20 - FOCUSING THE COURT COACHES: A TEACHING/TRAINING STYLE ESSAY

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INTRODUCTION

Sports have been manifested with big importance on the national scene, since the end of the ninetieth century, by the soccer, and during the twentieth century, with other kinds of sport, like basketball, volleyball, futsal and handball (BALBINO, 2005).

To Bizzochi (2000), the team training is configured in a pedagogic activity. The coach should have knowledge in several areas to develop the teaching/learning process, and, to do so, should be based on a moral groundwork, with pedagogic responsibility and justice principles. The same author considers that directing a team is not limited to the manner you conduct it in a game, since the team occupies every moment, since the beginning of the season.

Bizzochi (2000) comments it is necessary that the coach be aware about how much its behavior affects the players attitudes, having the courage to set new methods that promote a better apprehension and a better moral formation.

To Araújo (1997), "being a coach" means having a constant interest for scientific, pedagogic and cultural innovation and the permanent refuse of subservient acts. He also says that "being a coach" requires a general and specific culture, enabling critic interventions, reflecting on the desired development of the national sport.

Araújo (1997) comments that the professional sport demands a position from the coaches, not only about the big sense of global responsibilities, but to admit, with no hesitations, that what we represent and produce in the socio sportive aspect, has deep consequences over the general sportive development.

Marques (2001) highlights that the coach is, nowadays, more than an athlete companion; although the term coach only started to be seen as career recently, there is an evident evolution of the sport as an "entertainement" to the sport as a "profession". The high competition coach is different, because it is a difficult activity; a diary pressure exercise; an instable and precarious occupation, and, in Brazil, called generically as a teacher.

Thus, the coach action would undergo an appreciation of the abilities development and the relationship with the athletes, stressing not only the victory.

To make the relationship with the athletes and their collaborators even closer, some aspects are crucial for the coach to achieve its goals. Becker Jr. (2000) states that the knowledge, the verbal and non verbal communication, the active listening, the communicative ability to the athlete, discipline and leadership style should be characteristics of the coach.

METHODS

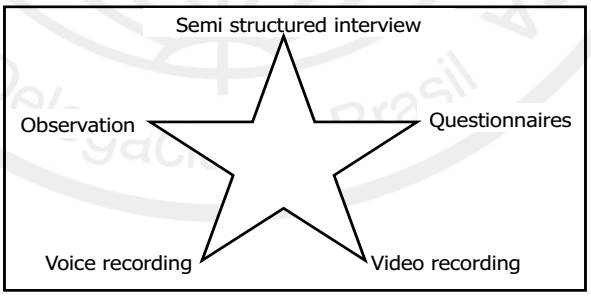
The conduct and the teaching/training style of male court team coaches from Blumenau, Santa Catarina, were analyzed, contemplating their actions and interpreting the data. To consolidate this analysis, an exploratory descriptive multicase study (YIN, 1993) was made.

First, a semi structured interview was made, intending to characterize the subject and its formation as used by Graça (1997) and adapted by Afonso (2001), combined with three questionnaires adapted by Becker Jr. (1998), to evaluate the coaches' conduct and their teaching/training style.

In this phase, the data were collected by only one researcher and transcripted by him. The technique used to transcript the interview was **transcreation**, used by Afonso (2003) and Lettnin (2005). The technique rewords the literal transcription to make the text understandable. In transcreation, there are many recurrent phrases and equivocate expressions. There are "foreignisms", slangs and popular expressions - distinct terms when talked or written. We have then, the oral and the written codes with different values. These deviations are corrected by the **transcreation** (GATTAZ, 1998).

To protect the coaches' identity, names of Portuguese Language famous writers were used: Carlos Drumond de Andrade, Érico Veríssimo, Fernando Pessoa e Mário Quintana.

Figure 1 - Data triangulation representation



The systematic observation of the training sessions was aided by the video recording, and the data collected were further transcreated on observation files, specifically created for this study, using the observation grid to evaluate the observable categories of conduct and teaching/training style. These files were bases on the Saad (2002) ones, which intended to analyze carefully the tasks, considering Pierón's conjecture presage-process-product, adapted by Rodrigues (1997).

And finally, a typical training session was filmed for further transcreation and non verbal analysis.

Table I - Coaches classification related to experience and years graduated

Coach	Age	Experience as Federated athlete	Experience coaching	Years graduated
Érico	48	2	25	26
Carlos	32	10	15	8
Fernando	46	3	15	Not graduated
Mário	39	14	15	15

Table II - Answers about the experience as a federated athlete

Coach	Athetic Iniciation Age	Years as a Federated Athlete	Attended categories	Highest level competition
Érico	10	2	Mirim, Infantil e juvenil	Estadual Juvenil de Futsal
Carlos	12	10	Pré-mirim, Mirim, Infantil, Juvenil e Adulto	Campeonato Nacional
Fernando	15	3	Juvenil e Adulto.	Jogos Abertos
Mário	13	14	Infantil, Juvenil e Adulto	Campeonato de Clubes no Exterior

RESULTS AND DISCUSSION

The non verbal language: revealing conducts.

The non verbal language was an important aspect, analyzed during the watch and the video recording. Afonso (2001) states that the instruction happens by the use of verbal and non verbal language (explanation, examples, demonstration, feedback), among other kinds of communication concerning this topic.

To a better understanding, we should remind a classification of non verbal language, that, as Mesquita (1997) says, can be divided in two groups:

1. refers to the body and to the movement and represents expressive units: the face; the look; the gestures; the actions; the posture; and the paralanguage.
2. related to the consequences of the human actions and forms of expression: the fashion; the routine objects and the art; and the spaces organization.

The coaches, subjects of this study, appeared as users of body and movement combined with the speech, establishing a better visualization of the message. The aspects related to the consequences of action were not considered in this study.

Table III - Non verbal action during the training session

Coach	Non verbal language
Érico	Hand in the pocket and the other arm gesticulating; both hands in the pockets; hands on the lower back; points the court; hands on the hips; execute demonstration moves; opens the arms with the palms turned to the front; clap hands.
Carlos	Positive move with the head; closed fist and th e other hand opened; bites the lips; beats the ball with the hands; makes an angry face; points the side that the ball should go; uses demonstration, exaggerating the moves; finger up; thoughtful (eyes closed); signs to accelerate the movements; claps hand s, hands on the hips; holds the ball; crosses the arms.
Fernando	Points the place where the athlete should stay; thoughtful; hands on the lower back; low amplitude gestures; calls the athletes with a gesture; makes signs meaning “speed”; points to the dia gonal; claps hands; makes a sign to accelerate with both hands (like pushing); shakes the head to the side (negatively) and gestures like “no”; claps hands, opens the arms, hit the legs with the hands.
Mário	Hands on the hips; claps hands; (holds the ball) hand opened; opens the arms and gesticulate; points where the athlete should be; shakes the head negatively; signals positively to a correct action; walks forward and backward talking about the wrong moves; uses wide moves.

The use of long and slower gestures was the strategy of coach Mário, that could, this way, make his non verbal language easiest to read.

Praises are considered positive affective behavior as related by Shigunov et al. (1993), on his study about the athlete perception related to the coach behavior influence on their feelings.

The feelings are linked with the affectivity that, according to Santos and Shigunov (2001), can be divided in positive pole and negative pole. Positive pole actions can be praising, applauding, calling the athlete first name, showing affect, encouraging the athlete, being polite, and so forth. Negative pole actions can be censoring, cursing, punishing, calling nicknames, being impolite, and others. These manifestations can be verbal or not, depending on the situation. Both of them have effects on the training context, though.

The most used non verbal language during the training sessions was the face expression, which changed frequently. Even without noticing it, the coaches expressed theirs feelings or thoughts through gestures or grimaces. Some of these actions were done intentionally so the athletes knew the level of the coach's satisfaction and sometimes it came associated with verbal language.

The non verbal language was used instinctively as much as consciously. This way of expressing and reinforcing the verbal instruction is an effective choice to enable the communication between the coach and the athlete.

The expression or gesture can approve or disapprove the athlete's attitudes. It is necessary that the coach not only use the non verbal language, but also use it correctly and adequately.

Emergent Attitudes

During the observation process and the video recording, other attitudes, actions and behaviors were detected and should be stressed here because they are part of the practice of many coaches.

These are the most relevant: the observation was the most recurrent attitude during the training session. Coach Érico observed for more time than the others, interrupting the training session just a few times. The others observed the training and gave information more frequently. Coach Fernando used pauses for little orientation and instructions, and used to give a general feedback after each exercise.

The coaches position during the training session alternate from the center of the sideline to the baseline. Only Érico usually watched the exercises from the baseline, while Fernando, Mário and Carlos stayed at the sideline for the most part and only watched from the baseline in specific situations. All the four coaches only got in the game area when they were explaining an exercise or correcting a move. The instructions given by the coaches were, generally, quick and direct, revealing that the athletes had a prior knowledge related to the exercise structure. Besides, the key words and the specific terms helped to decrease the quantity of information (AFONSO, 2001; ANFILO and SHIGUNOV,2004).

The reinforcement, the incentive and the praise are present in all sports, each one having its own specific language. To reinforce the athletes attitudes, by feedback or other kind of action, is part of a good training process. The athletes already have a prior knowledge about the sport and autonomy to stretch and warm by their selves, activity that occurred with all the coaches. About having a ritual to start or finish the training sessions, Érico doesn't have one. Carlos, Fernando and Mário used group talks at the beginning and at the middle of the training session, to change the exercise structure, and at the end, to talk about what was worked on that session. Fernando stood up while talking with the players that were sit down in a bench, while Mário and Carlos used the circle formation, that represent, in a way, a family. Fernando used to talk for more time than the others.

The talk subject during the training session varied according to the moment and according to the extra information that the coach should give, that was generally about games, training, trips, injuries, and so on. Carlos, for example, used these moments to call the attention of some player.

The observation, the instructions, the watch position, the small explanations to the group, the reinforcement or the praise and the prior knowledge about the activity were the emergent attitudes of the training session.

Conclusion

This study permits to materialize some premises related to the conduct and its varied forms, as much as the teaching/training style with its extension and complexity:

a) about the academic education, professional experience and teaching concept - about their education, three of the coaches studied were graduated and one of them had a special permission to teach. The coaches said that the Physical Education degree was necessary, but had a small contribution on their career; the fact that they were athletes and had a precocious contact with the area is what motivated them to be coaches. All of them worked as coaches even before graduating, revealing that, the coach's formation does not occur in a unique manner and is guided by the coach's conviction and personal philosophy. The training plan, according to the coaches, depend mostly on the available time (the calendar, court hours, competitions schedule) and on the athletes (limitations, willingness, technique); to control the training session they use the numeric control (statistics, technical and physical evaluations) and the personal feeling; many aspects were referred as coach's qualities, showing a multifaceted profile of this profession;

b) about non verbal language - All the coaches used support gestures, reinforcement and praises (clapping hands, positive gesture with the hands and the head, and so on); the use of this language was mostly instinctive; there are a sort of specific sport codes, and some of them, are specific to each sport, and is necessary to comprehend these codes to a better sportive performance; it is necessary that the coaches pay attention to their non verbal language, being careful to not reprove the athlete with a gesture or expression; and

c) about the emergent attitudes - Some of them were emphasized, because of the training complexity, and its necessary to describe them here: the silent observation was what the coaches did most of the part; the coaches positioned themselves to direct the training session next to the place ruled for a competition; they change this place sometimes, looking for a better view of the movement; the instructions given were quick and direct, specially because of the athlete's prior knowledge about the exercise and because of the use of key words or specific terms; some coaches have training rituals, gathering at the beginning and at the end, complimenting the players in a circle formation at the end of the session; the incentive, the praise and the reinforcement are present, often used and repeated many times the same word (“that's it”, “go”, and so on); the athletes have autonomy to stretch and warm themselves and drink water, revealing the democratic style of the coaches; the coaches proved to be good verbal and non verbal language users.

Thus, the next investigations should stress a conduct and teaching/training detailed analysis, trying to help the enlightenment about the relations between the coach and the sport.

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FOCUSING THE COURT COACHES: A TEACHING/TRAINING STYLE ESSAY

ABSTRACT:

To understand the coach's behavior and its style of teaching and training can help the apprehension of its work magnitude. The coach attitudes are, generally, consequences of its education and choices previously made. The following study aims to investigate the conduct and the teaching/training style of court coaches, characterized as a multicase research, with an exploratory descriptive aspect. A semi structured interview was made with four coaches (basketball, futsal, handball and volleyball), a questionnaire was applied and several training days were filmed. To protect the coaches' identity, names of Portuguese Language famous writers were used. The results showed that, three of four coaches are graduated and one of them had a special permission to teach, and they all chose this career motivated by their attendance as athletes on the respective areas; all of them worked as coaches before graduating and to control the training sessions they use, most of all, the personal feeling. Moreover, they expose different teaching concepts. On the productivity dimension, the feedback actions are emphasized, as the proper use of the material, of the space and training time, besides the organization training strategies to its efficacy. On the humanistic dimension, the strong characteristics of positive values formation are highlighted, as the worry about the respect. The worry about the result - the training biggest premise - as long as the formation of individuals with ethic and humanistic values are evident. Despite their idiosyncrasies, the observed coaches successfully followed the theoretical rules about training.

KEY-WORDS: coaches; style and conduct; court sports.

FOCALISER LES ENTRAINEUR DE SPORT: UN ESSAI DE MODELE D`ENSEIGNEMENT/ENTRAINEMENT

RESUMÉ:

Comprendre son modèle de l'entraîneur le comportement et de l'enseignement et de la formation peut aider l'appréhension de sa grandeur de travail. Les attitudes d'entraîneur sont, généralement, des conséquences de son éducation et des

choix précédemment faits. Les objectifs suivants d'étude pour étudier la conduite et le modèle de teaching/training des l'entraîneur, caractérisés comme recherche de multicase, avec un aspect descriptif exploratoire. Une entrevue structurée par semi-finale a été faite avec quatre entraîneurs (basket-ball, futsal, handball et volleyball), un questionnaire a été appliquée et plusieurs jours de formation ont été filmés. Pour protéger l'identité des entraîneurs, des noms des auteurs célèbres de langue portugaise ont été employés. Les résultats ont montré cela, trois de quatre entraîneurs sont gradués et l'un d'entre eux a une permission spéciale à enseigner, et ils tous ont choisi cette carrière motivée par leur assistance comme athlètes sur les secteurs respectifs ; tous ont fonctionné comme des entraîneurs avant de recevoir un diplôme et pour commander les sessions de formation ils emploient, surtout, le sentiment personnel. D'ailleurs, ils exposent différents concepts d'enseignement. Sur la dimension de productivité, les actions de rétroaction sont soulignées, comme utilisation appropriée du matériel, du temps de l'espace et de formation, sans compter que les stratégies de formation d'organisation à son efficacité. Sur la dimension humaniste, les caractéristiques fortes de la formation de valeurs de positif sont accentuées, comme souci au sujet du respect. Le souci au sujet du résultat - les plus grands lieux de formation - aussi longtemps que la formation des individus avec l'éthique et les valeurs humanistes sont évidents. En dépit de leurs idiosyncrasies, les entraîneurs observés ont avec succès suivi les règles théoriques au sujet de la formation.

MOT CLEF: entraîneurs; style et conduire; sports collectifs.

ENFOCAR LOS ENTRENADORES DE EL DEPORTE : UN ENSAYO DEL ESTILO DE ENSEÑANZA/ENTRENAMIENTO

RESUMEN:

Entender su estilo del entrenador el comportamiento y de la enseñanza y del entrenamiento puede ayudar a la aprehensión de su magnitud del trabajo. Las actitudes del entrenador son, generalmente, consecuencias de su educación y opciones hechas previamente. Las punterías siguientes del estudio para investigar la conducta y el estilo de enseñanza/entrenamiento de los entrenadores de la corte, caracterizados como investigación del multicase, con un aspecto descriptivo exploratorio. Una entrevista semi estructurada fue hecha con cuatro entrenadores (baloncesto, futsal, balonmano y voleibol), un cuestionario fue aplicada y varios días del entrenamiento fueron filmados. Para proteger la identidad de los entrenadores, los nombres de los escritores famosos de la lengua portuguéa fueron utilizados. Los resultados demostraron eso, tres de cuatro coches son graduados y uno de ellos tenía un permiso especial que enseñar, y todos eligieron esta carrera motivada por su atención como atletas en las áreas respectivas; todos trabajaron como entrenador antes de graduar y controlar las sesiones del entrenamiento utilizan, sobretodo, la sensación personal. Por otra parte, exponen diversos conceptos de enseñanza. En la dimensión de la productividad, las acciones de la regeneración se acentúan, como el uso apropiado del material, del tiempo del espacio y de entrenamiento, además de las estrategias del entrenamiento de la organización a su eficacia. En la dimensión humanistic, las características fuertes de la formación de los valores del positivo se destacan, como la preocupación sobre el respecto. La preocupación sobre el resultado - la premisa más grande del entrenamiento - mientras la formación de individuos con éticas y los valores humanistic son evidentes. A pesar de sus idiosincrasias, los entrenadores observados siguieron con éxito las reglas teóricas sobre el entrenamiento.

PALABRAS CLAVES: entrenadores; estilo y conducta; deporte de quadra.

OS TREINADORES DE ESPORTES DE QUADRA EM FOCO: ANÁLISE DO ESTILO DE ENSINO/TREINO

RESUMO:

Entender a conduta de um treinador e o seu estilo de ensino/treino, no processo de treinamento, pode auxiliar no entendimento da magnitude do trabalho dessa pessoa. As atitudes do treinador, em geral, são frutos da sua formação e escolhas, anteriormente, tomadas. O presente estudo teve como objetivo investigar a conduta e estilo de ensino/treino de treinadores dos esportes de quadra, e caracterizou-se como uma pesquisa multicasos, de caráter descritivo exploratório. Foi realizada uma entrevista semi-estruturada, com quatro treinadores (Basquetebol, Futsal, Handebol e Voleibol) e aplicado um questionário, além da filmagem de vários dias de treinamento. Para proteger a identidade dos treinadores foram usados nomes de escritores famosos da Língua Portuguesa. Os resultados obtidos mostram que dos treinadores observados, três possuem graduação e um é provisionado, tendo como motivos da escolha da profissão o envolvimento como atletas nas respectivas áreas; todos os treinadores exerceram a profissão antes de graduarem-se e para controlar o treino usam, em sua maioria, o *feeling* pessoal e, também, apresentam diferentes concepções de ensino. Na dimensão de produtividade destacam-se as ações de *feedback*, uso mais adequado do material, do espaço e do tempo do treino, além das estratégias de organização do treino para sua eficácia. Já na dimensão humanista destacaram-se as fortes características de formação de valores positivos e preocupação com o respeito. Fica evidente a preocupação tanto com o resultado, premissa maior do treino, como também com a formação de indivíduos com valores éticos e humanos. Pode-se afirmar que, apesar de suas idiossincrasias, os técnicos estudados, seguiram com sucesso os ditames sobre a teorização acerca do treinamento.

PALAVRAS-CHAVE: treinadores; estilo e conduta; esportes de quadra.