader of the speed group, and there's other leaders of gym groups and that kind of stuff so yeah, he puts the responsibility back on the players

Ineffective coach characteristics

AB: And just turning that on its head I guess, what about an ineffective coach, what about an ineffective coach, what are the types of the things that you think an ineffective coach does?

LLOYD: It's probably, I haven't had an ineffective coach all round but you probably have the coach that shows some traits that are ineffective you know like they might be a good coach but a times they show signs of doing stuff that's not real good you know. I suppose it's the opposite of what we've been saying you know someone who can't really, or hasn't got that relationship or respect off the players and um not really the confidence of the players that you're going to do the right thing by them

LEE: I think these days ahm, coaching is a lot different to what it was 10-15 years ago. You know gone are the days where a coach would you know throw shit around and scream at the players, slap a few players in the face and that kind of stuff. I think that's an ineffective coach these days because

players, it's more of a skilful game now and not so much a bash up so I think the days of the motivators aren't as successful these days as the tactical coaches

AB: Mmm, yeah, yeah

LENNY: probably coaches also that ahh let you play to your strengths and your abilities. Like I've had coaches in the past that you know ahm even though had players that were good at doing something, you'd tell them not to do it because that wasn't the way the team played but I think here at the 'Tomahawks' (current club), 'Shiner' (current coach) promotes you know backing yourself, if you've got the confidence to do something, practice it and then if you're feeling good in a game well you know, he's more than happy for you to do it. But um, I think that gives the players confidence you know when the coach backs you, has the confidence in you pulling it off.

AB: Is there anything else or are there any other strategies that you know about where the coach does that gives you confidence or is there anything else that would give you more confidence as a player. You just talked a little about him allowing you to practice things

LEE: I think it's um some of the things that we do. We have a UDL (videos) system here and the coaches and that they show a lot of positive stuff.

LENNY: [Jokes] UDL hahahahaha vodka hahahahaha.

LEE: EDL! EDL! We put together videos of our games and all the positive stuff in our games. And that kind of stuff and the coach equates?? That so, I think that's a good way of giving you confidence. He always encourages you to go back and look over the videos and see what you've done well especially if you're not playing so well. Then it's good to go back and look at those tapes and see what you were doing right back there and that's a good way to get your confidence back up.

AB: Yep

LLOYD: For me it's just positive reinforcement just after a game, just at training' and that just helping you believe that you can you know do it and stuff like that. Also I think being like having a coach who can fully prepare you, you know week in week out gives you heaps of confidence going into a game. Knowing you've done everything the works been done, you know what you've got to do, you relax. That sort of stuff I think is what gives you confidence

Feedback

AB: Anyone else? In terms of that feedback what do you think is a good strategy for receiving feedback from coaches?

LENNY: I think that some one on one stuff is good like uh you know obviously whether it's good or bad, you don't want it said in front of the other boys. But then a lot of feedback is good when you're in a group situation as well with the whole team there. So um you just have to find that balance. I

think. The other thing is its pretty good like you know um 'Shiner's' (current coach) good with stuff you know if you're doing something good, keep going or work on this. You know it gives you that confidence cos he's trying to help you. In front of the boys as well, sometimes if things aren't going good, we'll sit down and have a group talk and work on things together.

AB: Yep, any other examples?

LEE: yeah he does some after each game, you have to mark your game and go through all your tackles and all your hit ups and rate yourself and all that kind of stuff and after we hand that back in he gives us feedback tells us what we're doing well, things that he wants us to try more and that kind of stuff so not only does he verbally tell you but he gives you stuff on paper that you can read through and look back on throughout the year

AB: And how often is that done?

LEE: Every week after every game he does that

AB: And how often do you think feedback should be given from the coaching staff?

LEWIS: As often as possible you know like, the more feedback you're giving the coach and the coach is giving you the better off you're going to be.

LEE: I'm a bit opposite to Lewis there, sometimes you can get too much, sometimes you need to just let things flow and sometimes you can get overload with information whereas sometimes you just like to, you know if you are in the zone or if you think things are going well for you, you don't need anything else from the outside, you just need to concentrate for yourself.

LENNY: I think that's what makes a good coach though. Knowing when to come in and say you're not doing this good or you know, sometimes they've just got to leave you alone cos you're playing well and you've got that rhythm, you don't need someone coming in telling people what to do so I think you know the good coaches who've been around for a while they get that understanding the longer they've been around

LEE: It's interesting Lewis likes a lot of information and I don't like much it's probably a lot to do with the fact that Lewis is a young guy and I'm one of the senior guys so you know, when I was a young bloke, I used to get all the information I probably needed all that then but these days I think because I'm a bit older, I don't need to be told/directed as much as the young guys do

Coach reactions to performance

AB: What about how do you think the coach should react when your winning and how do you think he should react when you're losing?

LLOYD: hard one. I don't know probably. He's going to be obviously different when you're losing but um if you can sorta keep the same, you know if the efforts going to be there from the coach and the preparation is going to be the same week in week out, that's a good life to be in. if it's up and down cos you lost one week you know come Monday morning the place is like a hurricane has come through and everyone is down in the dumps and arguing and pointing fingers and stuff like that but if you come in and have a good bit of quietness and get back to what we do best and start our preparation again, you know your mind is going to be pretty consistent um like that makes a good coach but it's a hard one cos every coach is different the way they react after wins and losses you know

LEE: I agree with that 100% I think a coach can stay the same after wins and losses. I think it's important if the team sees a coach panicking then that creates panic among the players so I think if a coach can remain calm and focused then you'd get the same out of the players. I think that was a big factor for us a couple of years ago when we were going through the semi finals and that kind of stuff. Most of the players didn't really know, or hadn't been in semis or grand finals before but the fact that the coach remained so calm throughout the whole thing, none of the players got overawed by it we just really relaxed and all that kind of stuff and I think that really helped us

Training Sessions

AB: Yep. If we can move on to training sessions, and talk about them specifically, what you think, um, an effective training session involved

LENNY: Effective? Variety just mixing it up, you don't want to be coming into training everyday doing the same thing over and over, it gets a bit boring

LLOYD: yeah I spose you gotta feel like you're working on something you're trying to achieve. Like we've been doing a lot of wrestle lately. At the end of the session you want to feel like you've actually been productive. And you haven't just been out there filling the time you've actually been working on your techniques and you fell a bit more confidence if you can do it a bit better

AB: Any particular aspects of your game that you like working on or training at a particular intensity?

LEE: I think everyone likes doing ball work because that's the most skilful part of the game, and that's where you really get to put a bit of flair into it. Doing the defensive work and all that kind of stuff, it's always a lot harder and you get knocked around a lot more and you know sure we love playing a contact sport but you don't necessarily beating up on your mates or getting beaten up by your mates. You know definitely I think the skill part of training is more enjoyable certainly than the conditioning and the defensive part of it that's for sure

LENNY: If you get like a lot of ... we like doing the conditioning with the ball in our hands. I think you know running around the park getting hammered isn't too much fun but when ah, we do sessions with the ball, it's tough you do some conditioning in between but then you gotta work, get your skills

out there and play with the ball and think while you're tired and I think even though it's tough, you enjoy it

LEE: And I think that's an important part about conditioning. If you're not thinking while you're doing your conditioning and it's boring, that's when you don't want to be there but when you do conditioning that involves skill and game related stuff you enjoy it even though you're hurting just as much as you would be if you were running 400s or whatever. You don't get burnt out as quick. I really am a strong believer that you can work just as hard doing the skill related thing as you can just running but the players won't burn out as quick if they're doing stuff like that.

AB: Mmm

LEE: You're enjoying it

AB: What role do you think the coach has in regards to making a training session effective then?

LENNY: I'd probably say what we've been saying is to keep it specific to the game really, whether it be conditioning or your tactical stuff is what your ... it's your bread and butter and you don't want to go away from it too much and um as long you're out there whatever you're doing it's just working on something that's going to make you a better rugby league player rather than an 800 meter runner or whatever so. I think specific and enjoyment

LEE: I think there's a time and place for the head coach. I honestly don't believe that the head coach should be involved with stuff like speed work or weights and that kind of stuff because it's not their specialty you know, we've got a strength and conditioning coach and that's his job you know and sometimes I know the head coach or I've been at other clubs where the head coach has tried to get involved in those kind of things and it's almost ancient some of the stuff that you do. I think it's important that the coach ah, sticks to what's their specialty and try not to go into other fields that they don't know so much about.

Match Day Preparation

AB: What about on competition day, so when you've got a match, what do you think effective preparation for that involves?

LEWIS: I think it's your own personal preparation, what you do and also the preparation that you've done leading up to the game. I think on game day it's what you mentally have to do. Like going through those sheets about what we've gotta so like one or two times a day and just thinking about what you have to do during the course of the game

LENNY: I don't think a lot needs to be said in the change room before a game. Like you've already prepared all week and you don't need everyone screaming at the top of their lungs and going c'mon lets go boys and that. To get yourself ready for a game, you're already ready, and if you're not ready by then well it's too late anyway so I think like the coach, well in my opinion, should just keep it to a

minimum, maybe say a few words, short talk to the team, but in think just let the players prepare for themselves. Like coz each player is different, you know some guys like listening to music, some guys have a joke when they're stretching and things like that. Just let them prepare with what they do and not say too much because they should be ready by then.

AB: With these sheets, does every individual player get given one of these sheets with what they've got to do for the game?

LENNY/LEE: Yeah everybody gets a sheet

LEE: Every player gets a sheet at the start of the week and we sit through our game plan and ah, everyone has different things that they want to put in the games. You might want to put two or three plays that you want to specialise in the game. You write down some weaknesses for the opposition, you know where we're going to attack and all these kind of things, some weaknesses and strengths from the opposition and then so that way you can read it through that several times during the week or before the game so it's fresh in your mind before you run out

LLOYD: We used to have a meeting about two hours before kickoff or an hour and half before kickoff, you weren't stripped yet and you'd get together in a room like this and they'd set up just a footage video just a laptop and it wasn't like a whole game plan it was just a few key things to remind you before going into the game just to reinforce what you were doing. Mainly it was about us not the other team and it was mainly all attitude and effort things like the previous game someone might have got on a good loose ball or turned and chased someone and that was the difference in the game. And you'd always leave those meetings thinking you know that's what our game's going to be all about today, about these few things

AB: Yep

LLOYD: or we might be playing a team where you got one or two key players and what they like doing and they might show a few clips of that. But I found that worked really good. When they first brought it in I though this is a bit much doing a video session before the game but each week you'd always leave the room feeling good about going into the game.

AB: And is that process of the sheets and the video stuff if that fairly coach driven or um, I guess with the review ...

LEE: yeah ours is pretty much coach driven um, everyone has to have it and what you put on the sheet is up to you but the coach gives you sort of like a platform of things that he wants you to put on there and outside of that whatever you put on there. We obviously have a team goal that goes on the top, everyone has the same thing. Then you have a personal goal, everyone has their own goals that they want to achieve during the game and stuff

Team Environment

AB: Yep. Alright we're onto the next section of talking about the club environment or atmosphere or team culture at the club. What do you believe is necessary for the development of an effective environment for you to train and compete in?

LEE: are you talking about a team here?

AB: Yep

LEE: I think for an effective team, there has to be respect amongst the players, there has to be communication, a lot of mateship. I don't think that you can have small groups amongst the team. At the end of the day it has to be one whole team and you can't get caught up in what they used to call a clique there can't be like groups of players that are unapproachable especially from the young guys coz I think it's important, all those young blokes that if they have any questions or if they want to know anything that the senior players are approachable

AB: And how would you go about establishing that sort of mateship?

LENNY: I think you kind of get that mateship when you see other guys having a dig in front of you. I think like you kind of earn that respect of your teammates when they see you pulling your weight out there you know um, you don't want someone out on the field that's kind of dragging along or a bit of a weak link, or making excuses or whatever it is. I think when the boys see someone, especially the young guys, when a new young guy comes into the squad and you know he doesn't really know anyone and that but then you see him ripping into training and the boys think this kids alright and you kind of earn that respect. You just don't get it overnight (OTHERS AGREE) and I think you need to build that mateship overtime. You know ahh ...

LEE: We spend a lot of time together so it's not hard to become good mates with someone you know we're hangin out every day and on the weekend you know like ...

LENNY: It's important to do stuff off the field, you know like we'll have a drink here and there and catch up off the field. Like I know a couple of years ago, when we had a few new boys at the club, every Tuesday night we'd just go out for dinner and watch a movie um and doing that sort of stuff off the field, you become really good mates on the field. You wanna work really hard for that bloke because you don't want to let him down.

LEE: It's important to be open I think too like when a new bloke comes to the club, you need to make them feel welcome. The first impression that you give to someone like say for instance when Johnny first turned up, if we were being like, closed him off then um, forever deep down these blokes are arseholes from the minute when I rocked up and like he's first come down and everyone treats him well and straight away he's like these guys are good blokes and it just makes it that much easier

LLOYD: Yeah it's sort of something that it's hard, you can't ... obviously stuff doesn't happen overnight you know that mateship but it helps if you are new in the environment that everyone welcomes you with open arms and that but you just gotta ... it sorta comes from rubbing shoulders together on and off the field you know and working at it and over time eventually you get that environment where it's a good environment to be in. and as Benny said there's like senior groups and everyone ... there's always going to be different characters in the team and as long as everyone appreciates each other for their differences and that and get on fairly ...

Learning and developing

AB: What are the types of things that you think are essential to helping you learn and develop as a player?

LEE: I think you have to ahh listen and be willing to take advice on board. If you're someone who thinks that you know everything and those kind of things then you're never going to learn because you already think that you know everything. I just think that you've gotta be open and willing to listen to what everyone has to say.

LLOYD: Probably honesty eh.

LEWIS: Coming from me as a younger player, like listening to what the older players have gotta say about their personal experience and taking things on board the things that they say to ya, not just closing up. Like going back to the mateship sorta thing as well, like listening to them and having a chat to them you know you sorta get to know them a bit more and just learning about what they've done and keeping that on board.

AB: And you were saying something about honesty?

LLOYD: Oh yeah just within in yourself. Just being honest with yourself with where you're at and what you need to do and what your limitations are and all that sort of stuff and identifying your strengths and weaknesses but also from the coach, you know probably more importantly from the coach being honest with you, with everything. Not just your position in the team but also what he thinks you need to do to get the job done and stuff like that.

Interpersonal Relationships

AB: You touched a little bit on athlete-coach relationships in terms of keeping it professional but you know the coach needing to be approachable and stuff like that. Are there any other types of examples that you can give of what a positive relationship involves or have you pretty much do you think you covered all that so far?

LENNY: I think it just depends like I've had a few different coaches in my time and some of them I couldn't even talk to and others I used to play golf with on the weekends and so I guess it depends how close they let you get. I guess here you know we got, it's kinda good here because we got

'Shiner' (current coach) and 'Rager' (current coach) and 'Shiner' is the guy who is straight down the line and he's just footy all the time but Rager is the kinda guy that you can have a joke with as well so, that balance is there which is good but you know, each coach is different. You know I've had one extreme to the other.

AB: What would be some of the examples of a bad athlete-coach relationship?

LEE: I just think the kind of coach who you know if you go up to and you say ohh coach can we have a chat and he's just like ohh I'll talk to you later and he's just really cold and that kind of thing, not that I've had anyone like that but I just think that you know if I had a coach like that it'd be disgraceful.

LLOYD: I think you like to know what you're going to get with your coach on any day. Like what I can work out with 'Shiner' (current coach) so far, is every day you know he's sorta the same. Like if you go and have a chat with him, you sorta know how he's gonna treat you and that. I've had some other experiences with 'Brainer' (former coach), I have a lot of respect for him but probably one of his biggest weaknesses was that you didn't know what you were going to get on any given day at training. We might have won the game on the weekend, he turns up and you just don't know. Or up until the last minute before a game, you might think you're starting in a team if you don't play because he decides to change the team. Just sorta someone who you know what they're going to be like sorta yeah you're gonna be disappointed or happy on different days but someone who can put those differences aside and treat you the same everyday (OTHERS AGREE)

LENNY: Probably what Lee said before, coaches willing to listen and take ideas on board you know from players and other coaches. I had a coach in the junior that what he said went, and if you did anything other than it, you'd get into shit for it. You know on the field we were doing this, this and this and if you didn't do what you were supposed to do on the 3rd tackle, he'd fucken hook you from the field. You know and he just wouldn't listen, you know if you said I think we should be doing this, he'd say nup, I don't care, we're doing it my way. Yeah so just the coach who is open minded and willing to take new ideas on board.

Additional Comments

AB: Alright that's the end of the formal questions, is there anything else that you wanted to throw in, in regards to effective coaching, is there anything you think we've missed?

LEE: I just think, that an effective coach, you have to really, really know your product. If you're a strength and conditioning coach, you need to know as much about strength and conditioning as you can. I just really believe that someone who is going to go into coaching, don't go into it if you don't know more than what you think the players know. Or whoever you're coaching, you need to know more about the sport than what they do because you don't want to be caught out you know them telling you things, you need to have done all your research and all your homework and just know your product.

AB: Yep. All done? Alright thank you very much for coming in today ...

Rugby Union Fieldwork Diary – Observation Notes

Pseudonym for Team

LIONS

Coaching Staff

Head coach (HC); Defensive Coach (DC); Assistant Coach (AC); Kicking Coach (KC); Skills Coach (SKC); Scrum Coach (SCC); Tackling Coach (TC); Strength & Conditioning Coach (S&C); Physiotherapist (P); Team Manager (TM); Media Manager (MM)

Players

Super 14, Reserve Team, Development Squad

Observation Session 1

Monday 5th March, Meeting Room, 1.45pm-2.15pm
4 coaches present; 1 head, 2 assistants, 1 mgr; 30 Players.

Team Meeting (Preview)

- Meeting started with team manager (TM) going through some administrative information for the players (e.g. change of training dates, sign up for nutritionist)
- Captain then got up and talked to players (Should turn around and face all players when addressing them) going over some key incidents from the weekend and for the upcoming training sessions and matches (e.g. need for leadership to be transformed from words into action (Instruction), singled out player for **praise**)
- VC then took over and went through some video footage to discuss upcoming opponents attacking strategies and how the team should counter this: **tactical info**
- VC and DC used both visual footage and verbalised tactics to be employed (get low in tackle): **ped strat**
- Therefore **tactical** and **technical** info provided (**instr**) for players to take in
- HC announced the team and suggested that they rotated some players to match the opp team's size ("opted for size and physical presence to match opposition")
- This was a preview meeting for what the focus of training would be and for the upcoming match: excellent **ped strat**

Notes

- Player driven meeting with odd coach interjection
- C summary of goals and targets for this weeks training and match (leadership)
- VC full summary and commentary on defensive strategy against upcoming opp and opp att strat

1. INTERACTIONS – with coaches, players

Instruction

Meeting utilised to provide tactical instruction and therefore direction for defensive tactics for the weekend and focus (aims/targets) for training sessions this week

Feedback

n/a

Management

DC conducted video footage whilst player (VC) commented

Demonstration

Utilised video footage to demonstrate tactics required to overcome upcoming opp and what to focus on in training

Punishment/Silence/Questioning

n/a

Social interaction

Not really evident bar players having a chat prior to session's commencement

Humour

Team manager announced Russian coach's arrival and AB at which point team had a bit of a laugh

2. SETTING/ACTIVITIES

Training Action/Direction

n/a besides use of video and meeting room

Team Climate

Lacking somewhat although C highlighted imp of leadership and working towards more leadership from team

Evidence of Planning

Both C and VC had notes from which they read, indicating prior planning of what was to be said

Coach Positioning

At front

Meetings (team and individual)

See above notes

Evaluation of player progress

n/a

3. MANNER OF THE COACH

Coaches mostly silent with DC interjecting occasionally. HC ran through team and outlined reasons for choosing that particular team

4. TIME MANAGEMENT

No set time for meeting but flowed pretty well

Other

Observation Session 2

Monday 5th March, 2.30pm-4pm, 7 coaches present; 1 head, 1 DC, 1 TckIC, 1 ScrC, 1 FW/AC and 2 S & C Coach; 22 players.

Skills Session

- HC noted to be chatting to individual coaches and players before training (**soc int?**)
- Assistant coaches setting up cones before training started (**org**)

2.30pm

- w/u: F+B immediately split (as was squad into S14 and 'LIONS' 'A') with 'LIONS' 'A' on one half of the field and S14 on the other
- w/u included mix of slow jog, follow your partner activities, dynamic stretching, some light strength work (e.g. sumo style warm up) and some games (PE style e.g. pigs/pigeons over 3mts)
- Therefore w/u mixed, light jog with light agility, with stretching. No ball work (Could probably include some ball work given that players love getting their hands on the footy. 1-2 mins action then stretch. Used the 22 and goal line as markers, sideline or 20x20 grid)
- SC coaches or skill specific coaches conducting mixed warm up activities, providing **concurrent instructions** and **demos** as they go

2.45pm

- Into full team tackling activity – this focused on low leg tackling which was what they suggested in the meeting needed to be focused upon to counter the tactics of this week's match (**tact instr**)
- Approx 7v7 in small area 8x8 mts, set up so there were three areas (going L-R) across the field so they could repeatedly practice the same task, with minimal rest and rotate the people involved
- Small very technically focused practice drill
- HC not involved at all (in fact off giving media interview)
- AC and DC ran drill. AC noted to provide **instructions** to the attacking team by telling players where to stand and what to do (not sure what DC was doing as I focused on AC). Did check to see if they understood but poss could have explained with players in correct position and given brief demo
- Some ongoing **praise** and after a few run throughs, DC stops defensive team and gives players **tactical feedback** regarding position for making the tackle along with **technical feedback** (tackle should be low) Standing in middle of circle
- Some **corrective fbk** (DC)
- Players rotate (A to D) after a few mins and repeat process. Not much time at all spent on the drill!

2.55 change and F+B split

- Backs coach (?) takes backs for some opposed set play/patterns practice in half width and half length of field
- **Ped Strat**: lines up players in areas they need to be in to start the activity and then provides instr (standing in the middle and shouting) Not too bad because in relatively small area
- F: into tackling 1v1 drill in 10x10 area with TC (tackling coach)
- Practicing the basic tackling strategy (**tech practice**) of starting high then sliding down and driving player back. Again linked to what VC suggested needed to be their tactical strat for the weekend (from mtg)
- TC provides **tech instr** of what to focus on in drill, prior to player action
- Coach has only two lines going when 3 or 4 would probably have been better
- TC provides **concurrent praise**, and **tech fbk** (e.g. "drop and drive")
- At one stage did stop entire group to positive model and re-instruct the technical aspects of tackling (**ped strat**). Also included what not to do (so finished with what not to do and what to do explained – "it's not finished here, drop and drive L" **ped strat**).
- **Progressed** drill to 2v1, still in small area (2 def vs 1 attacker)
- TC only explaining to a few instead of all
- TC after a few runs of practice, stops and reiterates key tech points (**ped strat**)
- TC vocal and constantly providing **concurrent fbk** in key **tech** area and some positive fbk (or **praise**)

3pm – FW split into front row and back 5, backs continue now practicing patterns against 'LIONS' 'A' bcks

- Frnt rw practice very key tech aspects of scrum training (e.g. binding)
- SCRC is excellent providing many key **technical** points (**instr**), an order in which he wants them remembered, allows practice and then provides fbk both to unit and individuals also provides e.g.'s of positive modelling (explain with key tech points, demo, allows practice, then provides fbk) (Excellent clear explanation, demo and instruction/fbk – **ped strat**)
- **Progresses** drill from dry to one at a time in scrum machine to all three in machine
- SCRC constantly providing **tech instr**, **tech fbk** and some **tactics** (instr) re upcoming team this week (we need to get low and under them)
- At same time, back 5 are practicing kick catch skills (limited physical action) before joining front row for some scrum practice

- Some evidence of **positive fbk** from HC (claps and says good)

3.25pm – backs go to def coach and TC to practice early activity that forwards were doing

- Backs to tech tackle practice, all forwards into scrum training
- Plenty of **tech** and **corr fbk** from SCRC as well as **praise**. Very vocal coach

3.35pm finishing up at scrum machine

- SCRC asks **question** of back 5, “is there enough tension there?” (ped strat)
- Concurrent **praise** from HC and SCRC (“gd scrum”)

3.40pm – set play practice (B+F combined)

- Starting 15 run at reserves and practice key set plays
- AC providing some **conc fbk**
- HC provides some instruction for where next activity is

4pm - finish: some players continue to practice some skills or fitness with coaches

- HC overseeing one players tech practice (at breakdown) and provides his ideas (the way I see it is...)

Notes

- Informal chat with HC revealed that today’s training is a specific technically focused session to introduce tech/tact concepts for the weekend
- Therefore, that is why it may not have been too physically demanding
- HC justified this saying that tomorrow’s session would be more physical and employ more of these concepts at a higher physical intensity
- They work on a 3 on 1 off cycle (e.g. easy, hard, medium intensity, day off) although in the past two seasons, coach mentioned that they worked on a 2 and 1
- Very extensive tech focus and use of tech specific coaches (DC, AC, SCRC, TC) (Therefore very hard to observe all the action at a session. Generally followed the HC around)
- HC minimally involved, 1 or 2 interjections: empowers all other coaches to do the training session
- Player input given regular opportunity to speak at end of drill/activity practice – particularly in team meeting
- **NB as suggested by captain in meeting** there may be too many people talking but not enough people acting
- All coaches seen to be very vocal (aside from HC):
 - TC – concurrent tech fbk and praise, plus some post action fbk
 - DC waits till post action to provide fbk
 - SCRC – concurrent and post
 - FC – post action fbk

1. INTERACTIONS – with coaches, players

Instruction

Mainly pre instruction

Mixed technical and tactical, depending on drill

Tactical instructions in training reflected those mentioned in meeting (e.g. low tackle practice) – good transfer from verbal to physical

Feedback

Mixture again. When provided mostly tech and tact post action

Varied depending on coaches:

- All coaches seen to be very vocal (aside from HC):

- TC – concurrent tech fbk and praise, plus some post action fbk
- DC waits till post action to provide fbk
- SCRC – concurrent and post
- FC – post action fbk

Management

Coaches set up whole session before commencing, good rotation of activities between backs and forwards and good use of specialist coaches for different sections

Demonstration

SCrC and TC gave phys demos otherwise not always linked in with instr (probably could do this more)

Punishment

n/a

Silence

Plenty of it

Questioning

Only once

Social interaction/Humour

Not so evident

2. SETTING/ACTIVITIES

Training Action and Direction

Mixture of split into F+B, split F further, team action game oriented scrumage and position specific training

W/u started with split F+B, then went into 6v6 with full team involved, then split until last 15 mins

Focus on tech and tact components of the game based on targets for upcoming match

Team Climate

Chats fairly open to player-coach interaction and players encouraged to comment

Evidence of Planning

None to be seen but with layout of action, planning must have taken place

Coach Positioning

Varied between in circle pre drill explanation, to edge of umbrella for fbk or with players out on required areas pre drill explanation

Meetings/Evaluation of player progress

n/a although where coaches felt necessary to stop drill mid-practice for feedback, this occurred

3. MANNER OF THE COACH

Most fairly intense but positive in communication with players

4. TIME MANAGEMENT

Didn't seem to have stringent time requirements however most activities were pretty short before changing up the action

Other

Observation Session 3

Tues 6th March, 1.15pm-3.15pm, 5 coaches present; 1 head, 1 DC, 1 AC, 1 KC, 1 SkC; 22 players; one video analyst.

Preview meeting and skills training

1.15 meeting inside change rooms

- AC provides **overview** of what the training session will involve, outlining e.g.'s of specific tasks for today's session (e.g. 4v3)

- Again, VC gets up and talks through video, this time it's attacking characteristics for the upcoming match (e.g. lot of focus on kick return and lineout strategy other team uses) [**tactical strat/instr**]
- HC chimed in with odd **tactical instr**
- C went through key points for this week and weekend (listed on board): **targets** to focus on (e.g. tact strat for tackling and why – low to stop their flow), focus on discipline
- Some **tact instr** from AC re lineout strat

1.40pm outside

- Immediately split into F+B for w/u which was similar to yesterday
- Again followed the pattern of jog stretch jog stretch, lunge stretch, sumo stretch, increase speed stretch. Lot of dynamic stretching. **Concurrent instruction** provided by SC or SKC as they go

1.48pm

- B+F together for passing warm up drill (both L to R and R to L), basic three pass drill with varied switch, short, and wide final pass
- SKC provided brief **instr**. Plyrs must be familiar with drill as minimal time spent explaining and straight into it pretty much

1.51pm split F+B

- More warm up jog stretch action
- HC, DC, AC discussing things mid pitch

1.55pm end w/u; split F+B

- Forwards practice unopposed then opposed lineout calls/movements
- Backs taken by specialist skills coach to practice kick chase 5v5 (staggered) using half field
- SKC provided **instr** to group in circle before sending them out to respective areas. Not sure if much tact instr was given in rel to where they should attack (couldn't hear)
- Tactical AvD activity (again practicing components suggested in review meeting to be critical to overcoming upcoming opp)
- **Post action**, coaches provide **fbk** about **tactical** areas players should be trying to attack with kick return (e.g. attack the centre, not the blind)
- DC standing behind the team attacking (facing def team) and providing post action fbk
- Rotating A and D after each rep, rotating player positions as well
- DC provides **neg** and **corr fbk** "the kick counter isn't about scoring out wide, that's twice now we've stuffed it out there, let's be more disciplined"

2.10pm

- DC brings team in for fbk and **reiterates tact strat**
- Backs split into outside backs (OB) and inside backs (IB) (Excellent that they have this many coaches at their disposal so the players can get maximal education and involvement in practice)
 - OB practicing kick chase activity with high ball along sideline (1v1 pretty much plus kicker)
 - IB practicing 3v3

2.10pm

- Backs into pattern practice
- Forwards finish up lineout work and in for a chat at which point again, the captain has a major chat

2.25pm – whole team activity (bar full backs and injured players)

- Small 4v3 activity again focusing on **tactical strategy** for the weekend (defensive – tackling low on legs) in 5x5 area
- AC provided **instruction** by placing all players on cones and then explaining the drill (meant that he was standing in middle of area with backs to some players, but because it was a small area, not too bad)
- AC explained how the drill would work and provided small **demo** (using players) of how he anticipated it would work
- HC provided some **tech instr** to team and then the **fbk (post)** to individ player in front of whole team
- HC provided **tact corrective fbk** to individ: suggests tact strat my open up inside but will lead you to taking natural fall...

2.30pm – in for chat

- Into full team practice of **tactical patterns** to be used for the weekend to overcome opponent
- Opposed session of 1st XV vs. reserves (7 players)
- Full field activity but after a few phases, restart each rep at a different point in the field with a different skill (e.g. attacking scrum, 5mts out; line out on half way; ruck centre field; drop out from the 22; restart from half way). Keeps the players moving round, involves various aspects of the game, game specific contexts
- Some evidence of positive reinforcement from coaches: good work, good calling and good awareness (DC)
- Not a whole lot of feedback overall though did stop activity twice for full team **fbk** mid pitch. Then went out for more execution

3.10pm – in for chat

- Players take the lead with chat, DC nodding in agreement
- Practicing set plays still with full field and continuing to vary area of field in which they start

3.15pm – training finished

- Again captain chats to team
- HC chimes in with ‘rest up’ comment
- One player continues to practice restarts
- No cool down.

1. INTERACTIONS – with coaches, players

Instruction

Mainly pre task tactical instruction in this session. So reinstruction during action

Feedback

Mainly tactical fbk given post action

Very limited if any hustle to increase player intensity

Instruction for session focus provided in preview meeting – tactical attack the focus of today’s session. Therefore, tactical instr for tr provided in mtg prior to sesh

Management

As in prev sessions, set up prior to commencement

Demonstration

On one occasion a demo was included

Punishment

One e.g. but followed by corrective instr

Silence/Questioning

N/A

Social interaction/Humour

Players noted to be chatting prior to meeting's commencement

2. SETTING/ACTIVITIES**Training Action and Direction**

Again good variety in terms of activities carried out.

Mixture of tactical practice in units (begin and mid session) and as a team (brought together at end)

Small group work also included (broken down into micro units (e.g. IB and OB) which maximises practice at particular skill set specific to their positions

Mainly focused on game oriented style scrimmages although not always opposed training

Key tactical areas covered in units and as a team

Activities varied from 3v3 to 4v4 to 15v7

Team Climate

focused

Evidence of Planning

Yes with relation to video footage and accompanying commentary

Filed set up and activity sequencing – although this could probably do with some work (i.e. do whole team activity first, rather than bring them all together mid way through or put this prior to whole pattern practice at end of session?)

Coach Positioning

Varied from behind to in middle of area to side of practice

Meetings

See above

Evaluation of player progress

n/a

3. MANNER OF THE COACH

Relaxed laid back HC who got a little more involved today but not heavily involved overall

4. TIME MANAGEMENT

Not overly strict but did follow some plan

Activities generally went for 10-15 mins each

OtherObservation Session 4

Thursday 8th March, 9.25am-11.15am, 5 coaches present; 1 head, 1 DC, 1 AC, 1 KC, 1 SkC; 22 players; one video analyst.

Kicking and Skills session

9.25am

- One kicking coach with 3 kickers (became 4 at 9.30)
- 1 coach doing some speed work with four other players
- Kicking in small triangle (3 players), slowly increasing distance
- Split into specialist – 12 practices goal kicking, 10 and 14 practice torpedo kicks down a line, 15 practices restarts
- Finish up with max kick test
- Pretty stock standard, familiarity drills
- KC gives some tech fbk to players (kick through the ball not across)

10am - Session for full team begins

- AC starts with overview of entire session and provides tactical focus for session

- Kickers go straight into passing activity (same as other day, passing in threes near try line, practicing short, long, switch passing L to R and vice versa) - Lot's of people standing and waiting in this drill, probably could increase number of areas used to decrease static waiting time and maximise participation
- Warm up for forwards standard up and back run and stretch
- Some fbk from DC (facing players in passing activity) "wait till late on hooks" (tact fbk)
- Some praise post fbk

10.15am in for chat

- HC asks question of: what are we focusing on for this weekend's game? (like a test of knowledge as he ticks off responses on the sheet in front of him - Good ped strat. Gives variation to instr tech employed 95% of the time. HC has done this a few times. Could be one of his key ped strats
- Aths chime in with responses (e.g. low leg tackle, discipline etc)
- So reiterating the things both the coaching staff and players have decided will be their roles, tasks and tactical focus for the weekend's match
- HC, once satisfied that all responses have been accounted for, gives further tactical instruction: "give it to a guy with speed. We know the pecking order of who is faster than the other, so if you've got it and there's someone next to you who is faster, give it to them"

10.17 split into units (F+B)

- F: AC takes them for high intensity lineout practice against the reserves (so it's contested and game like)
- Forwards practice a variety of numbers in the lineouts (e.g. 3, 4, 5, 6)
- Not much fbk from AC, just instructions re next action – numbers left to complete, direction to run.
- AC observes from side on, HC from front on (e.g. sideline)
- HC mainly silent observation (Confirmed as a strategy of his (in I/v) b/c he believes that by saying less, when he actually has something to say, ppl will listen and it will have a more profound impact: ped strat?)
- Lots of positive morale amongst teammates. Always applauding each other and providing praise for each other's performance during drill etc
- B: into pattern practice but 4v3 in small area and with game related strategy involved in the drill (e.g. clear out, pass off deck to start drill)
- SKC with neg fbk (but in jovial fashion: "you're getting touched up like Holmes a Court") then provides corrective fbk two plays later re breakdown: "I want you to get your shape early"
- SKC gives praise after each of neg fbk

10.26

- Backs into pattern practice in half field area

10.33 – in for chat

- Injured player gives feedback to forwards and provides confidence boosting, motivational chat re enjoying the challenge of the weekend, you've trained well all week, take it into the game
- HC chats to captain individually (does this at times during the session, chats to individuals where he feels necessary)

10.38 all in for chat

- DC reiterates tact strat (leg tackle) and gives positive feedback re previous performances during the week
- Also informs team tactical defensive strategy for countering 15 and 14 from opposing team. Informs Tahs of team changes from opp for the upcoming match

10.40am – full team pattern practice vs subs (contested)

- DC uses whistle (as in previous sessions) to hold up or change play (e.g. tackle hold up, scrum, lineout)
- DC provides corrective fbk to 12 “even if you go direct, if you hold...” and “gotta work harder to get round the corner every time”
- DC hold play up to give tact fbk to players “lets not forget if we’ve got numbers behind the scrum line” and “in the zone, the more we run it, the more petrol we take out of the tank” (referring to oppositions tank)
- Practicing game style situations with relevance to countering the attacking strategy of upcoming opponents (i.e. reserves are given opp player names and positions and play roles that opposition are expected to carry out when attacking and defending). So Tahs practice defending and attacking against predicted opponents strategies

10.50am – break

- DC takes two players aside for some specific feedback
- In circle to chat and captain talks about increasing the intensity for the last bit of the session (explains it with references to game): “this is where we get a bit edgy, so let’s treat it like it’s the start of a game and be direct and simple” (hustle and tact instr)
- HC instructs to work at speed but walk between activities to increase rest

11.03 – chat

- Captain again has chat, some neg fbk, some tact instr and hustle: “gotta be smarter”
- Other players interject with instructions, comments, feedback on practice (This is common and representative of the ‘power’? set up at the tahs. Very player driven?)
- HC is now directing the plays to be practiced and where from (e.g. lineout, scrum, d-zone, 10 out from line). So again, it’s providing match specific examples to be practiced in game specific zones (this is important to increase familiarity with the tasks if and when they come up in games so that players are more competent in addressing the situation when it arises, decision making is more competent, more calm in dealing with the situation, avoid panicking because they are familiar and have repeatedly practiced it at training)
- HC with a bit of neg fbk post action

11.15am – sesh ends and in for chat

- HC gives some corr fbk, Captain gives some positive and corr fbk and VC gives some corr instr
- No cool down (as usual)

Observation Session 5

Friday 9th March, 10.30am-11.30am, 5 coaches present; 1 head, 1 DC, 1 AC, 1 KC, 1 SkC; 22 players; one video analyst.

Captain’s Run

10.30am start

- Touch 11 v11
- Stretch (10.36)
- Touch (10.40)
- Stretch and team chat (10.45)
- HC heavily involved in group chat and provides instruction re task (more involved than usual)
- Hc provides positive feedback

- Instructs where to go for next activity

Split into F+B

- DC provides short instruction re task and tact instructions (quick hands)
- Corrective fbk and positive fbk (both verbal and non verbal)
- DC provides specific individual fbk to young 5/8: Purtik, great ball. (Could be a key thing as in the tigers players who suggested that younger players need more feedback)

11am – full team practice

- Practicing defensive strategy with DC giving instruction re tackle (low)
- HC noted to chat to individuals every now and again during different parts of the session (twice). The roaming HC role and delegation of responsibility to assistants enables this to happen
- Practicing reality – used video evidence of what opponents do, get reserves to enact those role and starting 15 work on developing their skills to overcome opponents
- Again HC chatting to individ whilst play is stopped x2
- HC provides technical feedback re catching and with demo (hand up) for catching high ball

11.10am

- Coaches decrease involvement and let captain take over
- Coaches watching and chatting from sideline

11.15am session finished and no cool down!

Observation Session 6

Saturday 10th March, Round 6 Super 14, 5 coaches present; 1 head, 1 DC, 1 AC, 1 KC, 1 SkC; 22 players; one video analyst, one manager, physios and doctor, water runners

- Sitting in player reserve viewing area, not with coaches.
- Warm up followed strict path as outlined on day sheet for the players and coaching staff (see attached)
- Amazingly structured and well planned

Observation Session 7

Monday 12th March, Team Meeting Room, 1.30pm-2pm, 5 coaches present; 1 head, 1 DC, 1 AC, 1 SkC; 27 players; one manager, physios

Team Meeting - Review of weekend's performance

- SH (Mgr) started off meeting by announcing changes to diary and travel to Auckland this Wednesday
- HC asks for report on As from the weekend
- A's skipper provides positive reinforcement and praise regarding performance on weekend
- HC congratulates (praise) team: "well done, good effort, important part of the program, important that all units are going well, performance in that level needs to be acknowledged and consistency is important. People need to create opportunities for themselves" (positive feedback)
- HC asks the backs to report on previous match:
 - VC responds in that they reviewed their tackling, discipline and unforced errors
- HC chimes in: "just on that topic, I had a look at our turnover rates and there are issues there in terms of decision making and skill execution under pressure. We've got to look at improving that. Our error rates are too high for us to improve our game" (neg fbk)

- VC continues with tactical feedback: “Klara did well” (praise).
 - Tactical discussion and corrective feedback provided regarding what they need to do for upcoming match – also explained why and how this would be achieved (need more depth)
- HC interjects with another question: “how are we going to make that happen?”
 - VC responds with positive and negative feedback followed by corrective feedback
 - Provides suggestions for training as well
 - Gives tactical feedback as well
- HC again: “how is that going to happen?”
- Last year comparison provided with regards to statistics (by HC), discusses how when perf decreased last year it was related to the same things (neg fbk)
- HC provided tact instr regarding ‘A’ zone and calling structure and a greater understanding required between backs and forwards
- Further interaction encouraged by HC by asking players for answers, providing an open forum for discussion of tactics
- C then gets into his fbk from F mtg: wrote up criteria on board and provided fbk regarding whether or not their targets were achieved

- Basically the day works out to be the following: B+F split into units to do review of performance, discuss ‘budgeted’ benchmarks and then come together in afternoon to discuss results of meetings (performance review meetings)
- Budgeted performance criteria includes goals that players set themselves for the game (e.g. make one dominant tackle, make 90% of tackles)

- Back to HC asking players for specific information: who did well attitudinally, who let us down?
- This is followed by someone in the team providing fbk (e.g., one player suggested that he thought another player hit the line hard which was good). So the open forum is again created for feedback (positive and negative) provided by the players to the rest of the team (Player driven)
- HC: anyone come up short?
 - One player responded suggesting that he was unhappy with giving away two penalties which lead to six points being scored
 - Another criticised a certain behaviour
- HC also grilled one player for being charged down, as it apparently is a repeated offence
- HC then provides more negative fbk: “problem for me is that we score points and then we let them straight back in it. We’ve got a problem there in that we make mistakes, in critical instances where we make repeated mistakes in fundamental, basic stuff. We need to work on our options and set that up. We need to control things a little better and the baseline stuff; we can set it up in training.”
- HC: “my perspective and the coaches is that we weren’t good enough with our passes, out lineout is failing in the last quarter. The same problems exist and the same problems permeate to poor confidence. We’ve got to find ways around that. If we keep doing the same thing, we’ll keep getting the same results” (neg fbk)
- HC: “strategy was right, we did well in executing the strategy. The stats were in our favour” (pos fbk)
- Training this avo is practicing under pressure. Coaches threatened about selection changes being made if people couldn’t execute the basic skills. Forwards work on possession (tact instr)

Observation Session 8

Monday 12th March, 2.30pm-3.20pm, 5 coaches present; 1 head, 1 DC, 1 AC, 1 SkC; 27 players

Skills session

- Pre-session:
 - AC chatting to players, playing a juggling game with players and having a laugh
 - DC chatting tactics to #12
 - Players doing their own thing, chatting, chucking or kicking footies

2.31pm

- AC starts session, provides overview of session to players and focus of the session (“counting your passes”)
- Will be doing touch, 3v2 and 5v5 activities as well as in your units

2.34pm

- Touch footy – width of tryline to half way (Enjoyable and fun activity, good thinking by coach)

2.38pm stretch

- HC chatting to individual

2.41 touch again, players geeing each other up, having fun

2.46 stretch (SKC chatting to individ/fbk)

2.49 touch again (with progression – one player clearing out after touch is made)

SKC and DC chatting about players and movements

2.55 drink and praise from AC (good work)

2.56

- AC explains the next activity (cones already laid out) with all players in circle. AC points out where to run and where others (on pads) stand (3v2; 5x20 area, 6ppl on pads, two defend at a time)
- DC chimes in with focus: “focus is on decision making under pressure”
- DC provides specific individual with positive feedback: Pentup, that was excellent, you took them on at pace and drew them in, well done” and praise “good dummy”
- Players very supportive of one another, plenty of praise for each other post action
- AC neg fbk: no don’t run away from the line
- Only issue with drill is that there are lots of ppl standing around, probably could get two grids going

3.08 finish and into next drill

- SKC explains next drill (5v4) standing in middle of circle
- Cones laid out accordingly with where people must start or get to when the drill begins
- Tells players where they should be standing and gives instruction about how the drill works
- AC provides neg then corrective feedback: “let’s not get flat in the line, make sure we’re deep”
- Praise from DC
- Some corr instr from SKC to other coach (it’s not a bee line)
- AC: get close to the ball carrier
- DC: provides neg fbk followed by corr instr (push around the corner)

3.18 finish and in circle for fbk

- SKC: we wanted to see...it’s the outside blokes that control the drill...you’ve got to pull the inside blokes back, so you’ve gotta control the blokes on the inside (tact fbk)

- DC chimes in with: “when you did it well there...” providing positive and corrective feedback and instruction regarding key points of activity

Observation Session 9

Tuesday 13th March, Team Meeting Room, 1.45pm-2.15pm, 5 coaches present; 1 head, 1 DC, 1 AC, 1 SkC; 27 players

- SH starts the meeting with some more admin
- C stands up and announces selection criteria for upcoming match:
 - Tough, honest – meeting our trademark
 - Ability to complete basic skills
- Effort is there but skills, as we’ve all agreed, are letting us down
- Looking at pulling some blokes aside to help them through it
- Re-electing the leadership group next week, think about it and be really honest
- Attack our review a little better because we’ve still been sugar coating things
 - We’ve gotta start being harder on ourselves
 - Need people to aim up here coz with what we’re doing here, we’re not getting the results
- Showed footage of what they did well when they were playing well in previous season’s with focus on being patient in the ‘A’ zone. Approx 5 mins worth of clips focusing on holding possession and being patient (Good strat to boost confidence)
- HC: selection we’ve been considering a lot, new run on debut for (everyone applauds), talks about strategy and hands over to VC (positive first)
- VC: similar strategy to last week, talks about tact strat. Guys from last year if you remember...provides more tactical points – if ball is slow, if ball is quick...
- Watch for guys on the other team
- Gives key tech points
- “we’re really trying to match out trademark and link it with the vision”
- A PowerPoint slide was used to help illustrate these points
- Injured skipper chimes in: basically as we’re all aware, we haven’t been playing up to the mark. “we need to put in a performance that we’re proud of, that our fans will be proud of. We need to focus on retaining the ball in the ‘a’ zone
- DC: into of review of opposition
- Uses visual media to illustrate key tactical points of opposition and what Terminators need to do (e.g. strong defensive line) (Probably rushes it a little. Maybe all players are familiar and therefore doesn’t need to spend much time explaining stuff but could potentially slow down, ask what players think may work or potentially emphasise more clearly)
- “once they’re under pressure, they’ll pick and drive. So if we’re really strong at the reload, we may be able to force a turnover”
- “they will shift wide, so we need to be eyes up...”
- Explains what they do (with video footage) and explains how Lions need to counter, or attack those areas (uses specific names of opp players too)
- Do players look through vision as well?
- AC: provides overview of training: touch, units, restarts, team together for flowing team run. Contact, no contact and unopposed. Pete doing some extras with the guys at the end

Observation Session 10

Tuesday 13th March, 1.45pm-2.15pm, 5 coaches present; 1 head, 1 DC, 1 AC, 1 SkC; 1 S+C coach 27 players

Skills Session

2.35pm

- Touch across half the field (13v13, could break down into smaller groups in order to maximise touches of the ball)

2.38 stretch

2.42 into 3v2 activity (same as yesterday)

- 6 people on pads, 3v2 up and back
- Players vocally applauding each other
- Definitely should set up 2 areas (4 lines and 3 lines at each end)

2.45pm stretch

2.50pm split into units (F+B)

- Forwards to lineout practice
- Again, same as yesterday in 5v4 pattern practice against defence (SKC set up and instructs)
- Plenty of praise from SKC (well done, well done! Twice)
- Corrective tactical fbk provided to individ by SKC: "stay square and slow your legs down. Here you should try and go forward"
- DC applauding in the background
- More praise from SKC: nice 2nd phase, well done!

2.55pm in for chat

- DC provides tactical instruction for next activity: "don't be afraid to call..."
- Lots of chat amongst players, sometimes really takes up a lot of time
- Now practicing patterns across full width of field, again, against defence
- SKC provides praise to individual (loud most of the time so all can hear)
- DC provides tactical feedback to individuals (nice boys)
- VC now chimes in with fbk to players
- SKC: "'Cranky', every time you think you've fucked up, just say it, say it out loud, I fucked up (reinf? Encouragement? Neg fbk?)
- DC giving fbk to individual (not a whole lot of fbk to players during pattern runs)
- HC off to side chatting to SKC
- DC providing fbk (corr) to players and positive fbk to another

3.20pm

- Into full team training now
- DC addresses 1st XV and provides focus for defensive strategy for Saturday vs. opposition: "concentrate on...tactical strategy for defence"
- DC controlling the action, HC behind play observing action
- DC holds up play to talk and provide fbk as to where players should be (tact fbk)
- DC only letting one or two phases go then holds up for fbk and instr re next activity
- Again, practicing set plays and defensive strategies to counter opponents attacking and defensive strategies. This activity involves varying the set piece work and areas of the field in which the activity starts (e.g. lineout, L filed defending inside the 10; scrum centre field, attacking)
- After whistle to stop play, DC often gives tactical fbk: "it's really important..."

- DC providing tact fbk: “you guys are the ones that have to get up”

3.33pm

- C pulls team in re what not to do
- DC provides tact fbk re what they need to concentrate on
- More practice of defensive opposition tactics, only one or two phases and then they pull it up

3.43pm drink

- Back into full team practice again
- DC: work it there, that’s good (positive fbk)
- HC now running the drill
- No real urgency to get activities started but one into the task, coaches hustle a little to get players to jog from one area to the next

3.53 in for chat

- C requests players come in for chat
- Lays into team (neg fbk) about shit play, not doing the basics right, having slow ball, poor placement, fucked up the whole play

4pm in for another chat

- C brings team again for another rocket: “making too many mistakes in the ‘A’ zone. Turned it over about 6 times in the ‘A’ zone. It’s happening in the games and now training”

4.10pm session over

- C again brings players in for chat – coaches staying clear
- VC chimes in with some more positive chat, #10 provides some tact fbk as does #11.
- Pretty open forum for chatting to each other about positives and negatives from the session
- VC suggested all of them need to get away from footy for the day (on their day off tomorrow)

Thoughts:

Sesh poss started off full team pattern practice with working on defensive tactics vs upcoming opponents, then went into attacking strategy practice to overcome opponents defensive strategy...

Observation Session 11

Thursday 15th March, 11.30am-1.30pm, 6 coaches present; 1 head, 1 DC, 1 AC, 1 SkC; 1 KC, 27-30 players

Speed, kicking and skills session

11.30am-12pm

- 6 players (backs) working on kicking with KC
- 4 players (backs) working on speed with S+C

12.05pm

- Full team session starts with touch footy, ½ field, 30 odd players

12.10pm to stretch

12.14pm

- Same 3v2 drill as Tuesday (6 on pads) and Monday
- AC running the drill and swapping people on pads every couple of mins
- Players providing a lot of encouragement for each other

- This is a great drill because it's challenging but it's a bit repetitive (could the not apply the same principles to a different space, with different no's of people to achieve the same objective? E.g. 2v1, 4v3, 4v4)

12.18pm to stretch and drink

12.24pm

- F+B split
- F with HC who instructs players: "we'll do some scrums and then into lineouts"
- HC sets up 1st 8 vs. bench, contested scrum @ 50%, 70% (only x2 at each level)

12.25-12.30pm

- AC takes over for lineout defence work (again contested, 1st 8 vs. bench)
- Very much player driven with players talking about the moves (e.g. bench chooses which move and 1st 8 try to contest defensively). Coaches taking a back seat and just observing

12.31 pm back to scrum (only 1)

12.32 pm back to lineouts (only 1)

12.33 pm back to scrum (x1)

- HC noted to be giving some tactical instruction to players regarding what 'Stremmakers' players will do and also some neg fbk I'm looking for a reason for a penalty

12.35 pm back to lineouts (x3)

HC silent observation, clapping

- Players providing plenty of praise and feedback to each other (that's good, excellent from C)

12.36 pm drink

12.38 pm scrum

- HC giving no.1 some corr fbk and demonstrating with a positive model of correct technique

12.42 pm

- HC departs and chats to KC about backs
- AC gets players to do a walk through demo of how to do a rolling maul (x2)
- AC talks them through the drive, pulling players around and peeling off
- Then the players practice the rolling maul of lineouts

12.47pm

- After the players practice the rolling maul of lineouts, HC brings players in for tactical instr: " from a forwards POV, I want you to keep the ball in the maul because if I'm a referee and I can't see the ball, I've got to referee the defence. If I'm a ref and I see the ball, it gives me something to referee so all I want you to do is keep the ball in the maul"
- Drinks (HC chatting to the individual – lineout caller)

12.50pm - full team practice

- HC calling the shots (running the activity): Waratahs won the toss and are kicking off
- 15v15 match strategy practice, varying parts of the field, skills of the game (e.g. lineout halfway, defensive, scrum, attacking, 10 out etc)
- DC with tact fbk: "Pull deep, pull deep"
- HC allows a couple of phases before using whistle to stop action and start in a new area with different skill

1pm in for chat (HC calls them in)

- HC and players chiming in
- Players providing each other with tactical feedback (x3)

- HC interjects with neg fbk: “you don’t want to slow it down. At the moment, your slow ball is the same pace as the fast ball. So if you call a slow ball, f’n slow it down, if you call a fast ball...”

1.01pm – more tactical specific practice

- HC “last play before half time”
- Again, this part of the session provides players with opportunity to practice tactically specific situations whilst also attempting to rectify the Waratahs weaknesses from the weekend (i.e. they conceded points just before ½ time)

1.04pm - drink

- HC chats to VC and DC providing feedback to each other

1.07pm – back into more tactical pattern practice

- HC noted to be chatting about tactics with DC

1.25pm in for chat and end session

- C has chat – he’s usually the first
- HC chats about taking simpler options (tact fbk) and higher percentage play
- HC chats to individuals
- Players still chatting and giving each other feedback

1. INTERACTIONS – with coaches, players

Instruction and feedback

Limited instruction and feedback. Some tactical instruction evident (prior to action) but more tactical feedback. Feedback mainly player driven as well. HC did interact a little more in this session

Management

Practice set up prior to session starting or in drinks breaks

Demonstrations not required

Punishment (Scold verbally or request physical punishment)

Semi scolding players (HC) re what referee would do.

Silence (when subject is not talking; listening to players or monitoring actions)

Plenty of silent observation

Questioning (Asking players questions regarding their performance, knowledge, strategies, techniques and beliefs)

Not during this session

Social interaction - humour

N/A unless you include touch footy

2. SETTING/ACTIVITIES

Training Action and Direction (Individual or Group activity: whole group, small groups (forwards/backs; defence v attack), pairs, 3s, 4s, 5s

Followed similar path to other sessions.

Warm up game of touch

3v2 activity (small group) but with whole team

Break into units (F: 8v8 and B:5v5). Not always do the players work in a contested environment. For example, some times they do lineouts (forwards) unopposed and run patterns (backs) without defenders opposing them. Other times it’s all ‘contested’ so to speak

Into full team tactical practice (15v15)

Team Climate

Serious and focused

Evidence of Planning

N/A

Coach Positioning

Side on or behind or in circle

3. MANNER OF THE COACH

Mainly focused, a bit of scolding. HC tends to walk around with hands in pockets all day

4. TIME MANAGEMENT

No strict time regime but work in small, short, sharp bursts for approx 10-15 mins in most activities and then will change it up (after a drink) or keep going with same, usually tactical activity

Observation Session 12: Captain's run

Friday 16th March, 3.05pm-3.50pm, 5 coaches present; 1 head, 1 DC, 1 AC, 1 SkC; 24-27 players

3.05pm

- Late start, no-one cares
- Touch footy AGAIN, odds vs. evens

3.10pm – stretch

3.13pm – touch

3.18pm – stretch

- HC, AC, SKC chatting and laughing whilst S+C and DC stretch/ref

3.22pm into F+B

- Forwards into lineouts
- Backs into set play/pattern practice

3.23pm – DC with backs

- DC addresses group in circle and says “Norgs is going to run us through a couple of plays, then walk through it and make sure we get it right”
- 3x plays for starting backline
- DC giving feedback (but can't hear)
- Players also giving feedback to each other
- Specific feedback to individual who made mistake,
- This time same guy got it right and received praise from DC (“Plato, nice”)
- DC provides feedback and players chat to each other re feedback and instruction (tact) about how you decide who to take

3.35pm into full team practice

- 1st XV bench
- Again, game related context; subs are pretending to be ‘Stremmakers’ and run plays @ 1st XV but don't tell them what to expect in order to train their DM skills. Same activity as always (e.g. scrum, 10 out, attacking etc)
- HC interjecting with claps and positive reinforcement
- HC chatting to individual probably instruction

3.45pm

- Becomes more player driven (i.e. captain takes over and runs plays)

3.50pm finish

- HC provides tactical instruction for game tomorrow e.g. “When we're in the 'A' zone for the first time, hold onto the ball, the next ball. The next time we get in there, then work on some set plays”

1. INTERACTIONS – with coaches, players

Instruction and feedback

Minimal instruction besides where to go to start next activity

Feedback provided again, mainly by players, occasionally by HC and DC, usually post action

Management and demonstration

Not much to organise nor demonstrate today. Very much tactical run through

Punishment N/A

Silence majority of the session

Questioning N/A

Social interaction and Humour N/A

2. SETTING/ACTIVITIES**Training Action** and **Direction**

Very much just running through unit set plays (F+B) and then whole team set plays to counter opposition's tactics

Runs whole group warm up to small group (units) and back to whole group

Team Climate N/A

Evidence of Planning N/A

Coach Positioning varied as usual between in circle, behind, or on side

Meetings N/A

Evaluation of player progress N/A

3. MANNER OF THE COACH

Doesn't give much away. Pretty consistent in this area

4. TIME MANAGEMENT

Not much focus on time again here

Observation Session 13

Saturday 17th March, Competition Fixture 6.15pm-9.30pm, 5 coaches present; 1 head, 1 DC, 1 AC, 1 KC, 1 SkC; 22 players; one video analyst, one manager, physios and doctor, water runners

- Sitting in player reserve viewing area, not with coaches.
- Warm up followed strict path as outlined on day sheet for the players and coaching staff (see last week's match)
- Amazingly structured and well planned

PATTERNS NOTED

- So the pattern flows that they do B+F separate w/u (somewhat position specific in that backs practiced a bit of agility stuff in warm up whilst forwards did some more power stuff); then they go to team def strat practice, then split to do some position specific tech practice *(e.g. frw scrum tr; bcks in pattern practice) or tech practice (tackle drill), (Forwards did tackle practice with specialist TC whilst backs began position specific training; they then rotated when F went to do scrum training, backs went to specific tackle practice.) then to full team practice.
- As in previous research (pilot), plenty of pattern practice as a team (at the end of sessions here). Forms a major part of the session
- Plenty of different activities in each session
- HC mainly silent observation (Confirmed as a strategy of his (in I/v) b/c he believes that by saying less, when he actually has something to say, ppl will listen and it will have a more profound impact: ped strat?)
- Captain again has chat, some neg fbk, some tact instr and hustle: "gotta be smarter"
- Other players interject with instructions, comments, feedback on practice (This is common and representative of the 'power'? set up at the club. Very player driven? ME questioning the relevance of this (as RLHC does). It does seem a bit strange to have players giving other players fbk always but the captain and VC and leadership group have been elected by the players for their qualities so obviously they respect those who are giving the feedback. Some players may feel disgruntled with other players always commenting on what the team needs to do better although evidently in this case the coaches and players support the power distributed to the players. The extent of power given to players may be different at different teams (e.g. crix, not as much plyur fbk to each other but they run the show during games and training)
- Practicing game style situations with relevance to countering the attacking strategy of upcoming opponents (i.e. reserves are given opp player names and positions and play roles that opposition are expected to carry out when attacking and defending). So Lions practice defending and attacking against predicted opponents strategies
- HC is now directing the plays to be practiced and where from (e.g. lineout, scrum, d-zone, 10 out from line). So again, it's providing match specific examples to be practiced in game specific zones (this is important to increase familiarity with the tasks if and when they come up in games so that players are more competent in addressing the situation when it arises, decision making is more competent, more calm in dealing with the situation, avoid panicking because they are familiar and have repeatedly practiced it at training)
- Practicing reality – used video evidence of what opponents do, get reserves to enact those role and starting 15 work on developing their skills to overcome opponents. Review opponents (video), decide on strategy and demonstrate it to players (video and meeting), carry out training to practice specific strategies both in small games to execute technical skills (e.g. 4v3 or 6v6 low tackle for opposition team) and in full pattern practice (e.g. 1st 15 vs reserves)
- HC noted to chat to individuals every now and again during different parts of the session (twice). The roaming HC role and delegation of responsibility to assistants enables this to happen

APPENDIX F - ADAPTED FROM NVIVO EFFECTIVE COACHING CROSS-CASE ANALYSIS FILE

Tag	Property	Category	Concept	
Knowledge of the game	Knows the rules and tactics	Personal coach characteristics and knowledge	The coach	
Articulate				
Knows players strengths and weaknesses				
Easily accessible	Approachability, trust, respect			
Ability to listen				
Relaxed				
Develop mutual trust and respect between players and coaches				
Being understanding	Empathy			
Dictator, authoritarian or over coaching	Ineffective coaching			
Poor communication				
Closed relationships				
Disorganised				
Role of the coach	Player development on and off the field	Coach philosophy		
Develop the player and the person				
Educate the players				
Not purely focused on results				

Tag	Property	Category	Concept		
Assign roles for players and coaches	Delegate responsibilities	Leadership	Coaching skills		
Empowerment					
Develop accountability and decision making skills					
Facilitator	Develop a personalised approach				
Amiable dictator					
Make major decisions	Decision making				
Assertive					
Honest communication	Honest communication			Communication	Coaching skills
Honest feedback					
Be fair					
Open discussions	Open communication channels				
Open with players					
Two-way dialogue					
Coach reactions to performance	Consistent verbal and non-verbal communication				
Consistency in demeanour					
Consistency in presentation					
Consistency in the way you handle things					
Effective feedback strategy	Communication for player learning and development				
Instructions					
Questions					
Timing of communication					
Public or private communication					

Tag	Property	Category	Concept				
Open door policy	Relationships	People management	Coaching skills (continued.)				
Honesty, trust and respect							
Regular dialogue							
Demonstrate an interest in players							
Family atmosphere							
Professional relationships							
<hr/>							
Monitor team harmony	Managing team dynamics	People management		Coaching skills (continued.)			
Minimise cliques							
<hr/>							
Identify individual characteristics	Individual characteristics of group members				People management	Coaching skills (continued.)	
Treat players as individuals							
<hr/>							
Create a purpose	Planning for optimal player preparation	Planning	Coaching skills (continued.)				
Performance review							
Flexibility							
<hr/>							
Training intensity	Planning effective training sessions				Planning		Coaching skills (continued.)
Variety							
Practice reality - replicate game situations							

Tag	Property	Category	Concept
Challenging training sessions	Enjoyment and support	Develop a positive team environment	The environment
Provide opportunities for players to improve			
Acknowledge personal details of players and coaches			
Create a comfortable team environment			
Support each others' success			
Encourage risk-taking during training	Create a safe learning environment		
Learn from mistakes rather than punish errors			
Develop guidelines for how the team operates	Direction for the team: everyone on the same page	Team culture	
Develop a trademark or team vision			
Develop a strategy for team play			
Develop collective team goals			
Senior players lead by example	The player driven culture		
Develop a strong work ethic and commitment to the team			
Monitor team performance and discipline			
Bond amongst teammates	Team cohesion		
Developing team cohesion			