

Characteristics of Coaches in the Function of Achieving Sports Results

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Abstract: *Tactics as an integral part of every work, even professional and scientific, has its importance, its place and need. Not a single job, especially a complex and professional one, as it is in modern sports, can be done successfully and with quite likely, good, desirable and especially positive outcomes, if it is not well thought out tactically in advance, without an attempt to foresee and tactically anticipate every possible potential obstacle or so. This is especially evident in modern sports, whether they are of an individual or collective character, whether amateur, top-level or professional. The legality is very clear - the higher the level of the sport, the greater the importance of tactics in professional work. A modern professional coach, in modern sports, is in a situation where, in addition to training their athletes in tactical and technical terms, they have to understand tactics for their sport, competition, achieving results and similar much wider and more complex than it could be done at first glance. That is why on this occasion, out of the multitude of tactical problems faced by the modern expert in sports, only one segment of that work, the expert in sports, will be discussed - how to put the coach's qualities tactically into the function of achieving sports results?*

Keywords – tactics, sports results, characteristics of coaches

1. INTRODUCTION

Coaches in modern sports nowadays in our country, and mostly in the world, in the course of their professional education, i.e. preparing for the coaching call, in addition to acquiring the so-called general-educational, specialized, as well as all other knowledge, and since most of them are from work (amateur or professional), they are on a par with the opportunities to lead sports teams or individuals, i.e., in education to work with athletes. So they are in a good situation that they can directly and immediately practically check and practice with their sports teams, i.e. their athletes, the theoretical and practical knowledge they acquire in education and professional preparation for the coaching call. From the point of view of tactics in sports, if it is understood very broadly, this is almost an ideal professional and "sporting" situation. In recent times, the coach-athlete relationship has increasingly become the center of interest (Fraser-Thomas and Côté, 2009). With their attitude towards the athlete during training and competition, and the way they provide feedback, the coach can significantly influence the attitude and behavior of the athlete (Greblo, 2011; Stein, Bloom and Sabiston, 2012).

Certain "rules" of the behavior of sports coaches here, in modern sports today, are quite well known to coaches and other experts, and all of them are ultimately quite solid and educated for the professional coaching profession, but they are still very differently successful. The efficiency of a team, or an individual athlete, and the success of a particular coach, who is at their "head", are inextricably linked - no one is a successful coach of an unsuccessful team.

That is why, and rightly so, one can reliably identify a very professional problem here, and one that is very important for sports tactics itself - what are the characteristics of the coach's personality and to what extent are they related to the coach's success in performing coaching tasks.

2. COACH'S PERSONALITY TRAITS AND SPORTS TACTICS

In sports pedagogy today there are well-known models of athletes' preparation, which we meet under various names: "altitude" and "lowland", "dry" and "wet", "warm" and "cold", "sports" and especially "some other", as well as "stretching". It is relatively reliably (scientifically) known today how to ensure the top condition of athletes, how and by what means to raise the strength of athletes to the required level, how to maximally "spy" on the opponent, how to reliably "come to an agreement" with the referee or other necessary "persons", factors" or "structures", which are assumed to be able to significantly influence the ultimate goal of the work of the sports coach and the athletes themselves, that is, the sports success of the team. Many authors define a coach as a leading character in the development of an athlete's career (Tušak i Tušak, 2001, Krevsel, 2001, Martens, 1990; according to Dimec and Kajtna, 2009). Also, the training process is defined as the creation of a culture of development and an atmosphere of teaching and learning (Evered, Selman, 1989; according to Dimec and Kajtna, 2009). In this way, the coach is profiled as an extremely important figure in the process of achieving the athlete's success.

The system of connection of these basic functions of the trainer-pedagogue in the coaching role, from the point of view of tactics in sports, understood in the broadest sense of the term, as it is today the only and right thing in modern sports, points to the following two conclusions. The first is that a coach cannot, from the point of view of tactics, replace their failure as a coach in another function (interpersonal relations) with a high success in one of their functions (taking care of the tasks and goals of the team), although a certain "redistribution" of coaching duties is always possible in the team, so the coach (head coach) most often keeps taking care of the tasks and sports goals of the team-results, while they entrust the care of (inter)human relations to their assistant, which also belongs to sports tactics. Also, it is not possible, nor allowed in modern sport, from the point of view of tactics, to identify the overall coaching success with only one of these two basic functions. A very successful coach today perfectly performs team tasks, and at the same time takes care of their athletes individually, as well as their (inter)personal relationships. It has been proven in numerous researches that good interpersonal relations in the team and team bonding largely determine the motivation of athletes and sports achievements (Duda, 2001, Roberts, 2001).

On the whole, it seems that, observed from the point of view of tactics in sports, most of the "outcomes" of matches, and the results of all athletes today, consist of psychology and pedagogy, i.e. of tactics, although it is even more likely and closer to the truth, that the biggest part of psychology and pedagogy in competitions consists in the wise choice of coaches who will very successfully lead the "conflicting" teams, i.e. individual athletes, with wisely selected, prepared and very elaborate, but also applied tactics.

3. TRAITS OF THE COACH'S PERSONALITY IMPORTANT FOR THE SUCCESSFUL EXECUTION OF COLLECTIVE SPORTS TASKS

Successful execution of the team sports tasks is related to the cognitive abilities of each coach. Empirically, it has been established that the greatest connection exists between the ability to learn more specialized content during school, professional preparation and permanent improvement, i.e. self-education of coaches, and the successful performance of coaching, sports tasks in a coaching role. A coach, who, for example, most quickly and completely masters the scientific content of the tactics and technique of the sport in which they work, and later continuously and for a long time improve professionally, will certainly be able to more successfully apply the acquired knowledge by solving coaching tasks in the coaching role, which is, on the other hand, the issue of tactics in the modern and broadest understanding of the content of this term.

Why are, from the point of view of tactics, the cognitive abilities of coaches in modern sports today just as important for the successful execution of coaching tasks in preparation and assessment of the situation and opponents, decision-making, and their implementation in practice (training) and the so-called real situations (matches, competitions)? Explanations certainly exist and can be formulated in many reliable and tactically acceptable ways.

The coach, from the point of view of tactics, is always obliged to, when "receiving" a task, for example, from the management of the club, a certain collective, professional, or other body, or deciding for it themselves, using their ability to understand the space and time that are always available to them, player potential and opportunities and similar, imagine and understand tactical layouts, directions of attack and counterattack, and the order of execution of those tactical tasks (the so-called closer and next tactical tasks), of their own and opposing athletes, and use it tactically.

Furthermore, and from the point of view of tactics, as an important characteristic of their personality, the coach needs focused attention, in order to single out from the abundance of intelligence-scouting and other data about the opposing team and their own team, only those that essentially influence or can influence, not only on the course of the sports meeting, but also on its ultimate outcome.

In order to be able to incorporate various and varied data about the opposing team and their own team into tactical decisions about the upcoming sports meeting, or to solve the various competitive situations currently arising, from the point of view of tactics in sports in the broadest sense of the term, i.e. its content, the coach, in the modern sport, must use very wisely, efficiently and to the end their own numerical abilities, which must be represented, i.e. developed in the appropriate scope, intensity and quality, but at the same time they must be at an enviable cognitive level.

Memory is also a very important, cognitive attribute of a coach both in modern sports, which, from the point of view of tactics, they need in all phases of training, matches and other coaching professional work. In the immediate memory, the coach keeps data from the assessment of the situation (opponent, own strengths and other factors) and from the tactical decision made. These data, not only are numerous and change very quickly, but they are placed by the coach in a field that most often exceeds their perceptive field. In the long-term memory, the coach, on the other hand, retains, through experience and systematic practice (i.e. learning), various acquired data on all relevant factors of training and matches. Both types of memorized data (immediate and long-term) must be in the coach's field of awareness in order to make timely decisions and issue purposeful and rational orders to his athletes.

Reasoning is, moreover, a very important mental activity, without which, from the point of view of tactics in sports, there is no truly "usable" coach in sports. A coach, when it comes to tactics, should be able to quickly discover all connections and relationships,

as part of long-known facts: facts that have just been learned and directly seen during a game full of tactical changes and often dangerous events and situations. During each game (or training session), based on known facts, connections and relationships, the coach must observe regularities and principles, in order to understand the events that are taking place from them, by deductive reasoning.

However, even all that, from the point of view of tactics, is not always enough for the coach. A modern coach, highly and very professionally prepared for their profession and work, a professional, from the point of view of tactics, should also connect individual events during each game, observe the schedules of their own and opposing athletes, in order to tactically predict measures and intentions by inductive reasoning opponent and evaluated the outcomes of their own coaching decisions. The ability to critically (re)evaluate, from the point of view of sports tactics, is also necessary for every coach in modern sports, in order to always correctly evaluate the possible proposals of their athletes, their various decisions (and especially the captain's) during the game, as well as their own tactical imagine games, their ideas, variants, technical and tactical moves, etc. Some research has shown that coaches who primarily work on building the character of their athletes, and do not prioritize the result, can encourage many positive effects in their athletes (Boardley, Kavussanu and Ring, 2008; Boardley and Kavussanu, 2009).

Vivid imagination as well as the ability to imagine sports events, in the near and distant future, are needed by the coach, and to be able to predict what will most likely happen from the point of view of tactics when the opposing team and their own sports team "collide" and when mutually prepared tactics and technique „confront“. It is a path, from the point of view of a sports coach, which always allows them to reliably "control" future competitive events with current tactical decisions, ideas, conceptions, variants... Finally, every coach in modern sports today, tactically speaking, needs verbal skills, that they understand the notifications they receive (oral or written) and that they can tactically "interpret" their own ideas about the upcoming meeting into short, clear and obvious tasks, which will be verbally communicated and which will encourage their athletes to "break" the power of the opponent and achieve a desirable and favorable sports result.

It should also be borne in mind that often the speed of development of the mentioned cognitive processes, in the case of a coach in modern sports, will decide on the success of their tactical ideas and actions, not only because of the obvious enormous and timely speed of informing the coach during the game about the significant parameters of the opponent's and their team (in which, for example, the monitoring of basketball events is brought to perfection), but primarily so that the coach would warn the opposing coach with their timely and always fruitful tactical action, who, unfortunately, also has all this at their disposal tactically.

4. CONCLUSION

In the described way, it is possible to tactically make coaches more productive (by planned and systematic educational and self-educational work) in terms of both basic parts of their profession: the competitive results of the athletes they lead and their good (inter)personal relations. Contemporary psychological and pedagogical findings, from the point of view of sports tactics, are in favor of such a tendency, because it has been shown, and completely proven, that anything and everything can be taught and learned, and that even personality traits, temperament, character traits, as well as creative abilities, in their ultimate form, can be learned. Creating an emotional connection between the coach and the athlete is an important prerequisite for the success of the coach's work (Goleman, Boyatzis and McKee, 2002). That emotional connection, which manifests itself in the form of empathy and emotional contagion, is key in achieving a positive outcome in sports (O'Neil, Hopkins and Bilimoria 2009; O'Neil, 2011).

Therefore, tactics in every sport is necessary for every sports expert in modern sports, and that is why the efforts of theorists and practitioners to determine all the details related to tactics in sports are justified. In addition to the "general tactics of sports", every sport has its specificities from the point of view of tactics, which, also, in modern sports today, every sports expert should always and unequivocally respect in their professional work.

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