Coaching Smart: Using Quality Research and Best Practices to Excel in Sport

Coach education webinar (12-3-2014)
Wade Gilbert, PhD
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What is deliberate practice for coaches?
The power to influence, affect and lead other people is the key to being successful. Continue to learn. Knowledge is power.
Webinar Purpose

To share evidence-based strategies coaches can use to enhance their coaching knowledge through ongoing learning and professional development.
Webinar Outline

1. Types of coach knowledge (10 minutes)
2. Building knowledge: reflection (15 minutes)
3. Coaching science access points (15 minutes)
4. Question period (15 minutes)
TYPES OF COACHING KNOWLEDGE
An Integrative Definition of Coaching Effectiveness and Expertise

by

Jean Côté and Wade Gilbert

Reprinted from


Volume 4 · Number 3 · 2009
Coaching Effectiveness Defined

Consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection, and character in specific coaching contexts.
Types of Coaching Knowledge

1. Professional knowledge
   • Knowledge of sport and how to teach it

2. Interpersonal knowledge
   • Knowledge of others

3. Intrapersonal knowledge
   • Knowledge of self
1. Professional Knowledge

• Knowledge of the ‘game’
  – Sport specific techniques and tactics

• Declarative knowledge
  – Sport science principles (‘ologies’)

• Procedural knowledge
  – how to teach what you know (pedagogy)
Sources of Professional Knowledge

- Athletic experience
  - playing position (centrality)
  - Level and amount of experience

Case in Point: Bruce Bochy

Apprenticeship of Coach Observation

2. Interpersonal Knowledge

- Ability to connect with others
- Emotional intelligence
### Table 12.1: Application of emotional intelligence abilities to sport coaching

<table>
<thead>
<tr>
<th>Ability</th>
<th>Level</th>
<th>Analysis of Bob the Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceiving:</td>
<td>Average</td>
<td>Skilled at attending to his players’ emotions but sometimes misreads his own emotions.</td>
</tr>
<tr>
<td>• Identify own emotions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify emotions in others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using:</td>
<td>High</td>
<td>Effective at harnessing his own emotions to solve problems and think about creative solutions.</td>
</tr>
<tr>
<td>• Use emotion to facilitate own effective thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Generate emotions to assist own problem solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding:</td>
<td>Average</td>
<td>Understands well the basic of emotions but often misunderstands other peoples’ motives.</td>
</tr>
<tr>
<td>• Understand relationships and transitions among emotions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understand complex feelings and contradictory states.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing:</td>
<td>High/Average</td>
<td>Effective at managing his own and his players’ emotions but avoids confrontations with certain people.</td>
</tr>
<tr>
<td>• Ability to manage emotions in oneself and in others.</td>
<td></td>
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</tbody>
</table>
I’ve always liked questions. I think too many of us are too busy trying to prove we have the answers, and not enough of us are asking questions.
3. Intrapersonal Knowledge

- Self-awareness
- Introspection
Basketball’s John Wooden

**WHAT A COACH CAN TEACH A TEACHER**

UCLA coach John Wooden took all kinds of players and, year after year, taught them to be champions. His educational technique passed a rougher test than a classroom teacher ever faces. By scientific analysis, two researchers found that his precise, intense methods may be more effective than the clumsy tricks of standard pedagogy.

by Roland G. Tharp and Ronald Gallimore

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**Profile**

*The Sport Psychologist, 2004, 18, 119-137*  

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What a Coach Can Teach a Teacher, 1975-2004: Reflections and Reanalysis of John Wooden’s Teaching Practices

Ronald Gallimore  
University of California, Los Angeles

Roland Tharp  
University of California, Santa Cruz
Sources of Intrapersonal Knowledge

... could tell you what we did every minute of practice in my 27 years at UCLA. I could go back to the 48-49 year and tell you what we did on November 15th – minute by minute – and I think that helped me tremendously by doing those [plans] and I can refer back always. I would always make little notations following each practice, maybe too long, a couple of minutes or five minutes too long on this, or [we] need a little more attention to this, maybe taking into account how the season has progress (J.R. Wooden)

Intrapersonal Knowledge

“What matters most is what you learn after you know it all”
Types of Coaching Knowledge

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DEFINING COACHING EFFECTIVENESS

A focus on coaches’ knowledge

Wade Gilbert
CALIFORNIA STATE UNIVERSITY, FRESNO, USA

Jean Côté
QUEEN’S UNIVERSITY, CANADA
BUILDING KNOWLEDGE: COACH REFLECTION
In many ways, coaching is a reflective activity.
Continuous Improvement

• *Becoming is better than being*

• *Think evolution, not revolution*

• *Don’t let best get in the way of better*
Self-assessment is not a thing you do once in a while; it is something that should be taking place all the time. Bottom line: how can we get better?
Systematic reflection = separator
An Overview of Seven National High Performance Coach Education Programs

Bettina Callary
Cape Breton University

Diane Culver
University of Ottawa

Penny Werthner
University of Calgary

John Bales
International Council for Coaching Excellence
Reflective Practice

vs

Critical Reflection
Reflective Practice

• Reflecting on everyday events that occur as part of your coaching

• Goal = solve a coaching problem

• Surface-level approach (noticing)
“During a game, I try to notice things that we are doing that need to be adjusted, and I try to notice some things that the other team is doing so that in between periods I can make adjustments”

The Science of ‘Noticing’

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AMBIGUITY, NOTICING AND ORCHESTRATION

Further thoughts on managing the complex coaching context

Robyn L. Jones
CARDIFF SCHOOL OF SPORT, CARDIFF METROPOLITAN UNIVERSITY, UK

Jake Bailey
CARDIFF SCHOOL OF SPORT, CARDIFF METROPOLITAN UNIVERSITY, UK

Andrew Thompson
CARDIFF SCHOOL OF SPORT, CARDIFF METROPOLITAN UNIVERSITY, UK
We do not see with our eyes. We see with our brains.
Sport Coach Reflective Conversation

The PDCA Cycle of Continuous Improvement
Reflective Practice Features

1. Identify high impact performance gaps

2. Implement detailed action plans

3. Evidence drives analysis and next steps

4. Steady work towards noticeable improvement

Critical Reflection

• Self-induced periodic confusion
• Thinking about how we think
  – *meta-reflection*
• Goal = understand, challenge, and re-frame **mental models** of coaching and athlete development
Mental Models affect the way we see and interpret reality. They are like the filters through which we see the world.
What do you see?
An Investigation into the Coaching Approach of a Successful World Class Soccer Coach: Anson Dorrance

Jin Wang¹ and William F. Straub²

¹Kennesaw State University, Kennesaw, GA 30144, USA
E-mail: jwang@kennesaw.edu
²Sport Science International, Inc., USA
Figure 1. The Eight Components of Coach Dorrance’s Effective Coaching Approaches

1. Effective Leadership style
2. Promote discipline and create positive team environment
3. Create competitive team environment
4. Teach the key psychological principles
5. Challenges of coaching and competing with strong opponents
6. Development of elite athletes
7. Coaching decorum in competition
8. Development of elite coach
Summarizing Coach Reflection

Reflective Practice = Single Loop Learning

Critical Reflection = Double Loop Learning
As soon as I write it down, there’s some change being made or there’s something being discovered or I’m learning something else ... and now I’ve got to go back and rearrange it. (Dan Gable, US Olympic wrestling coach)
COACHING SCIENCE
ACCESS POINTS
1.8 million; 28,000
Analysis of Coaching Science Research Published From 1970–2001

Wade D. Gilbert and Pierre Trudel

Journal of Coaching Education

Mapping the World of Coaching Science: A Citation Network Analysis

Sandrine Rangeon
University of Ottawa, Canada

Wade Gilbert
California State University – Fresno, USA

Mark Bruner
Nipissing University, Canada
## Sources of Coaching Science

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>• Scientific journals</td>
</tr>
<tr>
<td></td>
<td>• Dissertations, theses</td>
</tr>
<tr>
<td><strong>Overviews</strong></td>
<td>• Coaching books</td>
</tr>
<tr>
<td></td>
<td>• Trade publications</td>
</tr>
<tr>
<td><strong>Stories</strong></td>
<td>• Auto/biographies</td>
</tr>
<tr>
<td></td>
<td>• Popular media</td>
</tr>
</tbody>
</table>
Coaching Stories

**Phil Jackson**
And Hugh Delehanty

**Eleven Rings**
The Soul of Success

**Augie Garrido**
With Wes Smith

**Life Is Yours to Win**
Lessons Forged from the Purpose, Passion, and Magic of Baseball
Coaching Stories
Coaching Overviews
Coaching Overviews
Coaching Overviews

• Olympic Coach Magazine
  • *US Olympic Committee*

• Coaching Edge
  • *SportsCoach UK*

• Coaches Plan
  • *Coaching Association of Canada*
Coaching Research
Emerging Sources for Research

Sports Coaching Review

International Sport Coaching Journal

Reflective Practice
The Authentic Coaching Model: A Grounded Theory of Coaching

Steven C. Barnson
University of Nevada, Las Vegas
Exploring Novel Considerations for the Coaching of Masters Athletes

Bradley W. Young
University of Ottawa

Bettina Callary
Cape Breton University

Peter C. Niedre
CanoeKayak Canada
Coaching in South Africa

Jerry Segwaba
South African Sport Confederation and Olympic Committee

Desiree Vardhan
South African Sport Confederation and Olympic Committee

Patrick Duffy
Leeds Metropolitan University
Mastery, Autonomy and Transformational Approaches to Coaching: Common Features and Applications

Stewart A. Vella and Dana J. Perlman
University of Wollongong
The Golden Era of Volleyball Coach Education

Mike Hebert
Digest contains a listing of pertinent, recent coaching and coach education articles and updates from other sources.

**Are Athletes Really Getting Faster, Better, Stronger?**


http://www.ted.com/talks/david_epstein_are_athletes_really_getting_faster_better_stronger

Investigative report and former senior editor at Sports Illustrated, David Epstein provides an engaging discussion on the history of athletic achievement. Epstein, also the author of the Sports Gene, shares many examples of the key factors that influence our ability as a human race to continue to shatter athletic records. Epstein notes, however, that current athletic records are not as impressive as we might think when advances in technology and talent recruitment are considered.

**A Confirmatory Factor Analysis of the Coach Behavior Scale for Sport**


**Hard Fact or Illusion? An Investigation on (Psychological) Momentum in Female Elite Handball from a Team Perspective**


This Swedish study was designed to investigate the prevalence of psychological momentum in female elite handball. Results showed that momentum was not found in every match, but five-minute periods of momentum do occur in nearly 75% of all matches. This result led to the conclusion that athletes base their belief in momentum on such short-term periods.

**Looking at Success from its Opposite Pole: The Case of Talent Development in Golf in Denmark**


The holistic ecological approach to studying athletic talent development environments (ATDEs) was used with a golf team in a sport academy in Denmark. The golf team...
SuperCompetent: The Six Keys To Perform at Your Productive Best.


Reviewed by Pierre Trudel, University of Ottawa, Canada.
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