

Motor Learning And Coaching



http://commons.wikimedia.org/wiki/File:Volleyball_block.jpg

2nd Edition

Stage 3
Physical
Education
Studies

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TRANSFER OF LEARNING

3. Training to Competition

Refers to the transfer of skills developed in training into a competition situation.

- Coaches must plan and implement training sessions which replicate the demands of the game. This includes the development of appropriate skills, energy systems and the decision making process.
- Players should be exposed to game specific situations at training to allow them to develop their information processing and decision making mechanism. This increases the likelihood of players making the correct decisions when under game pressure.



http://commons.wikimedia.org/wiki/File:Jonny_Wilkinson_2009_08_england_training_2.jpg



SIMPLE AND COMPLEX SKILLS

Types of Skill

1. Simple skills
2. Complex skills.

Simple Skills

- ❖ Are straightforward
- ❖ Typically require little practice to learn
- ❖ Require little cognitive ability
- ❖ Consist of a limited number of component part
- ❖ Limited decision making required
- ❖ Taught as a whole

Complex Skills

- ❖ Are more difficult to learn
- ❖ Require repeated practice to learn
- ❖ Require more cognitive ability
- ❖ Consist of many component parts
- ❖ More decision making required
- ❖ May need to be broken down to be taught



http://commons.wikimedia.org/wiki/File:U.S._Womens_Volleyball_team_CISM_2007_spike2.jpg

Complex Skill



REFLECTIVE LEARNING - THINGS TO IMPROVE

Stage 2 - Recognition of Things To Improve

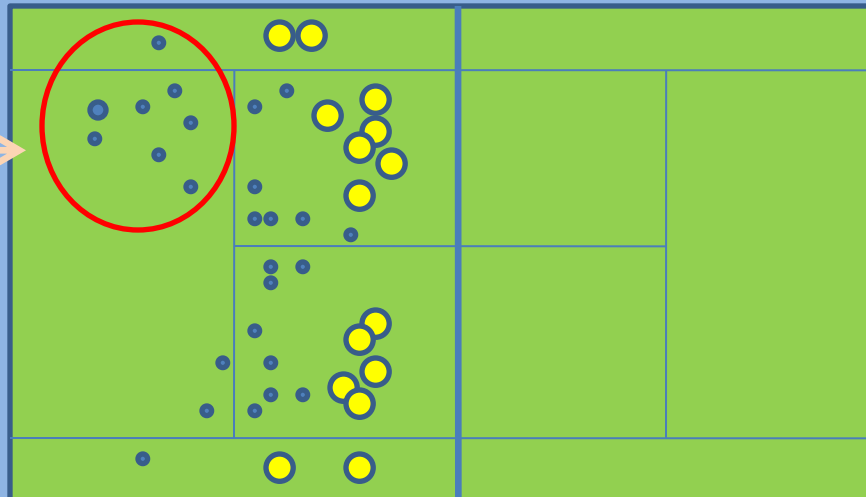
- As a result of self - reflection on a performance, an athlete can determine what aspects of the performance could have been done better, or could be improved to enhance future performances.
- Gathering data about performances, and then recognising things to improve, has become more accurate with the latest technology.
- Tennis players can use information gained from statistics and technology about the placement of their serves and statistics about the effectiveness of their serve



First serve – regular over – hit error to this service box affects performance



Second serve – all very safe but easy to attack by receiver – must hit deeper in the court



TEACHING COMPLEX SKILLS

Teaching Complex Skills

Complex skills are more difficult to learn and may need to be broken down and simplified when being learnt.

Taught by using “chaining” or “shaping”

1. Shaping

- Learning a simplified or incomplete version of the skill
- Coach demonstrates the skill
- Performer practices simplified version
- Feedback / correction provided
- Add “missing” components
- Further practice – increase speed / accuracy
- Add “missing” components
- Use skill in game – like situations

Eg basketball lay up.

- 1 step lay up
- 2 step lay up
- Dribble to lay up
- Run at basket, receive pass and lay up
- Run at basket, receive pass, step defender, lay up.



[http://commons.wikimedia.org/wiki/File:US_Navy_090221-N-38301-322_Religious_Program_Specialist_1st_Class_Dana_Saunders_assigned_to_the_amphibious_command_ship_USS_Blue_Ridge\(LCC_19\)_takes_a_lay-up_shot.jpg](http://commons.wikimedia.org/wiki/File:US_Navy_090221-N-38301-322_Religious_Program_Specialist_1st_Class_Dana_Saunders_assigned_to_the_amphibious_command_ship_USS_Blue_Ridge(LCC_19)_takes_a_lay-up_shot.jpg)



OTHER METHODS OF INFORMATION GATHERING

In addition to using videos and checklists, coaches are using more methods and technology to gather information about teams, individual players, strategies and tactics used by opposition teams.

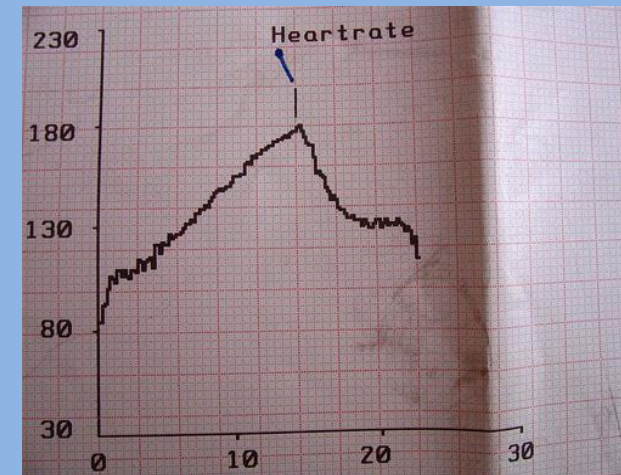
The more information a coach has about her team and the upcoming opposition, the better she can prepare for the upcoming game.

1. Fitness Requirements

- By players wearing a GPS, coaches can get data regarding how far the player walked, jogged, sprinted during a game. This data can influence the fitness training program as the fitness requirements of the game may vary from player to player depending on their position.

2. Intensity of Work

- Wearing a heart rate monitor provides data about how hard a player is working. This ensures players are working at the intensity required.
- Some clubs require players to record their heart rate on a whiteboard so their team mates can see how much effort each player is making.



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OTHER METHODS OF INFORMATION GATHERING

3. Performance Criteria

- Also referred to as Key Performance Indicators, these are the criteria essential for successful outcomes. Some KPI's relating to AFL would be;
 - Inside 50's
 - Tackles made
 - Tackles missed
 - % of short passes successfully completed
 - % of long passes successfully completed
 - Centre clearances



http://commons.wikimedia.org/wiki/File:Players_fly_for_the_mark,_2005_AFL_Grand_Final.jpg

4. “Live” feedback

- Coaches are provided with “live” data during the game from assistants regarding individual players. This enables the coach to know which players are having an impact on the game. It also allows him to see which opposition players are dominating and he can make changes to his team structure to counteract them.

Feedback can be provided on individuals in both teams.



OTHER METHODS OF INFORMATION GATHERING

5. Analysing Tactics

- Coaches analyse patterns of play and set plays used during a game by their own team and the opposition. This can be done by studying videos of upcoming opposition teams or using forward scouts.
- Individual players are provided with video clips of their next opponent so they can analyse how to play against them.
- Analysing opposition teams can be beneficial in minimising the impact of their key players and the effectiveness of their strategies. If a team can recognise the patterns of play and the formations used by opposition teams, they are more likely to be able to counteract them e.g.;
- ❖ A hockey team defending against a short corner in hockey
- ❖ Oppositions preferred options in a line out in rugby



http://commons.wikimedia.org/wiki/File:Ireland_vs_Georgia_Rugby_World_Cup_2007_line_up.jpg



The Democratic Coach (a.k.a Co – operative coach)

- Maintains open communication with players
- Players involved in decision making
- Players feel they have a degree of ownership of the team
- Positive and negative feedback used to re – enforce and promote learning
- Very good for inexperienced players
- Enjoyment is important
- Liked by players
- May not provide enough motivation for some performers

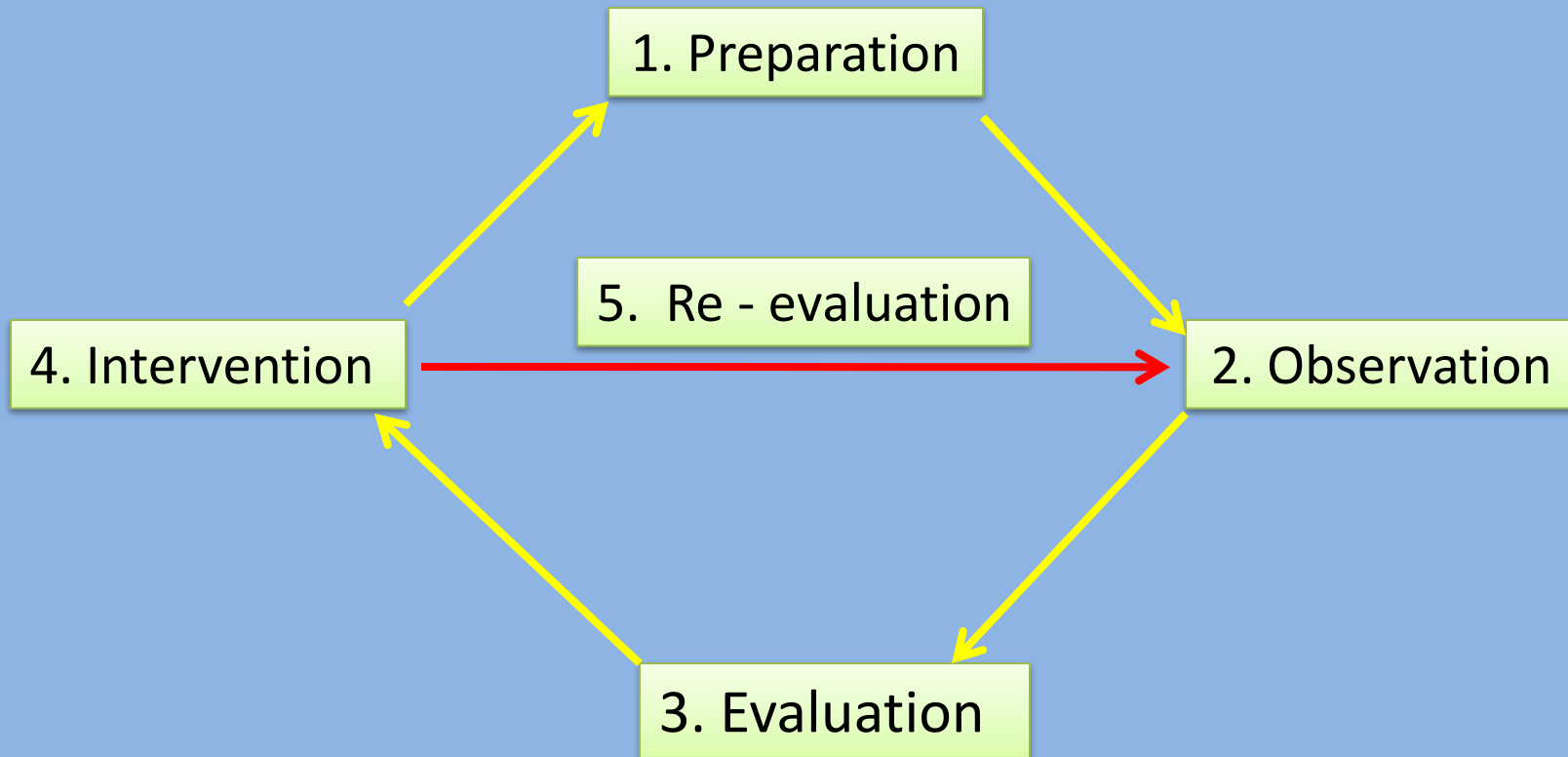


http://commons.wikimedia.org/wiki/File:Toray_PPO_2009_Patty_Schnyder_Rainer_Hofmann.jpg

– Characteristics

- Tends to be very flexible
- Strives to create an atmosphere of mutual respect
- Concerned for the welfare of the players

KNUDSEN – MORRISON MODEL OF QUALITATIVE ANALYSIS



Knudsen – Morrison Model of Qualitative Analysis



4. Intervention

Involves providing feedback and corrections to the performer, usually under practice conditions, to improve performance.

Key functions of feedback provided are to;

1. To motivate the performer

- A coach can provide feedback which motivates the performer to continue to strive for improvement or to re – assure the performer that progress is happening.
- Motivational feedback must be realistic.



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2. To Change Performance

- Feedback given to the performer aimed at changing the current level of performance.
- It is information provided to the performer on what needs to be changed for future attempts.
- Positive feedback should be included in the feedback as should some words of encouragement



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3. To Reinforce learning

- Feedback can be used to re – inforce learning or performance which increases the chances of the behaviour being repeated .



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