

# Take a page from your coaches play book: Teaching of technical and tactical skills

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# Background

- \* Athletic Training Education Program Director
  - \* Athletic trainers are “health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.”
- \* Who teaches in the KNR Coaching Minor
- \* Idea for this topic came out of teaching a coaching class – will use AT for an example though

# Presentation Overview

- \* Three stages of learning
- \* Teaching of Technical Skills
  - \* 4 steps
- \* Teaching Tactical Skills
  - \* Tactical Triangle
  - \* Tactical Skill Development Plan

Reference: Martens, R. *Successful Coaching*. 4<sup>th</sup> Ed. Champaign, IL: Human Kinetics.

# Three Stages of Learning

- \* Mental Stage
  - \* Objective – understand what to do to perform the technique correctly
  - \* Brain seeks connections with previous activities you've learned, familiar movement patterns, and begins to build a new neural network
  - \* Taught first through demonstration
  - \* Be careful to not show too much

# Three Stages of Learning

- \* Practice Stage

- \* Emphasis on quality of practice to refine the technique
- \* Less mental work – spend time refining the technique
- \* Errors decrease and performance becomes more consistent
- \* Don't give feedback on obvious errors – positive feedback is more helpful

# Three Stages of Learning

- \* Automatic Stage
  - \* Free up mental capacity that can be used to focus on other things (e.g. tactical skills)
  - \* Know how to fix own errors, but over analysis can become a problem
  - \* Practice important to keep it automatic

# Teaching Technical Skills

- \* Step 1: Introduce the Technical Skill
  - \* Get everyone's attention
  - \* Make sure everyone can see and hear you
  - \* Name the technique and explain how it is used in ...
    - \* The better the student understands why they are learning a particular technique and how it fits into the overall approach, the easier it is for them to develop a mental plan for it.

# Teaching Technical Skills

- \* Step 2: Demonstrate and Explain the Technical Skill
  - \* Demonstrating and explaining
    - \* Tell how the demonstration will be given and what to look for
    - \* Demonstrate the entire technique just as it would be used in real life
    - \* Demonstrate several times from different angles if possible
    - \* Adjust speed of demonstration and break into parts if needed
  - \* Relate the technique to previously learned techniques
  - \* Check for understanding



# Teaching Technical Skills

- \* Step 3: Practice the Technical Skill
  - \* Practice right technique
  - \* Practice in real life conditions
  - \* Keep practice short and frequent for new skills
  - \* Use practice time efficiently
  - \* Make optimal use of facilities and equipment
  - \* Make sure students experience a reasonable amount of success at each practice
  - \* Make a practice plan – games, challenges, gimmicks to add interest

# Teaching Technical Skills

- \* Step 4: Correct errors
  - \* Two types of information needed to correct errors
    - \* How performance compares to desired performance
    - \* How to change incorrect performance to look like desired
  - \* Observe and evaluate performance
    - \* Video is helpful
    - \* Stay positive
    - \* The more you know about and have experience with the technical skill, the easier it is for you to give feedback

# Teaching of Tactical Skills



- \* Tactical Triangle
  - \* “Players with excellent tactical skills have good game sense, or what Alan Launder described as ‘The ability to use an understanding of the rules; of strategy; of tactics and, most importantly, of oneself to solve the problems posed by the game or by one’s opponents.’”

# Teaching of Tactical Skills

- \* Reading the situation
  - \* Must first recognize what the problems are
    - \* Need the cognitive skills of **perception** (recognize and interpret sensory stimuli), **attention** (focus on what is relevant), and **concentration** (sustain attention/not be distracted)
  - \* Information is used to determine what technical or tactical skill to employ



# Teaching of Tactical Skills

- \* Tactical knowledge
  - \* The rules
  - \* Physical playing conditions
  - \* The strengths and weaknesses of the opponents
  - \* Their own strengths and weaknesses
  - \* The tactical options for the various situations within the game



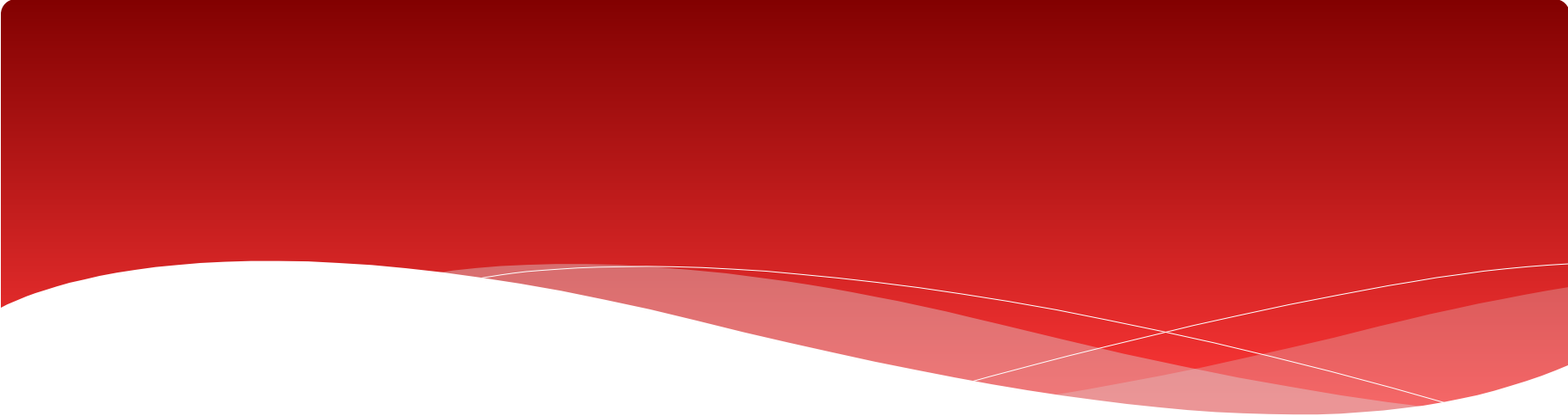
# Teaching of Tactical Skills

- \* Decision-Making Skills
  - \* Best method – participate in practice games
  - \* Other methods
    - \* Teach the tactics in whole, then in parts
    - \* Observe decision making of others
    - \* Observe themselves
    - \* Make practice variable – adjust situations throughout
    - \* Control feedback – be mindful of “paralysis by analysis”
    - \* Ask questions



# Teaching of Tactical Skills

- \* Tactical Skill Development Plan
  - \* Step 1: Identify the important decisions that must be made
  - \* Step 2: Determine what knowledge is needed to make a good decision regardless of the situation
  - \* Step 3: Identify the cues in the situation that should and should not be attended to, and help interpret these cues to decide on a likely course of action
  - \* Step 4: Identify the appropriate tactical options, guidelines, or rules that must be followed to make this decision
  - \* Step 5: Find or design at least one practice contest that provides an opportunity to work on reading the situation and selecting the appropriate tactic



*Experience is a fine teacher; it's true,  
But here's what makes me burn;  
Experience is always teaching me  
Things I'd rather not learn!*

-- Author Unknown