Becoming a Better Coach

Wade Gilbert, PhD
California State University - Fresno, USA

wgilbert@csufresno.edu  @WadeWgilbert
When one person teaches, two people learn

Thank you Pat Daly, Peter Horgan, coaches!
What is better?
Start with the end in mind...
Becoming a Better Coach

- Reflective practice
- Values-driven behaviours
- Player-centred coaching
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Values-Driven Behaviour

BETTER LEARNERS MAKE BETTER PEOPLE AND PARTICIPANTS
AND VALUES OPTIMISE POTENTIAL
Coach people first, sport second
I'm not coaching golfers; I'm coaching human beings who deal with love and hate and fear and all those different aspects in the emotional arena. If you look at them as just a golfer, you're missing out.

(Sean Foley, professional golf coach – Tiger Woods, Justin Rose,...)
Better people make better All Blacks
Core Values

✓ Humility

*(be vulnerable)*

✓ Collective accountability

*(no rules, lots of expectations)*

✓ Trust

*(do your job)*
“DO YOUR JOB.”
— BILL BELICHICK
What do values look like in action on a daily basis?

Standards of Behaviour
Behaviour Standards

Describe what you think ‘right’ looks like. Also describe what you think ‘right’ does not look like.

Behaviour Standards

How you enter dressing room

- With enthusiasm
- Greet each teammate
Behaviour Standards

How you exit dressing room

- Rituals, routines, VALUES reminders

*Play Like a Champion Today*
Behaviour Standards

The Green Dot
One of the most common things that athletes struggle with is “playing free.” (Especially when the stakes are high.) See how Becky Burleigh used a green dot to help her players overcome that.

Becky Burleigh
3 National Championships
13 SEC Championships
.770 Winning Percentage

Go All In. #PlayGreen

http://whatdriveswinning.com/video/playing-green/
Becoming a Better Coach
Musashifuchu Little League baseball players spend eight to 10 hours a day on weekends practicing on this field in the outskirts of Tokyo. This traditional powerhouse team has won the Little League World Series twice before, in 2013 and 2003, but did not qualify this season.
Practice Efficiency

Today we only ran 20 plays instead of 80 in weeks gone by. Guys are going to be fresh and ready. But details and speed ought to improve.
Characteristics of Quality Practices

- Purpose
- Variety
- Competition
- Game-speed
Gamelike Practice Activities

Every major college program today has a teacher-coach at the helm, and they all run practices that are highly organized with competitive segments that mimic game conditions.
Gamelike Practice Activities

**An investigation of the practice activities and coaching behaviors of professional top-level youth soccer coaches**

M. Partington, C. Cushion
“High perceived risk, low actual risk”
★ Job One - Growth Mindset
  ATHLETES + COACHES
  • Be Examples
  • Foster in Gym?
  • Mistakes... Ugly...

★ Science of Motor Learning
  • Transfer... Maximize

★ Reading - Most Important Skill
  • Teaching / Promoting

★ Well-Rounded Players
  • All Skills
  • We owe it to them, they deserve it

★ Just Good, Not Great
  • What does that look like?
    (Pass, set, ... )
Better be making mistakes in practice or you aren’t getting better
Match Coaching: Examine

• Best coaches give 50% fewer comments to athletes than less successful coaches

‘Listening to the match’
Match Coaching: Encourage

- Genuine praise for quality performance, athletes:
  - Perform better (confidence)
  - Greater enjoyment
  - Rate coaches more effective
  - Raises effort level
End of Season Rituals

• Recognize:
  – The journey
  – The sacrifices
  – The growth
  – Those who will follow

• Last Practice ritual...
‘The Last Practice’

• Post practice shower and change
• Exit dressing room in pairs, holding hands, senior players first
• Walk school campus (club or community), pause and reflect
• Football field
  – New and emerging players circle and remain silent
  – Senior players ‘make peace’ with the field
Becoming a Better Coach

Reflective practice

Values-driven behaviours

Player-centred coaching
“What matters most is what you learn after you know it all”
Reflective Practice

• Reflecting on everyday events that occur as part of your coaching
• Goal = close performance gaps
• Requires **noticing skills**
Learn what **not to** focus on
• Brain activation decreases with cognitive load for experts (increases for novices)
‘Pick Up the Ball’ Exercise

In the past week...

1. Which tasks did I complete perfectly?
2. What went wrong for the tasks I didn’t complete (perfectly)?
3. How can I fix the things that went wrong?
4. Who else would benefit from knowing what went wrong and how I will fix it?
Strengths Spotting

• *What aspects of coaching most energize you?*
• *What was your best day of coaching this past season*
• *Why was this the best day?*
Critical Reflection
Critical Reflection

• Self-induced periodic confusion

• Goal = understand, challenge, and re-frame how we think about coaching and athlete development
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.
Critical reflection used to see new possibilities as a coach
What do you see?
We do not see with our eyes. We see with our brains. (p. 300)
Mental Models affect the way we see and interpret reality. They are like the filters through which we see the world.
Critical Reflection & Mental Models

Most athletes

Unconscious incompetence → Conscious incompetence → Conscious competence → Unconscious competence

Mental stage → Practice stage → Automatic stage

Most coaches “expert blind spot”
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