SOCOP_COACH: AN INSTRUMENT TO OBSERVE COACH'S PARAVERBAL COMMUNICATION INTO MATCH COMPETITIONS SITUATIONS.

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Abstract

This paper focuses on coaches communicative abilities in the course of games. We´ll use an Observational Methodology because it allows the observation of reality in a continuous way and in natural contexts as well as making observational instruments *ad hoc* for every situation of study.

We describes here a specific application of communication based on Observational System of Paraverbal Comunication SOCOP (Castañer, 2009) in practice. The instrument then is SOCOP-*Coach* and combines a field format with a category system for natural contexts (Anguera, 2003); it thus enables all observable paraverbal communicative actions to be categorized in an exhaustive and mutually exclusive way, for any sport coach. This system's objective is to study the communicative competences of the coach in competition, trying to understand, in this way, how the coaches conveys his whole communication in the course of the competition.

Key words: Observational Methodology, Futsal, Competition, Communicative Abilities, Coaches behaviour.

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Introduction

The behaviour of the coach in competition is of pointing out because it has several variables to be studied. At the level of the communicative competences, let's prune that few studies have been effectuated. According to Lima (2000) the importance of the communication has been little referred like one of the areas in which the trainer will gain an obvious competence in the current sport.
The communication between the coach and the team allows this one a definition and conquer of leadership practised in training and in competition, whereas allows the team to get motivation, self-confidence and self- esteem: crucial to obtain elevated performances.
The communication is a complex process that allows the exchange of messages between individuals. It is therefore, an activity more and more used in the modern human social relations. For Rodrigues, 1994, communication is the process of transaction and interaction of individuals with nature, the social institutions and the relationship each individual establishes with himself.

Forms and types of communication

For Bitti and Zani, (1993) the communicative act is the smallest unity able to make part of a communicative exchange and that a person can carry out with an only one and quite definite objective. It can be constituted only by the emission of a word or of a gesture; but it is more frequent to be composed from a combination of verbal and non-verbal elements. So, the conversation is a phenomenon of communication that wraps several verbal and non-verbal signs in a relationship of structured complexity. The language is clearly the central activity of the social interaction, though some authors put in evidence the importance and the function of non-verbal signs, either vocal or non-vocal type. For Ellis and McClintock, 1993, the verbal communication almost assumes a decided intention: to bring a message to someone, somewhere, without checking if the message is received and / or understood by those who is addressed to. In the current society, the human being is connected through two communicative channels: the verbal and non-verbal (Mesquita:1997). The verbal communication is the discursive, oral or written way where messages, ideas or emotional states are expressed. Non-verbal is not a discursive form, caused through many ways of communication. De Vries et alt (2008: 179) define communication style as "the characteristic way a person sends verbal, paraverbal, and nonverbal signals in social interactions denoting (a) who he or she is or wants to (appear to) be, (b) how he or she tends to relate to people with whom he or she interacts, and (c) in what way his or her messages should usually be interpreted". We agree with the first part of this definition: *communication style as the characteristic way a person sends verbal, paraverbal, and nonverbal signals in social interactions.*

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Why Paraverbal communication?

"Es importante hacer una aclaración previa en relación con relación con los conceptos *no-verbal y paraverbal.* Es obvio que el término más consensuado para referirse a las maneras de comunicación humana no estrictamente verbales es el de no-verbal. Consideramos que el uso de la negación de un término implica, de por sí, un sentido excluyente, así "verbal" y "no verbal" deberían entenderse como excluyentes y, en realidad son dos vías de comunicación que se coadyuvan mutuamente". (Castañer, 2009:233).

Communication does not express only words, the paraverbal communication reflects a basic role in the communicative process. In this way, it is very important for the coach's success that this one controls the non-verbal messages that he sends to his sportsmen, and recognises those who are sent back. The more sensitive is the coach to paraverbal communication, the more hypotheses he has to value, correctly, the increase of the feelings and attitudes of his sportsmen.

As Castañer (2009), the study of the human communication is so complex and exhaustive that we have to reflect in create an integrating plan that not only contemplates the verbal speech but also several areas of paraverbal demonstration. In this way, we have to identify a paraverbal structure composed by four dimensions: the Kinesis that is connected with the study of standard gestures of the body that we use with or without communicative meaning; the Proxemics is related to the study of the use of space environment in all the communicative situations that we produce; the Cronemics refers to the study of the use of temporal factors that happen in all the communicative situations that we build and the Paralanguage, which is centred in the study of all the vocal emissions (tone, accentuation, silences, etc.) where arbitrary verbal language is not included yet it goes with it. At the same time Castañer (2009) indicates that the peculiarity of these paraverbal character dimensions stand out for the capacity of showing themselves simultaneously and alternately, as we can perform two or more gestures at the same time, its location requires a doubtful methodological complexity to its multidimensional character. In its turn, the verbal language only allows the successive or linear use to us since we cannot utter two sounds on a simultaneous form.

Coach's communication

Related to communication in group, Cabin (1998) points on the idea that communication in groups obeys different complementary principles of interpersonal communication, as well as the interaction of the statute, the personality, together with the effects of the dynamic collective one, of its form, of its objectives and of its identity while a group. Also, we must focus here on the relation between communication and sport .While carrying out an approach of communication identities' and sport, we can establish some relations between both, (Pina and Rodrigues, 1994) where the profit of the players obtained during a competition, trainer-sportsman will be able to depend on the communication system in the relation, since transmitted information will give indications related to the realization

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of the tasks that they are carrying out and what they will be able to effectuate. In the opinion of Martens, 1999, the communication is a decisive set for the exercise of the coach's function. Training is, in his extract, a process of continuous communication. The way as the coach establishes the contact with his athletes is developed fundamentally through the verbal and non-verbal communication; nevertheless the first one is clearly more used in the collective performance. Also we took into account the System of Analysis of the Information in Competition (SAIC) carried out by Pina & Rodrigues (1993;1995). In the perspective of Cook (2001), the coaches spend most part of their time in training and competition passing out orders, indications or information to athletes, therefore becoming essential the capacity of communicating in an efficient way. However, if this situation does not happen, the relation coach-athlete can be quite dubious and sometimes dysfunctional, restricting in this way the performance. That's why, Mesquita (1997) recalls us that the true communication is a road with two senses, demanding at the same time capacity of being able to speak and of being able to hear. About the relation coach athlete, Sarmento, 1990, tells to us that the best coaches are those who can manage to anticipate and to identify the athlete's necessities in the sequence of what these perform in training. In agreement Daniels, 2000, the more efficient the transmission of information on the positive aspects of performing a technical / tactic element, the quicker it will be his learning and performance of what was passed on.

Methodology

The present research is focused on the analysis of the communicative competences of the coach in competition in the level of seniors' feminine futsal. So we intend to analyse as the coach conveys the whole communication verbal and paraverbal in the course of the competition. To establish the analysis of the coaches behaviour in competition we resort to the Observational Methodology (Anguera, Blanco & Losada 2000). This one presents itself an undeniable development in the last decades and whose scientific appearance is perfectly integrated.
Our work corresponds to these directives, since we analysed the coach's behaviour without influencing it -spontaneity of the behaviour-, we studied it in situation of competition -natural contexts-, where the drawing of our study is Idiographic, Punctually and Multidimensional I / P / M (Anguera, Blanco-Villaseñor, and Losada, 2001). Idiographic because it is centred on the analysis of an individual, punctual, because we use three plays without any pre-established and multidimensional sequence so that the system codes *ad-hoc* used is consisted of seven criteria and twenty three codes.

An Observational Instrument *ad hoc* to Coaches

A system of observation of codes is adapted from SOCOP (System to Observe Paraverbal Communication) (Castañer et al. 2007; Castañer, 2009). The athletic reality presents a diversity of events and behaviours, compelling in this way abdicating of standardised instruments, reverting the time for the instruments

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preparation *ad hoc*, when several situations were inserted in study. In this way, a deep analysis related to the investigation carried out in the context of the communicative competences, it showed us that there is not a tool of observation able to analyse the behaviour of the coach that concerns these competences.

For this study, the *ad hoc* System of Codes was built as SOCOP_*Coach,* with the purpose of studying the behaviour of the coach in what concerns communicative competences. For the construction of this system the directives of Observational Methodology (Anguera 2003) were followed. First we worked with not systematized registers, a simple description were carried out and in narrative style of all the observable competences and the gathering of the behaviours in analysis inherent in the observation object. Subsequently, we effectuated the systematization of codes where his nucleuses were defined codes observed and its degree of opening in accordance with the communicative skills was used in the athletic competition by the coach.

CRITERIA	CODES
Typology Criterion: The information concerns the sort of action to be developed or developed by the athlete.	*Instruction* (I): **The information is supplied with the intention of future motive actions' explanation.**
	Feedback (F): **The reciprocal action is referred as a valuable judgement in accordance with the performance of the athlete.**
Verbal Communication Criterion of Function – The information given by the coach represents a mediator role of the athlete's performance.	*Positive evaluation* (EP): **The coach carries out a favourable judgement of value of the athlete's performance.**
	Negative evaluation (NE) – **The coach carries out an unfavourable judgement value of the athlete's performance.**
	Description (D): **The coach reports the form as the athlete carries out or how it carried out the motive actions.**
	Prescription (P): **The coach communicates and directs to an athlete as it must carry out future motive actions.**
Criterion of Verbal Communication of Morphology – The information given by the coach is of a determined form established for the athlete.	*Interrogative* (IRG): **The coach questions the athlete on the effectuated performance, with the purpose of causing the capture of conscience of the made mistakes or the correct form of performance.**
	Imperative (IMP): **The coach informs the athlete of incontestable way about his form of performance to cause the decision's capture.**

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	Exclamatory (EXC): **The coach expresses a strong emotion in accordance with the athletes' performance.**
Criterion Paraverbal Communication of Function – The information given by the coach presents a gesture kinesis language with a communicative intention	*Regulator* (RE): **The information is supplied with kinesics gestures that control and link the moments of interaction together between people. It claims an immediate answer by the athlete.**
	Illustrator (IL): **The information is supplied with kinesics gestures with the purpose of reinforcing the verbal language that is used by the coach and does not claim an immediate answer by the athlete.**
	Observation (VB): **The coach visualizes without working or illustrating the result of the competition.**
Criterion Paraverbal Communication of Morphology – The information is carried out with kinesics gestures morphologically defined for the athlete.	*Emblem* (EMB): **The information is supplied with kinesics gestures iconacly definite and agreed where verbal language is not necessary.**
	Deíctic (DEI): **The information is supplied from kinesics gestures what indicate the location of people and / or objects.**
	kinetographic (KIN): **The information is supplied with kinesics gestures that draw motive actions gone to athletes.**
	Beats (BEA): **The information is supplied with kinesics gestures iconacly defined, according to the communicative style of the coach.**
Criterion Paraverbal Communication of Posture – The information is supplied from a determined postural position.	*Biped* (BI): **The coach maintains a biped posture without dislocation.**
	Sitting (SEA): **The coach maintains a thirsty position.**
	Locomotion (LOC): **The coach moves to the technical area.**
	Alteration of level (ALT): **The coach alters his posture regarding the height of his body.**
Criterion Communication of Adaptation – The information is supplied with kinesics gestures without expositive finality of control or of illustration. They produce physical contact and / or objectual.	*Self – adaptor* (SE): **The coach presents positions in which certain parts of his body get in touch with others without communicative intention.**
	Hetero–adaptor (HE): **The coach contacts with parts of his body with other people and / or objects without communicative intention.**

	Multi-adaptor (MUL): **The coach contacts with parts of his body with other people and / or objects at the same time without communicative intention.**

To analyse discount times we will be using at the same time to the system previously presented, a selection of criteria of the SOPAR (Castañer, 2009).

CRITERIA	CODES
Criterion of Singing Verbal	Monotonous: **Speeches Maintain a singing of similar voice in the course of.**
	Variable: **Changes of singing of voice in the course of the speech.**
Criteria of Volume Verbal	Low: **Reduction of the respiratory flow that provides a tiny level of audition.**
	Top: **Increase of the respiratory flow that allows an elevated level of audition.**
Criteria of Linguistic Staffs	"Walking sticks": **Repeated words generally short and standardized with a function equivalent to the adjustment kinesics gestures.**

Procedures to validate the system

The main interest of this paper resides on the Observational System SOCOP_*Coach* structure, that can be applied to any type of coach in competitive situations. Since we start from an already validated observational system SOCOP, we move to the empiric component that has served us to validate the communicative specificity from Futsal coaches in competition.

Sample

The sample was formed of two Futsal coaches from feminine senior rank. Four games were filmed, corresponding to a 10% of total played games in the course of the season: championship (visited and visiting) and cup, as it is proposed by Observational Methodology.
The sample´s number is related to the proposal done from Observational Methodology - the use of small samples, directing to a predominantly ideographic study and achieved diacronically (Anguera, M.T., Blanco, A. & Losada, J.L., 2001).

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Recording Instrument

We use an informatic aplication: Match Vision Studio v.3.0 (Perea, Alday & Castellano, 2005), conceived to make scientific investigation easy on sport activities, in what concerns Observational Methodology.

This software was created to facilitate the user on observation, codification, registration and analysis of any situation arising from a natural context, when the conducts are spontaneous. It's a totally open software . To make the codification of the motion action taken to the study, it's necessary to define in advance the field's formats and/or systems categories criterion and/or categories drawn *ah doc* by the investigator. Therefore, it allows the user to work with any type of observational data. The software is an interactive video coding program which allows effective recording of the time of occurrence of behavioural events. This software still uses the Microsoft Excel (97-2003) functions to register the data withdrawn in charts.

SOCOP-*Coach* was validated trough the loyalty inner e inter-observer.

Through Inner-Observer Fidelity our goal was to make sure that the same observer, on distinct moments, presented similar codifications of the several behaviur in study. Two codifications were carried out, by the same observer, on a one week break. The result was an agreement rate of 94,12% of Cohen´s Kappa calculated as a programme of SDIS and GSEQ (Bakeman and Quera, 1996).

Through Inter-Observer Fidelity our goal was to make sure that different observers, analysing the same game, can encode by the same way the behaviours in study. We obtained an agreement rate of 98,14 % of Cohen´s Kappa calculated as a programme of SDIS and GSEQ (Bakeman and Quera, 1996).

Conclusions

The observational methodology allowed us to achieve a great goal to this investigation. Where it was necessary to create an *ad hoc* instrument to collect and analyse the data registered through video and specific software application that allow us to systematize the categorization through a coherent way, accordingly to the filmed images and obtain the data. In this article we only exposed data related to the validation of the instrument but we obtained results that were related to the coach's paraverbal communication profiles in highly interesting competitive situations.

By observing the different games, we verified that coaches present some logical sequences along all games' process of time, because when they face certain situations, they adopt the same behaviour, already registered in previous games. Nowadays we are amplifying the sample and we are analysing data trough a specific way, Software THEME (Magnusson, 1996, 2000), that allows us to obtain log and lag conduct patterns in a recurring (log) and sequential (lag) way, and whose name is T-patterns. These patterns allow us to obtain valuable information about the coaches

communication profile skills that we hope to present to the researchers in following papers.

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