Outcomes

1. Explore the development journey for coaches
2. Investigate the relationship between formal and less-formal aspects of coaching
3. Consider the implications for learning and managed coach development
4. Present examples of coach development opportunities

Coach Development Journey

The Wedding Cake Model
Coach Development Journey – Context

Performer

Coach

Environment

Coach Development Journey – Thinking Skills

Disciplinary thinking → Multi-Disciplinary thinking → Inter-Disciplinary thinking

Cascade → Creative thinking

Coach Development – Learning by sharing

Observation of Excellence within → outside

Reflection on own practice assisted self → on practice → assisted self in practice

Working with experts within → outside

Interdisciplinary Project

Interdisciplinary Project

1. identify, utilise and coordinate the input of a team of expert support staff (administration, science, medical etc.)
2. demonstrate innovative thinking and creative problem solving to manage risks and implement effective decision making
3. demonstrate models of good practice in the practical application of cutting edge knowledge and technology
4. adopt an inter-disciplinary approach towards improving performance and solving problems in the field

Outcomes
Coaching Problem - Feedback

Athlete with recurrent injury
Injury prone athlete
Athlete recovering from serious injury
Athlete underperforming in competition
Athlete performance plateau
Athlete not fulfilling potential
Underdeveloped talent that needs coaching
Athlete in transition

1. Introduction to the problem
Talented athlete consistently underperforms at major championships

2. Framing the problem – major factors
- fishbone
- brainstorm
- reframe

3. Framing the problem – identifying causes
- ‘need to know’ list

4. Investigate major lines of inquiry

Problem Solving – Steps to Success

1. Introduction to the problem
2. Framing the problem – major factors
3. Framing the problem – identifying causes
4. Investigate major lines of inquiry
5. Proposals for coaching intervention
6. Implement coaching intervention
7. Review and adapt
Talented athlete consistently underperforms at major championships.

- Type of error: over-training, periodisation, recovery
- Family/homesick
- Relationships
- Exams
- Work
- Mentor – Facilitates learning and understanding
- Technical Advisor – Provides sports specific knowledge
- Specialist – Provides non-sports specific knowledge, e.g. nutrition, psychology, physiology
- Co-coach – Suitable person, expert in modelling good coaching practice

1. Introduction to the problem
2. Framing the problem – major factors
3. Framing the problem – identifying causes
4. Investigate major lines of inquiry
5. Proposals for coaching intervention
6. Implement coaching intervention
7. Review and adapt

Developing Coaches – Implications?

- Do we need to rethink how disciplinary knowledge is presented/acquired?
- Is the acquisition of (explicit) knowledge tied closely enough to the practice of coaching?
- Does coach development give enough emphasis to developing the less formal/concrete aspects of the coaching process?
- To what degree do we consider the coaching context and its relationship with the development and application of technical knowledge?
- Is there sufficient focus on developing the intra and interpersonal skills of the coach that enable formal and informal learning?
Mentoring in Competition - UKSGs

Scope
- UKSGs is a development event for ALL those involved including coaches
- 6 English Divisional Head Coaches (3M/3F)
- In competition observation, feedback and review using multi-method approach leading to positive change in coaching behaviour

Phase 1 – Pre Competition Briefing
- Introduction
- Expected outcomes,
- Methodology
- Terms of engagement
- Agree areas of coaching practice in competition that are key
- Profile head coaches against profile and agree individual areas for focussed observation and feedback

Cascade

Mentoring in Competition - UKSGs

Phase 2 – Competition Observation
- Establish a shared understanding of the learning objectives and intended outcomes (coach and performers)
- Observe the coach, individual performers and small groups for extended periods of time
- Collect data on coaching behaviour
- verbal (audio) exchange,
- visual (video) behaviour and
- observer rating

Cascade

Mentoring in Competition - UKSGs

Phase 3 – Debrief
- Describe events using a storyboard and neutral statements
- In situ post match feedback and professional conversation about focus areas
- Establish agreement on what has been witnessed and probe for deeper understanding and reflection
- Group debrief on process and common findings including peer review of performance around key case examples
- Offer of individual 1:1 feedback post event including personalised video/audio highlights DVD edited around focus areas

Storyboarding

The jumpers can’t produce the hitch kick so there is no point you asking them to.

Why were you asking the jumpers to hitch kick, they didn’t seem to do what you asked?

I noticed that you were giving instructions to the jumpers. Most of the jumpers were....

Cascade

Storyboarding

I noticed that you....
You chose to....
The performers were....
There was a moment when....
You spent some time....
You showed athletes....
During the [period] you ....