

# 1. COACHING BEHAVIOURS



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**RUGBY**

**Coaching Course  
Record Book**



# Coaching Behaviours

A successful coach will develop well defined coaching behaviours and a learning environment that will aid the athlete to develop and play to their potential.

The coaching behaviours that coaches need to develop include:

- a) Managing
- b) Teaching
- c) Communication.

## Managing

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Managing the team or squad is a difficult task for the uninitiated. Coaches should develop set routines that players quickly understand. For instance, how to group players into small teams so that practices can commence is important. The strategy for the coach is to count the players as they arrive at training so that groupings can occur quickly. This practice will ultimately save the coach valuable time.

The coach should also position their self in an appropriate position during drills/games so that all players can be viewed. The use of time is another coaching behaviour that must be developed. Training should begin and conclude on time. Nothing upsets parents more than waiting around for 15 or 20 minutes while the coach addresses his/her players.

## Teaching

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This is the essence of coaching a team. The aim is to provide technical and tactical advice (commensurate with the players' age) that takes the player to a higher level. Players should also enjoy training, where they feel challenged and can achieve both individually and collectively.

Good coaching practice includes error correction, asking open questions and providing technically correct demonstrations. It should be emphasised that the coach does not have to do all the demonstrations.

Players should be provided with an environment where they are encouraged to attempt things. Coaches should not be negative when players fail to achieve all tasks.

## Communication

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Whilst this topic is covered separately, coaches must provide positive feedback to players and take the time to listen to what the players have to say. Being negative produces boring rugby. Young players should be allowed to express themselves and the way in which a coach communicates with them can have far reaching effects – either negatively or positively.

# Self Evaluation and Mentoring

As part of the coaching process each Coach will be assessed by your State Union Education Manager. Coaches are also encouraged to seek out mentors throughout your coaching lifecycle.

To make an assessment about competency, clear learning outcomes within each level of accreditation must be stated. Each module within the ARU coaching accreditation scheme has learning outcomes. Coaches are judged on their level of competence of these prior to the 'accreditation' being awarded. The concept of competency focuses on what is expected and embodies the ability to transfer and apply skills and knowledge to athletes within a team structure.

To aid trainee coaches and Mentors, the forms on the following pages itemise both personal and professional qualities that should be developed during the 'practical coaching experience' component of the accreditation. The Mentor coach should meet with the trainee after each session that is viewed so that each can reflect and evaluate the performance and discuss areas for improvement.