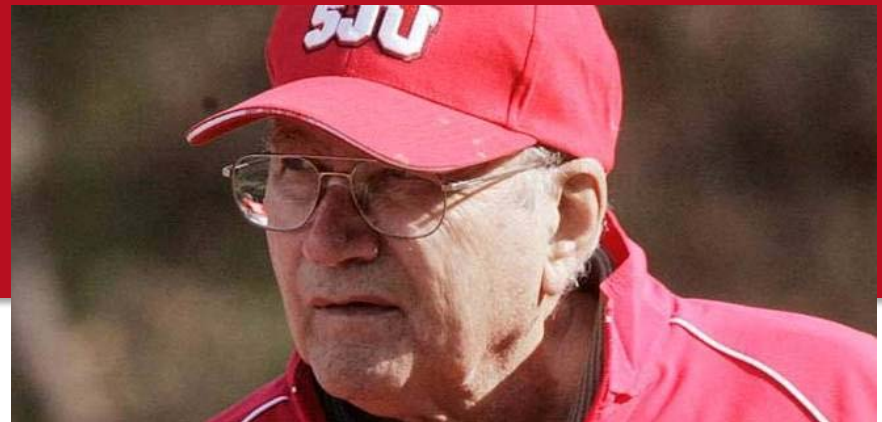




THE OHIO STATE UNIVERSITY

Redeveloping Coaching Effectiveness

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- **Sport Coaching**
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Sport Coaching

- “a process of guided improvement and development in a single sport and at identifiable stages of athlete development” (ICCE, ASOIF, & LMU, 2013, p. 14)
- **Participant Coaching** – children, adolescents, adults
- **vs.**
- **Performance Coaching** – emerging, performance, high performance
- **In the U.S.** – youth sport, high school, intercollegiate, professional



Coaching Expertise Issues

An expert coach is “able to coach more athletes to higher levels of success in a greater variety of environments in a shorter amount of time than less expert coaches (Schempp et al., 2006).

Linear Perspective

- **Criteria:** 10-plus years coaching, playing experience (10,000 hours), elite/national level coaching, coaching recognitions & awards, elite athletes (Côté et al., 1995; Nash & Sproule, 2009; Saiz et al., 2009)
- **Stages:** *beginner coach, competent coach, proficient coach, and expert coach*
(Schempp et al., 2006)
- **Wharton & Rossi (2015) – Coaching expertise** benchmarks are not concrete



Coaching Development

Coaching Development: “a chain of developmental outcomes and activities that occur in response to personal and contextual requirements over a period of time” (Côté, 2006, p. 218).

Less-linear Perspective (a coach in ANY context an expert)

- **Youth Sport:** License levels of youth soccer coaches
(Stephenson & Jowett, 2009)
- **High School:** ability to *reflect, adapt and innovate*
(Gallimore et al., 2014)
- **College:** Hall of Fame football coach’s *idiosyncratic* development
(Gearity et al., 2013)



Coaching Effectiveness

- “The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection, and character in specific coaching **contexts**.”

(Côté & Gilbert, 2009, p. 316)





Model of Expertise Redevelopment (Grenier & Kehrhahn, 2008)

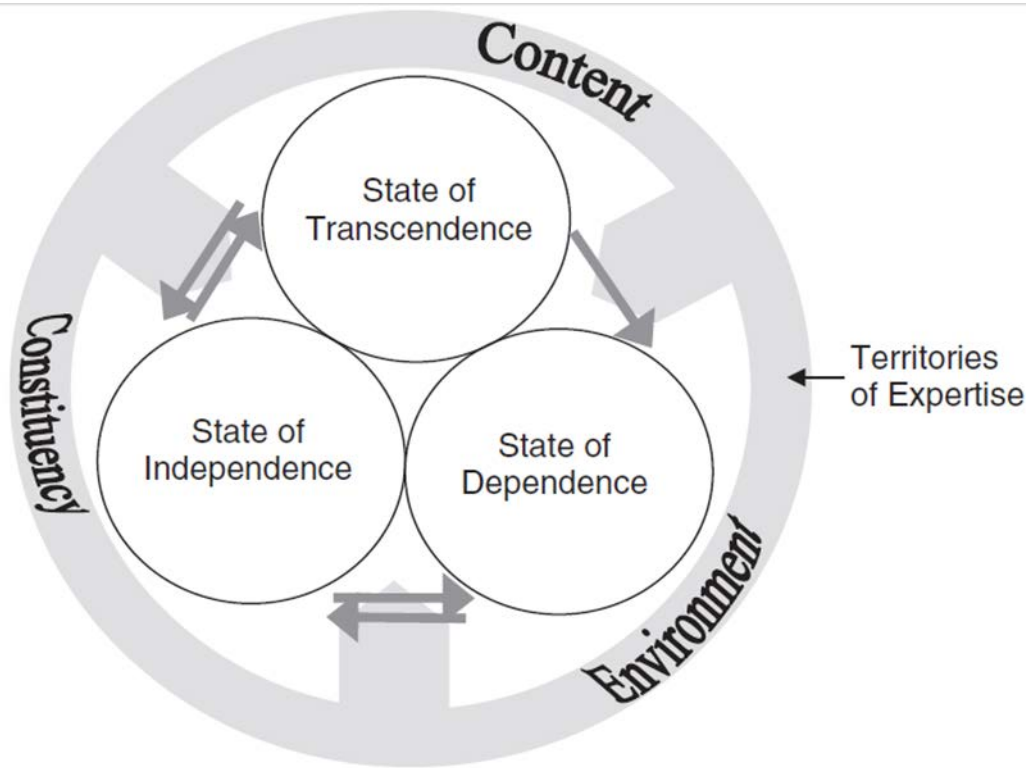


FIGURE 1: The States of Expertise Redevelopment and the Territories Acting on the States



States of Expertise (Grenier & Kehrhahn, 2008)

Dependence: A personal **reliance** on surrounding sources or people

Independence: **Experimenting** with new learning techniques until **improved upon** to a comfort level that they are **implemented**.

Transcendence: Knowledge and skills are **innately developed** to a confidence level of **improvising** and even **disputing and modifying** existing practices

Territories of Expertise (Grenier & Kehrhahn, 2008)

Content: “the knowledge an individual has to **demonstrate** a skill and the specific information needed to **function** in a role” (p. 209).

Environment: An organizational structure, geographical location, and culture that an individual works.

Constituency: “shapes expertise and encompasses those groups that **influence or are influenced by** the individual” (p. 210).



- Effective coaches redevelop **(Steve Spurrier)**

(Grenier, 2013)

- Context MATTERS



- “it is a change in the territory that requires the coach to adapt and redevelop their expertise in order to operate effectively.”

(Turner et al., 2008, p. 322).



Proposed Model of Coaching Effectiveness Redevelopment (MCER)

1. Territories of Coaching Effectiveness
2. States of Coaching Effectiveness





Implications

- 1. Coaching curriculum
- 2. Professional development
- Coach developers – on-site coaches and mentors

Future Research

- 1. Make meaning of MCER through perceptions of effective college coaches
- 2. Changing team culture by MCER