

Happy Holidays



CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

CIAC COACHES UPDATE

www.ciacsports.com

December 2013 Volume III Issue X Dr. Bob Lehr, Editor

Warm holiday wishes from everyone at the CIAC offices.

The recently completed season has been one of the most successful on record; large crowds, generally favorable weather and high level competition were the highlights of the 2013 fall season. Congratulations to all the coaches and their respective teams that made it to the CIAC tournament, and a special salute to all who made it to the finals.

Previous editions of Update have featured articles on periodization. Now is a perfect time for the coaches of fall sports to plan the year ahead, both from a macro-cycle perspective as well as a micro-cycle view. Also, as has been presented in a previous Update, consideration should be given to an individual evaluation of each team member expected to return for the 2014 campaign. Coaches may also find that this is the ideal time to do a self-reflection exercise on their coaching efforts for the past season. Samples of a coaches self-reflection tool are available from the CIAC office.

Best wishes to all the coaches of winter sports. We sincerely hope that you find great joy and fulfillment in your coaching efforts, and that you always know that you are important to each of your student-athletes.

Happy Holidays!

Bob Lehr, Editor

SAMPLE POOL SAFETY PLAN & A COURSE TO QUALIFY COACHES AND PE TEACHERS NOW BEING OFFERED see page 8

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The Role of Deliberate Practice in Becoming an Expert Coach: Part 1 – Defining Coaching Expertise

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Deliberate practice, or the 10,000 hour rule, is among the most popular and referenced expertise frameworks at the moment. While writing this paper we performed a quick Google search of 'Deliberate Practice' and were rewarded with over 23 million results, surely enough material to keep any coach busy for several lifetimes! We can now even watch a deliberate practice experiment in action as American Dan McGlaughlin attempts to become the first person to systematically test the 10,000 hour rule as he strives to become an expert golfer and qualify for the PGA tour (www.thedanplan.com). Despite its widespread adoption as a guiding framework for developing expertise in performers, we have yet to find clear guidelines for how to apply deliberate practice to the development of *coaching expertise*.

In our current roles we spend much of our time coaching coaches and designing coach education systems. We have found that although coaches are now quite familiar with deliberate practice and make great efforts to integrate the principles into the design of their athlete training sessions, it is not natural for them to use this framework in their own personal development. We have often thought about writing a series of brief articles designed to help coaches apply deliberate practice principles to the development of their own expertise. The current paper represents our first attempt at accomplishing this task. At the moment we envision at least three installments in this series – one to be published in each of the next three issues of *Olympic Coach* magazine. We devote this first paper to describing current views on coaching expertise – the desired outcome of deliberate practice for coaches. We also use this initial paper to provide a brief overview of deliberate practice principles. In the second and third articles we will provide a critical discussion and suggestions on how to apply deliberate practice principles to typical coaching tasks.

Defining Coaching Expertise

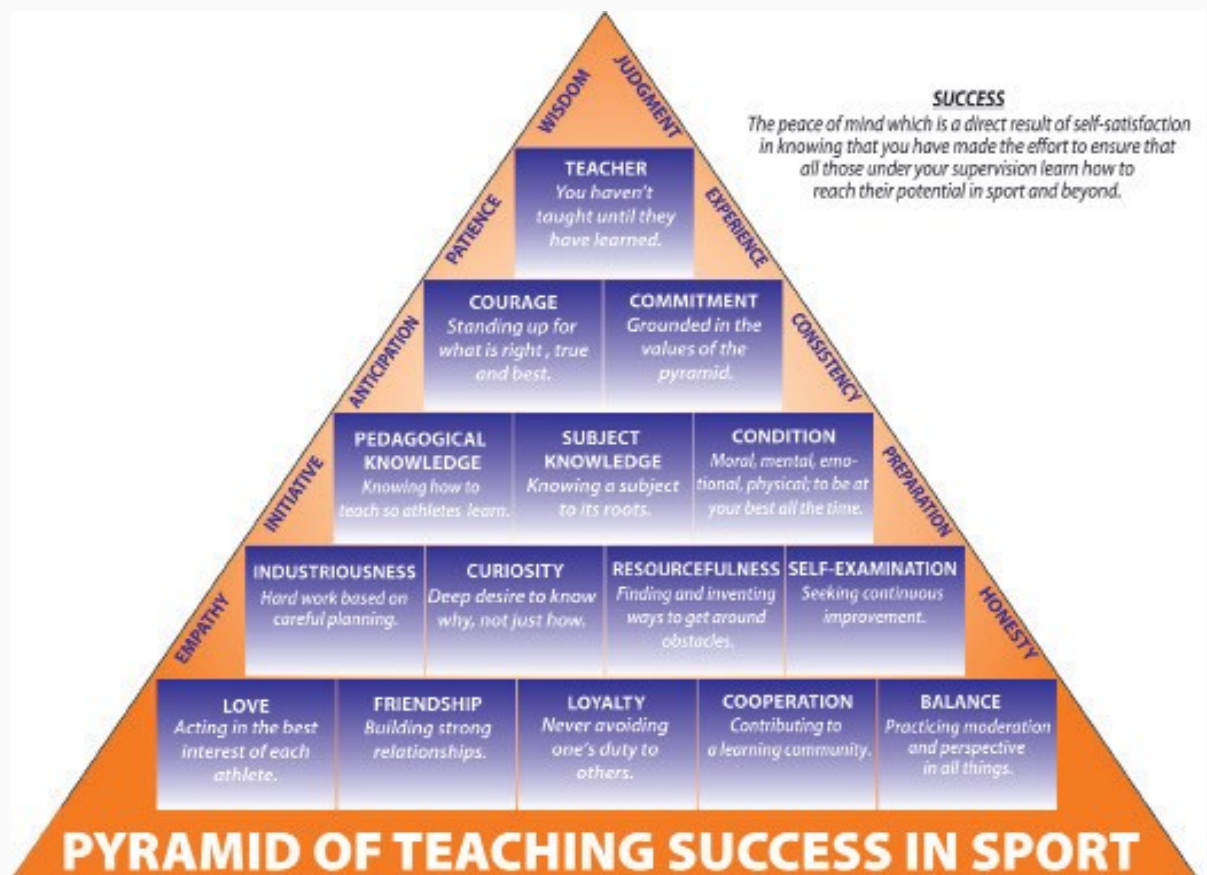
As good a place as any to start looking for insights into the essence of coaching expertise is legendary high-performance coach John Wooden, voted by numerous media outlets as the 'Coach of the 20th Century' (Gilbert, 2010) and sometimes even referred to as 'the greatest coach ever' (Fellowship of Christian Athletes, 2010). A group of us connected to Coach Wooden recently attempted to summarize the essence of his coaching expertise. Using his original Pyramid of Success as a template and consulting with Coach Wooden along the way, we created the Pyramid of Teaching Success in Sport (Gilbert, Nater, Siwik, & Gallimore, 2010). Above all else, Coach Wooden considered himself, first and foremost, a teacher, hence the decision to refer to his framework as one for 'Teaching Success' (as opposed to 'Coaching Success'). The Pyramid includes 15 blocks representing common characteristics of effective sport coaches clustered into five tiers (see Figure 1, page 20). The first level includes five coaching qualities believed to contribute to positive coach-athlete relationships: love, friendship, loyalty, cooperation and balance. This emphasis on relationship building as the foundation of effective coaching parallels what many high performance coaches have told us over the years and may collectively be thought of as a coach's degree of emotional intelligence (Mayer & Salovey 1997). The second level identifies four coaching qualities that contribute to heightened self-awareness and a commitment to ongoing learning: industriousness, curiosity, resourcefulness, and self-examination. These second tier qualities are consistent with what is sometimes referred to as a 'growth mindset' (Dweck, 2006) and indispensable to making the shift from transactional to transformational coaching (Ehrmann, Ehrmann, & Jordan, 2011). The heart of coaching expertise is found in the third tier of the Pyramid: subject knowledge (coaching science), pedagogical knowledge (how to teach the coaching science), and conditioning (mental, moral, emotional, physical) required to master subject and pedagogical knowledge. The breadth of subject and pedagogical knowledge required of coaches is articulated well in the national standards for sport coaches (NASPE, 2006). The two coaching characteristics of courage and commitment comprise the fourth tier. These two qualities are requisites for bridging the

gap between the first three tiers (relationship building, self-awareness, coaching knowledge) and the fifth and final tier – teacher. The apex of the Pyramid is perhaps best viewed as an identity, one in which you internalize the view that ‘you haven’t taught until they’ve learned’ (Nater & Gallimore, 2010). This identification with ‘teacher’ was the core of Coach Wooden’s philosophy and arguably the defining characteristic of his coaching expertise.

Two recent publications illustrate that the inseparable connection between effective teaching and effective coaching clearly resonates with successful Olympic coaches too. In the previous issue of *Olympic Coach* magazine DeWeese (2012) presented results of research designed to capture the essence of coaching expertise with seven current Olympic coaches and eight Olympic athletes. DeWeese concluded that an expert coach is most accurately defined as an effective teacher – one who is highly knowledgeable and able to build strong interpersonal relationships. The ‘coach as teacher’ theme is once again identified as the hallmark of coaching expertise in 3-time Olympic diving coach Jeff Huber’s (2013) comprehensive text on coaching elite athletes. Huber opens his book with the conclusion that “teachers of excellence and coaches of excellence essentially do the same things. Being a teacher and being a coach are the same thing” (p. xi).

The purpose of creating the Pyramid of Teaching Success in Sport was to provide a simple, applied tool that could be used to help other coaches reflect on their own coaching styles and compare them to that of a legendary expert coach. Although the Pyramid provides a practical framework for understanding the essence of coaching expertise, it is based on our collective understanding of how ‘the coach of the century’ (Gilbert, 2010) approached his work. To advance as a profession – and position ourselves for a rigorous attempt to articulate deliberate practice tasks – we need to complement this type of exemplar with comprehensive scientific reviews of expertise and coaching literature. The Integrated Definition of Coaching Effectiveness and Expertise (Côté & Gilbert, 2009) is one such example that has been well-received by scientific and practitioner audiences alike. Based on a thorough review of coaching, expertise and human development literature across domains the following definition of coaching effectiveness was crafted: “The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes’ competence, confidence, connection and character in specific coaching contexts” (p. 316). Côté and Gilbert argue that coaching expertise is evident when coaching effectiveness is demonstrated over extended periods of time (i.e., multiple years, seasons, or Olympic cycles).

©2010 BeLikeCoach, Inc. The Pyramid of Teaching Success in Sport® (graphic and contents) is copyrighted and owned by BeLikeCoach, Inc. (BeLikeCoach.com) and is free for public use, copying, and distribution by individuals and organizations dedicated to improving learning, teaching, sport, and youth development.



This definition includes three distinct features – coaches’ knowledge, athletes’ outcomes, and coaching contexts (see Table 1). Coaches’ knowledge is separated into professional knowledge, interpersonal knowledge, and intrapersonal knowledge (Gilbert & Côté, in press). Professional knowledge refers to knowledge of one’s sport and how to apply this knowledge. Interpersonal knowledge refers to the ability to connect and communicate with athletes and other sport stakeholders. Intrapersonal knowledge refers to self-awareness and introspection. Athletes’ outcomes are separated into four broad outcomes for sport participants advocated in the sport and positive youth development literature. The four outcomes are competence, confidence, connection, and character – referred to simply as the 4 Cs (Côté, Bruner, Erickson, Strachan, & Fraser-Thomas, 2010). Competence refers to sport-specific technical and tactical skills and physical conditioning. Confidence refers to athletes’ internal sense of positive self-worth. Connection refers to athletes’ ability to develop and maintain positive social relationships with others. Character includes morality, integrity, empathy and personal responsibility. The third and final feature of the definition of coaching effectiveness is coaching contexts. Coaching contexts are delineated into two broad streams – participation coaching and performance coaching (Côté & Gilbert, 2011). Participation coaching contexts provide sport participants with an opportunity to either sample or refine sport and physical activity skills in a structured, but less competitive, environment. Performance coaching contexts provide sport participants with an opportunity to specialize and invest in sport -specific skill development in highly competitive sporting environments.

Table 1: Integrated Definition of Coaching Effectiveness and Expertise Components

Component 1 Coaches’ Knowledge	Component 2 Athletes’ Outcomes	Component 3 Coaching Contexts
<p>Professional Knowledge</p> <p>Interpersonal Knowledge</p> <p>Intrapersonal Knowledge</p>	<p>Competence</p> <p>Confidence</p> <p>Connection</p> <p>Character</p>	<p>Participation Sport</p> <p>- For children</p> <p>- For adolescents and adults</p> <p>Performance Sport</p> <p>- For young adolescents</p> <p>- For older adolescents and adults</p>

Collectively, the Pyramid of Teaching Success in Sport and the Integrated Definition of Coaching Effectiveness and Expertise provide us with a sound comprehensive, yet basic, framework for understanding coaching expertise. The Pyramid represents a legendary high performance coach’s views on coaching expertise while the Integrated Definition provides a broad-based scientific framework. Although the two tools were created independently, they are clearly aligned. For example, the first three tiers of the Pyramid encompass the three types of coaches’ knowledge described in the Integrated Definition (tier 1 = interpersonal knowledge, tier 2 = intrapersonal knowledge, and tier 3 = professional knowledge). The shared emphasis on athlete learning is represented in the athletes’ outcomes component of the Integrated Definition and the apex of the Pyramid (teacher – you haven’t taught until they have learned). Finally, both the Integrated Definition and the Pyramid recognize that coaching expertise requires constant adaptation to particular contextual factors (i.e., developmental stages of learners, performance orientation of sport setting, etc.). This point is captured in the coaching contexts component of the Integrated Definition and the definition of success in the Pyramid (peace of mind in knowing you made the effort to ensure your athletes reach their potential). One can argue that this ‘peace of mind’ is dependent upon a deep understanding and appreciation of the context in which you are coaching. In sum, these two overlapping tools provide us with a clear vision of coaching expertise. Furthermore, recent literature summarizing views of Olympic coaches directly supports the conceptual frameworks we have adopted for defining coaching expertise (DeWeese, 2012; Huber, 2013). We now turn our attention in the second part of this paper to reviewing principles of deliberate practice.

Principles of Deliberate Practice

Dr. K. Anders Ericsson is widely regarded as the most influential contributor to the deliberate practice framework. Although he was not the first person to propose the 10,000 hour/10 year rule (Simon & Chase, 1973), he is the one who most stimulated and shaped the emerging field of expertise development in the years that followed (Ericsson, 2003b). His efforts to coordinate international research teams and conferences on expertise resulted in countless books – both academic and popular – describing the role of deliberate practice in the talent development process (see the Preface in the 2003b text edited by Ericsson for a description of the evolution of this field of study). Despite the volume of scientific study and dialogue on expertise that has been produced in the past 20 years, it is the adoption of deliberate practice by the mainstream press and popular media that has made the ‘10,000 hour rule’ commonplace language. Three hugely successful books in particular were published between 2008 and 2009 that used deliberate practice as their foundation for explaining how to develop expertise across domains: *Outliers* (Gladwell, 2008), *Talent is Overrated* (Colvin, 2008), and *The Talent Code* (Coyle, 2009). In our work with performance coaches we are constantly asked if we have read these books. Clearly the writing style and stories used to explain deliberate practice in these types of books resonate more with coaches than the countless scientific articles on the topic that also are available (e.g., Ericsson 2007; Williams & Ford, 2008).

After careful review of both the scientific literature and popular media summaries, we can distill the essence of deliberate practice into three basic principles. Deliberate practice is different from other types of practice in three important ways: 1) a clearly defined task designed with the appropriate level of challenge for the specific learner; 2) provision of unambiguous feedback; and 3) repeatable to allow for error correction and subtle refinements (Ericsson, 2003b, pp. 20-21). As you can imagine, deliberate practice requires extensive periods of intense focus – focus on the task, focus on the feedback and focus on necessary adjustments. Clearly this is different from ‘rote practice’ that is common in sport training and firmly embedded in the ‘more is better’ training culture. One could argue then that with true deliberate practice ‘less is more’ as the learner will continually be stretched – both mentally and physically in the case of sport training. Ericsson argues for short, intense deliberate practice sessions designed to counteract automaticity, to keep the learner in what is referred to as the cognitive/associative phase of learning (Ericsson, 2003a). When learning a new skill – or variation of a learned skill – learners must concentrate intently on each component part of the skill in order to increase skill efficiency and create requisite mental models of the skill. With training – approximately 50 hours by some estimates – the learner typically is able to perform the skill fairly consistently with minimal cognitive effort. At this point the learner has reached the autonomous stage of learning, where skill execution becomes increasingly ‘automatic’. Ericsson argues that the path to expertise lies in continually redesigning training to counteract this automaticity in order to develop increasingly sophisticated mental models. In other words, the goal of deliberate practice is to perpetually keep the learner in the cognitive/associative phase of learning (Ericsson, 2003a).

Another distinguishing feature of deliberate practice is that it typically is guided by an effective teacher; effective for particular learners at their particular levels of development. This critical point is perhaps best exemplified in Benjamin Bloom’s (1985) seminal study of expertise development across domains, including sport. Athletes who reached the pinnacle of their sports were fortunate enough to have parents who knew when they had exhausted a coach’s expertise for developing athletes at each stage of development. In other words, the parents were adept at noting when their son or daughter’s deliberate practice had hit a ceiling with a particular coach. This also reinforces our assertion that coaching expertise is context dependent (Côté & Gilbert, 2009), and that the development of coaching expertise requires coaches for coaches (Trudel, 2012). coaches for coaches (Trudel, 2012).

Deliberate Practice for Developing Coaching Expertise

Collectively, the Pyramid of Teaching Success in Sport and the Integrated Definition of Coaching Effectiveness and Expertise help us to clearly ‘identify the essence of expertise’ in sport coaching. Certainly there are other coaching frameworks in the literature (see Lyle & Cushion, 2010 and Potrac, Gilbert, and Denison, in press for broad coverage of this literature), but we believe the two presented in this article succinctly

represent current views on the characteristics of coaching expertise. What is left then is to identify and/or design the 'representative tasks that allow expert coaches to reproduce superior performance consistently'. We will argue in the papers to follow in this series that critical reflection and collective inquiry are optimal representative deliberate practice tasks for developing coaching expertise. We have arrived at this conclusion based on our work in developing the Pyramid and the Integrated Definition, our decades of collaboration with experts across domains, and a review of influential guides to learning and expertise development such as *The Fifth Discipline* (Senge, 2006), *The Reflective Practitioner* (Schön, 1983), *The Talent Code* (Coyle, 2009), *The Teaching Gap* (Stigler & Hiebert, 1999), *The Road to Excellence* (Ericsson, 1996), *Toyota Kata* (Rother, 2010) and *You Haven't Taught Until They Have Learned* (Nater & Gallimore, 2010) to name but a few. In the articles to come we look forward to sharing our insights on how to optimize critical reflection and collective inquiry as primary deliberate practice tasks for developing coaching expertise.



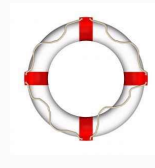
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SAMPLE POOL SAFETY PLAN & A COURSE TO QUALIFY COACHES AND PE TEACHERS NOW BEING OFFERED

Legislation regarding the use of pools and the qualifications of coaches and teachers went into effect on July 1, 2013. Beginning next July any local or regional board of education that offers student aquatic activities at a school swimming pool shall adopt a school swimming pool safety plan. The Connecticut Interscholastic Athletic Conference and the Connecticut Association of Athletic Directors has developed a sample swimming pool safety plan for schools that do not have such a plan in place or have an outdated plan. Here is a link to that sample pool safety plan - ctcoachinged.org/PoolSafetyPlan.pdf

Also, beginning this July 1, 2014, ALL physical education teachers and swim coaches must be “qualified” to supervise an aquatic activity. As a state approved provider the CIAC has developed a course that will help PE teachers and swim coaches comply with the requirement. The course will be offered through the Connecticut Coaching Education Program and is a 3 hour module so those who take it can count it towards their coaching permit or teaching credential renewal. The course has 2 parts that include “in-pool” skill testing and classroom training. The course will be offered for the first time on Saturday - January 18, 2014. Here is a link to the course information and registration - ctcoachinged.org/CEU.html





JANUARY 2014 CEU MODULES

Being offered at CIAC OFFICE
30 Realty Drive, Cheshire,

Dear Coach,

Alert – In recent weeks we have received several calls and emails from coaches who have either attended or taken workshops, conferences, and online courses that offer a CEU certificate. Please be advised when a certificate is labeled or infers it is a CEU it does not mean it is necessarily acceptable to renew your permit in Connecticut. Course work taken cannot be about skill development or sports specific materials. Furthermore, our Connecticut Coaching Education Program CEU module courses are the only courses that are tracked in a data base which is shared with the State Department of Education and checked electronically to avoid you having to deal with an audit. We can only enter modules into our data base taken with us or through a school from an authorized instructor. Below are our Winter CEU Module Offerings for those in need.

NO WALK IN REGISTRATIONS

Thursday, January 16 - 2014 from 6-9pm

Module 13 - Nutrition, Performance Enhancing Supplements

Friday, January 17 - 2014 from 6-9pm

Module 12 - All-Adult Construct of Coaching

Saturday, January 18 - 2014 from 8:30-11:30 am

Module 5 - CIAC Rules & Regulations

Saturday, January 18 - 2014 from noon-3pm

Module 16 - Appropriate Use of Electronic Media by Coaches

Saturday, January 18 - 2014 from 3-6pm

Module 14 - Critical Incidents and Emergency Planning

Registration for any or all of these 5 modules must be done online at

<http://www.ctcoachinged.org/CEU.html>

