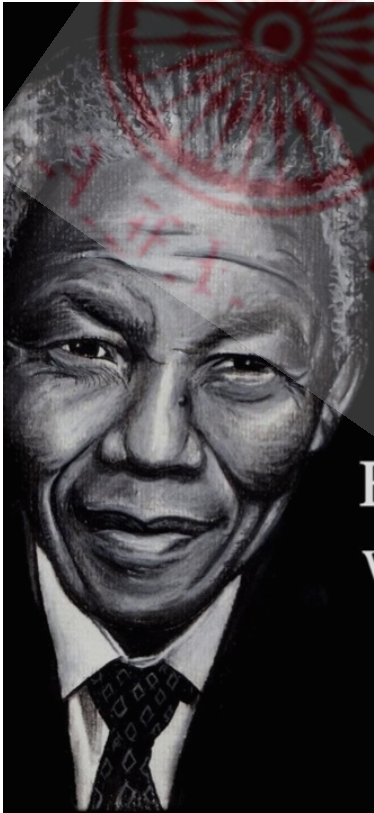




ATHLETICS
FEDERATION OF INDIA

COACHING PHILOSOPHY



Education is the most powerful weapon
which you can use to change the world.

- Nelson Mandela

CORE VALUES OF COACHING

- Why?** A calling to teach sport and life skills
(e.g. commitment, teamwork, courage, discipline, etc.)
- How?** Demanding and efficient practices, competition management, traditions
(team dinners, goal setting, senior recognitions, etc.)
- What?** Better athletes and people compete to win in sport and life
(play like a champion and become good citizens)

Gilbert 2017



Unconscious incompetence

You are unaware of the skill and your lack of proficiency



Conscious incompetence

You are aware of the skill but are not yet proficient



Unconscious competence

Performing the skill becomes automatic



Conscious competence

You are able to use the skill, but only with effort

„The athlete makes himself. It's not the coach who makes the athlete.“

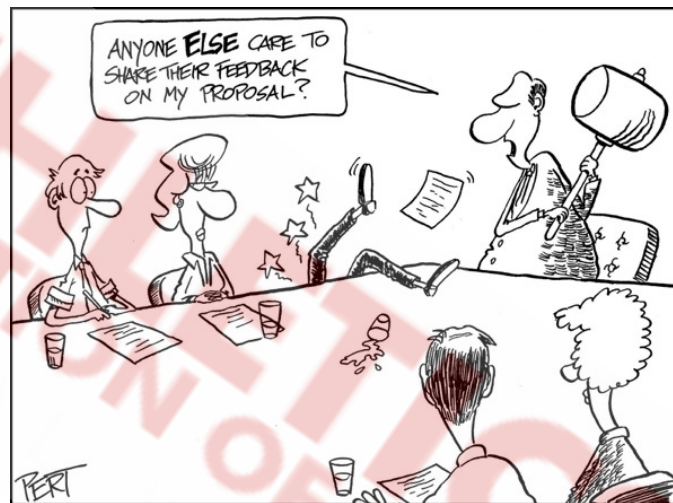


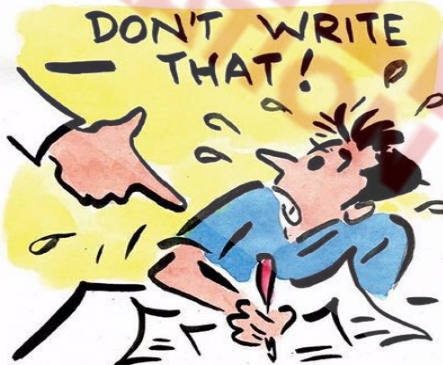
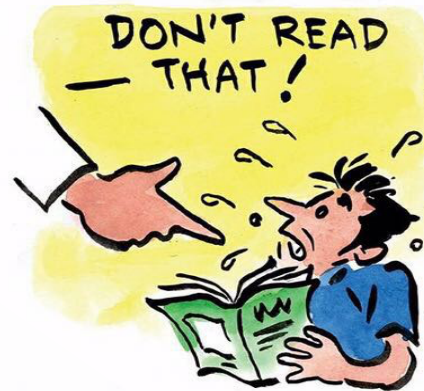
ATHLETE CENTERED APPROACH

Encourage your athletes to take responsibility

Create ownership and guide your athletes

„Questioning is an essential tool in facilitating learning within an athlete-centered approach. Coaches help athletes learn and develop self-awareness through posing purposefully phrased questions. This engages players on a conscious level and enhances concentration and therefore athlete intensity (Kidman & Davis, 2006).“





SIX COMPONENTS of COACHES' EDUCATION

Level 1 – those that *affect* coaching behaviors

coach's personal characteristics

athletes characteristics

contextual factors

knowledge, philosophy, social demands

physical, mental, social characteristics

resources

Level 2 – those that *represent* coaching behaviors

competition

training

organization

interaction before / during / after competition

technical / mental / moral / tactical skills, conditioning, intervention style

planning, managing

Jean Cote, 2006

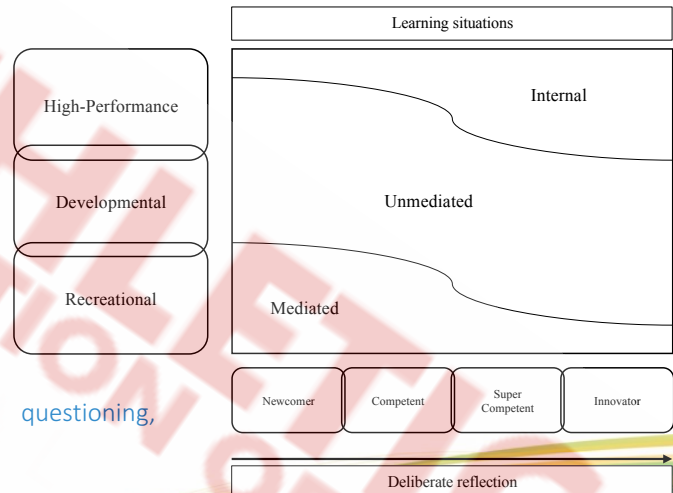
- Merely seeing “coaches as learners” separate from the activities they’re regularly engaged with and independent from their environment will not provide a clear picture of coaching development.
- Educational programs for coaches have to have **consistent “match-ups”** between the **objective** of the individual coach, the **context** in which the coach works and the **developmental level** of the coach’s athletes.

COACHES' DEVELOPMENT

During their coaching career, coaches undergo a progression from '**newcomer**' in the beginning, to '**competent**' and '**super-competent**' with a given level of experience. The ultimate stage of coaching is the so-called '**innovator**'. People who are able to apply knowledge they gained in other (sport science) fields.

The main factor influencing the progression of coaches within the continuum from newcomer to innovator is the ability of '**deliberate reflection**'. This requires a '*growth mindset*' and the ability to introspect.

→ Innovators are particularly good at associating, questioning, observing, experimenting, networking



CONCEPTUAL MODEL OF COACHING

“Coach’s behaviors, dispositions, education and experiences are determinants of coaching success.” – summarized as *coaches knowledge*

Knowledge here represents the complex structure of coaches’ declarative (knowledge) and procedural (doing) knowledge.

“**Athletes’ outcomes** is the second component. It reflects the variations in athletes’ attitudes, behaviors, or performance that can result from different types of coaching.”

The third term is **coaching contexts**, which explains the coaching environment

→ A comprehensive definition of coaching effectiveness and expertise should integrate the three components *coaches knowledge, athletes’ outcome* and *coaching contexts*.

Cote & Gilbert, 2009

COACHES' KNOWLEDGE

The Integration of the Triad of Coaches' Knowledge

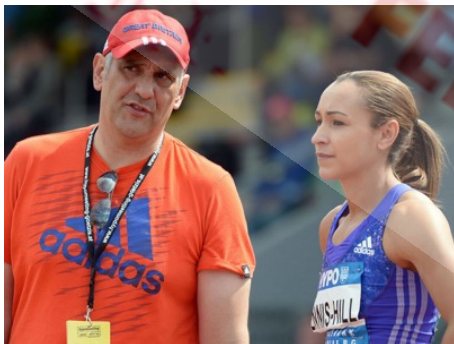
"The vast array of coaching and teaching literature suggests that coaching effectiveness and expertise should include **professional**, **interpersonal** and **intrapersonal** knowledge."

"At some level, the three forms will overlap."

Collinson (1996) suggests that the link among these triad results in the following:

- Good habits of thinking
- Maturity
- Wisdom
- Capacity to reason and make judgements

COACHES' KNOWLEDGE



Coaches' interpersonal knowledge

The effectiveness of a coach depends on his individual and group interactions.

“Coaching is a complex, reciprocally-influential process based on systems of social interactions.”

- It is important for coaches to continuously improve the interpersonal knowledge base.

Coaches' intrapersonal knowledge

The understanding of oneself and the ability for introspection and reflection.

- Coaches have to translate experience into knowledge and skills.

Cote & Gilbert, 2009

ATHLETE's OUTCOMES

“Effective coaching (...) results in either performance outcomes (measured either in terms of win-loss percentages, individual player development, or success at the national or international level) or positive psychological responses on the part of the athletes (e.g. high perceived ability, high self-esteem, intrinsic motivational orientation, or high level of sport enjoyment and satisfaction).” Horn, 2008

Desirable outcomes emerging from an interaction between athletes and coaches are condensed in the four C's:

Competence, Confidence, Connection, Character / Caring

→ *“Athlete's level of competence in their sport (...) is the most obvious outcome of coaching.”*

Cote & Gilbert, 2009



ATHLETE'S OUTCOMES

Effective coaching should result in a change of the four athletes' outcomes (Cs)

Competence Sport-specific technical and tactical skills, performance skills, improved health and fitness, and healthy training habits

Confidence Internal sense of overall positive self-worth

Connection Positive bonds and social relationships with people inside and outside of sport

Character Respect for the sport and others (morality), integrity, empathy, and responsibility

→ Servant leadership is a relatively new coaching style. "Results showed that athletes of coaches who fit the profile of servant leaders scored significantly higher on almost all measures of athlete competence and confidence."

Cote & Gilbert, 2009

ATHLETE's OUTCOMES

Athletes confidence, connection, and character

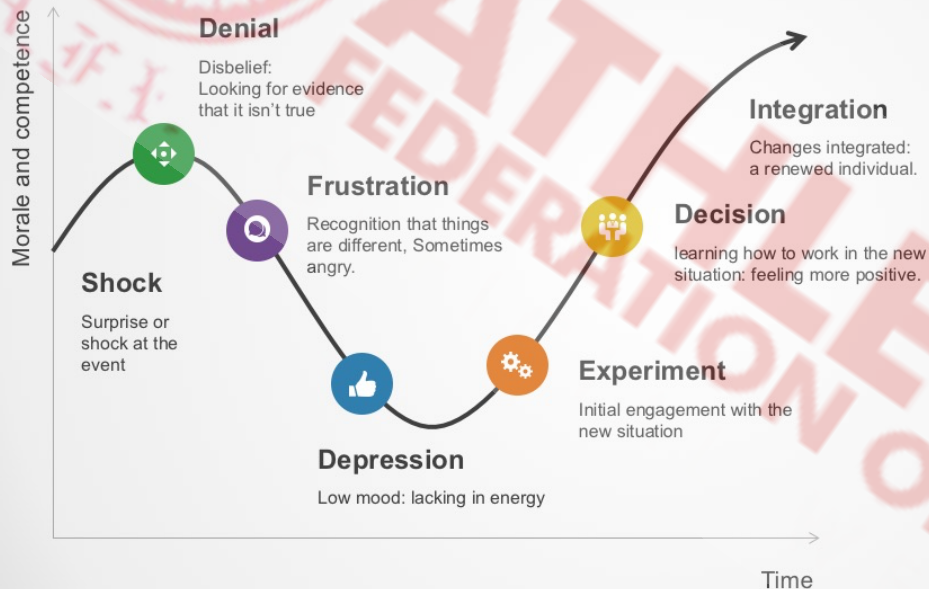
Several studies have shown that coaches' knowledge and behavior have a significant influence on an athlete's psychological profile, affecting such characteristics as self-esteem, satisfaction, and perceived competence.

"The development of highly motivated, self-determined, and invested individuals in any domain requires an environment that provides opportunities to make autonomous decisions, develop competence, and feel connected to others." Deci and Ryan, 2000

- Coaches have to provide an optimal learning environment in which athletes feel supported (regarding decision-making, competence-development and connection)

Cote & Gilbert, 2009

The Kübler-Ross Change Curve



Creative Alignment

Maximize
Communication

Spark Motivation

Develop Capability

Share Knowledge



forget
THE
mistakes.
Remember
THE
lesson.



COACH-ATHLETE RELATIONSHIP

- Develop a positive, trustworthy relationship with your athletes
- Encourage feedback and create ownership
- Increase competency of your athletes
- Align your goals
- Increase intrinsic motivation
- Create a culture of 'shared successes' in training and competition



RELATIONSHIP

Requires...

Trust

...is based on...

Communication

...needs...

Alignment





COMMON GOAL

The most common goal for athletes and coaches is an **improved performance level in training and competition.**

That requires a long-term planning to increase the repeated number of intensive training sessions on a likewise high or increased quality level.

An improved level of (all) bio-motor abilities as well as enhanced technical and coordinative skills become mandatory. Physical and technical development have to go along with each other.

A holistic training process offers a fundamental base to the athletes, upon they are able to train, but also to recover.

Specific

S

Achievable

M

A

R

Timely

T

Measurable

realistic

MINDSET

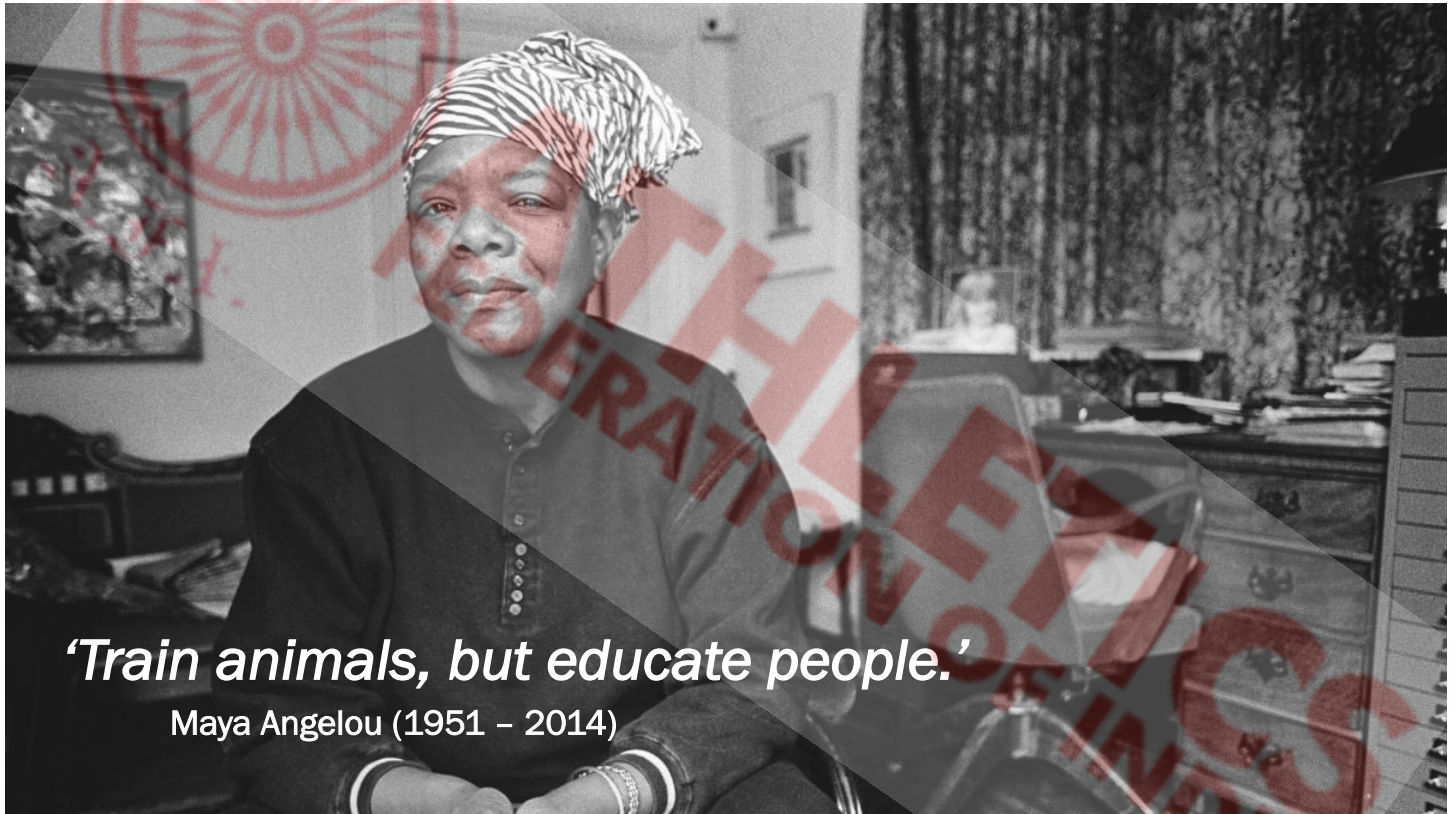
'To the degree we're not living our dreams, our comfort zone has more control of us than we have over ourselves.'

Peter Mc Williams, American Author (1944 – 2000)

Instead of increasing their comfort zone, we have to encourage our athletes to leave it and to take responsibility for their own actions.

As coaches, we've to be role models and lead by example.
'Get comfortable with being uncomfortable'





'Train animals, but educate people.'

Maya Angelou (1951 – 2014)

QUESTIONS?

Why do I coach?

What are my values?

What types of experiences do I want my athletes to have?

What is the definition of athletic success?

What is the purpose of sport?

What are my responsibilities to my athletes?

How should I discipline my athletes?

What are my ethical standards?

Gilbert 2017