

# Refinement of the Process

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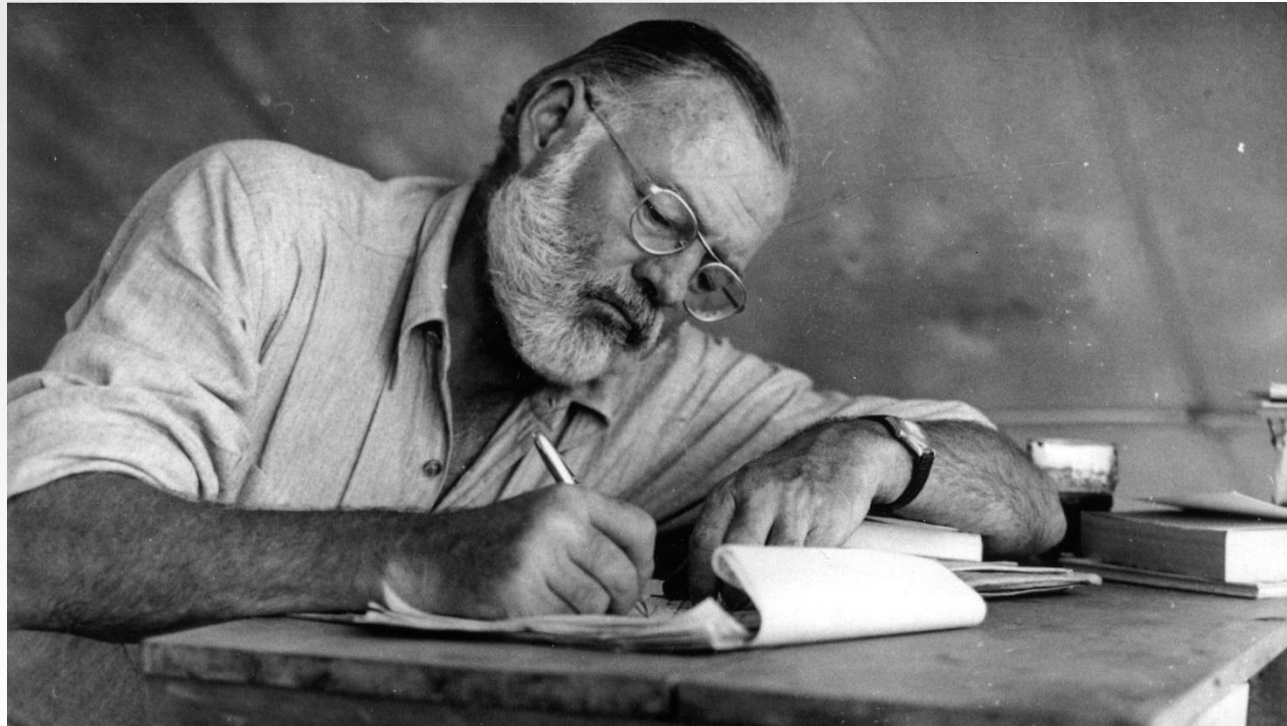


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“We are all Apprentices in a Craft where no one ever becomes a Master” ~ Ernest Hemingway





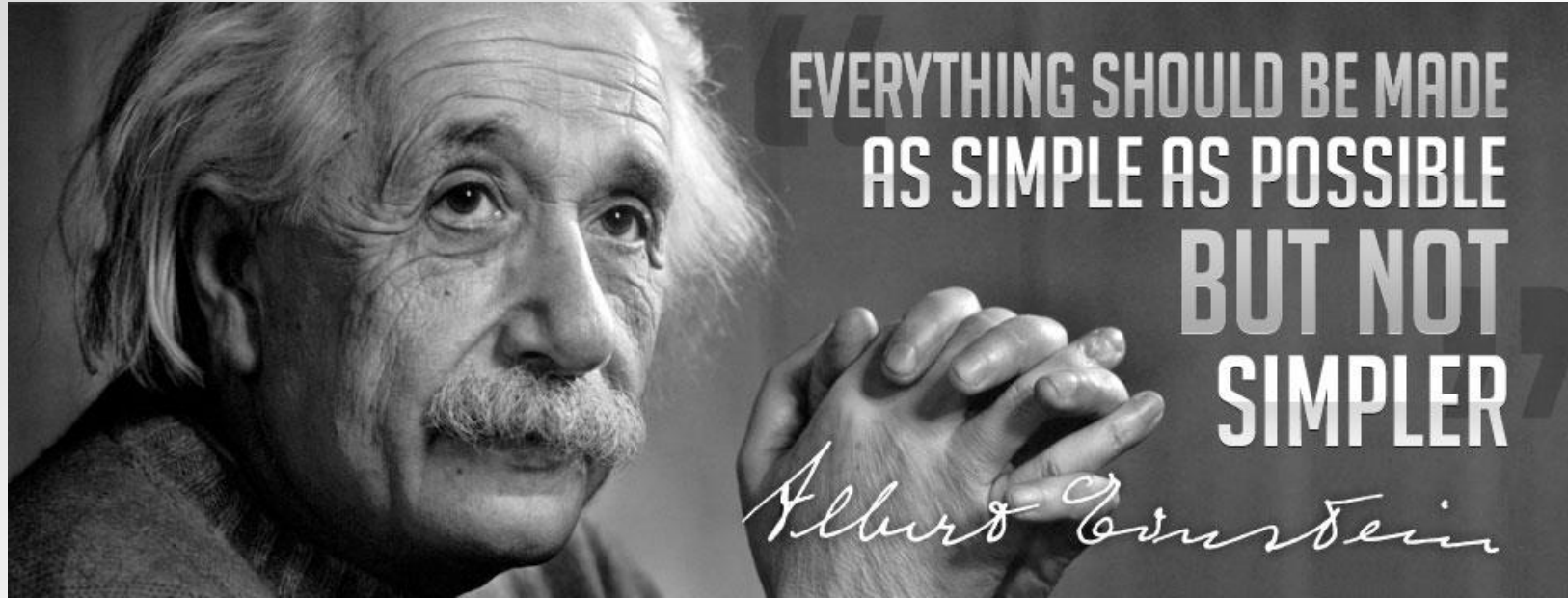


# Privateers





# Data Synthesis



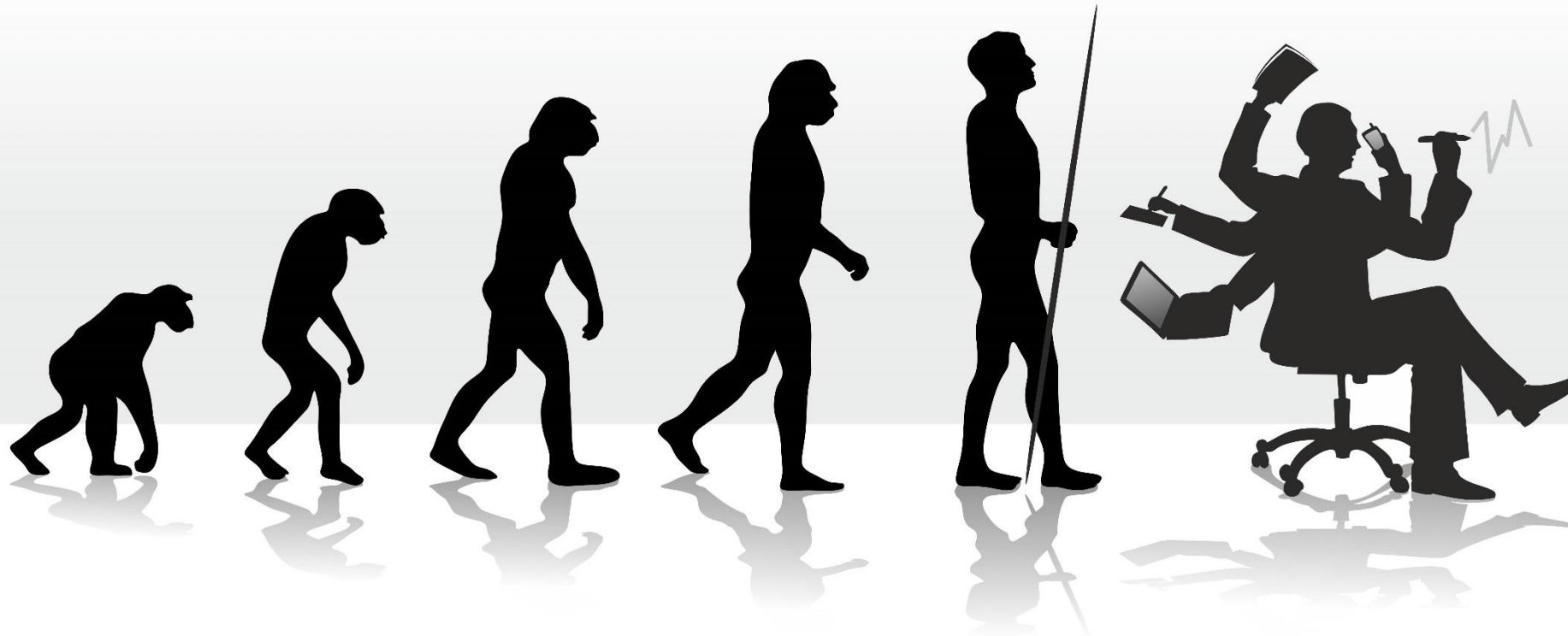
**“We grow we adapt our conceptual model with experience, observation, data etc. Within this is the effective management of emerging information.”**



# Data Synthesis







**NEW ORLEANS**  
TRACK & FIELD

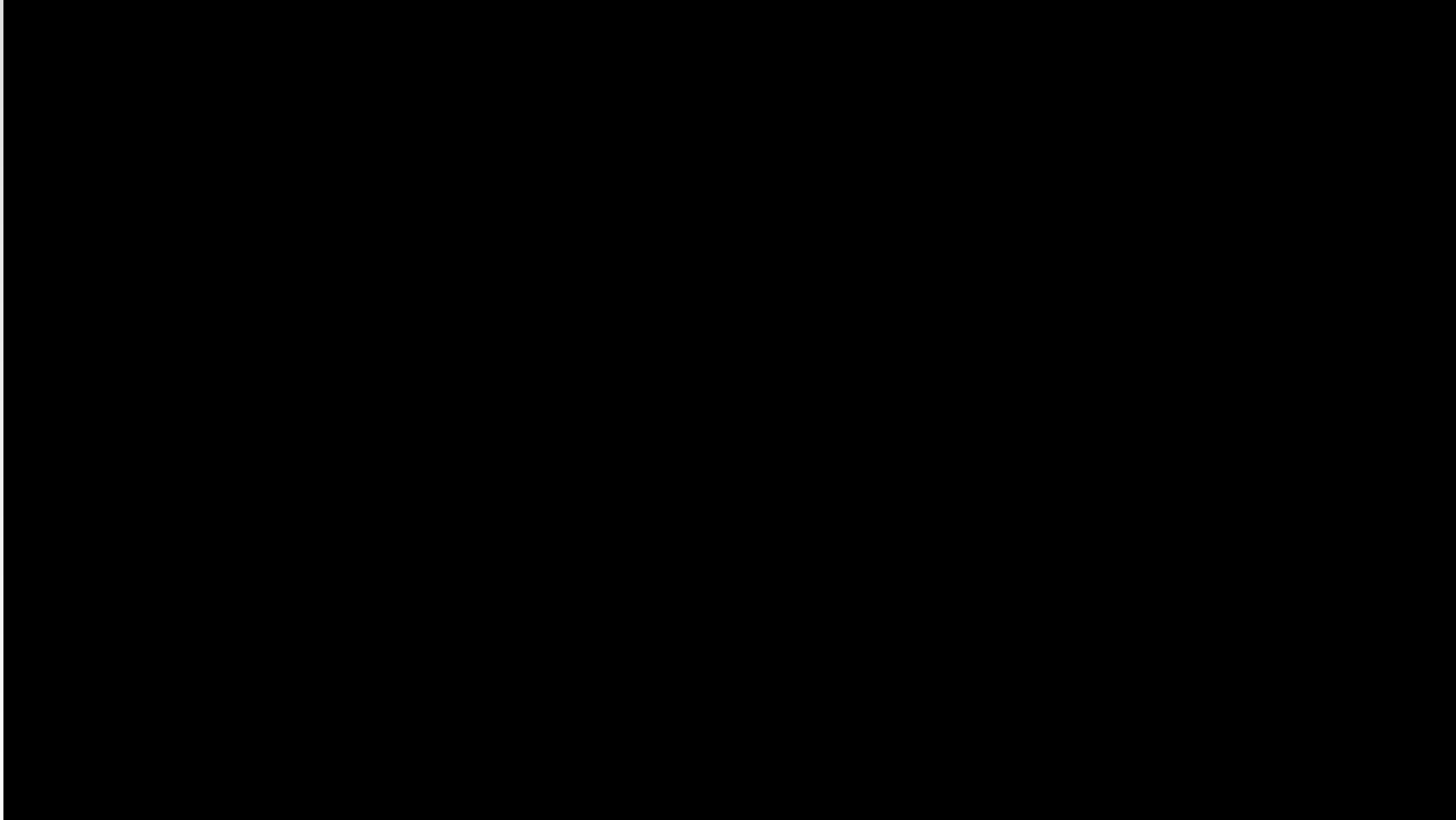
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# Experimentation



Reinventing the wheel.  
Knowing *when* and *how*.



# Evolution in Practice

- Why, Why, Why??!!
- Individualisation
  - Variations
  - Bandwidths
  - Systems vs Methods
  - Needs
- Co-ordination





# Too many Rappers not enough Emcees



# Great Teachers



“Everything they do is strategic yet fluid”

“A level of consciousness, an enhanced practical awareness which helps them to adapt and re- calculate”



# The Coaching Process

- Art based on Science

Coaching is a pedagogical activity. We are teaching movement. We are facilitators of learning. Coaching is a skill of organizing and constructing the learning environment.

- A style still has to have substance





# Creating the right Environment

- Conscious Coaching
  - Emotional Intelligence
  - Buy in
  - Context
  - Focus
  - Listen



# Motor learning

- Our goal is to achieve most efficient movement patterns
- Non-linear Pedagogy
  - Constraints approach (Dynamical Systems & Ecological Psychology)
  - Implicit learning
  - External Focus of attention & Analogies



# Motor learning

- Volume vs intensity
- KPI Driven
- Plan vs Process
- Variability vs Consistency
  - Schema vs Program learning
  - Practice vs Competition
- Over Coaching





# Before we communicate

- Do the athletes have intent in what they are doing?
- Do the athletes understand what they are doing?
- Do they have the skill to perform the movement?
- Is there a mechanical or functional problem?
- Can we create an environmental constraint?



# Verbal Cueing

- It is always about transfer, retention and choking
  - Effective use of feedback -> Composure
  - Implicit and External
- Cueing
  - Knowing what not to say is hallmark. (Silence is powerful)
  - Limit unnecessary information (Ltd. retention capacity)
  - Cue active vs reactive parts of the movement
  - Mind the Gap! Physical and emotional response



# Key Take Homes

- Be present at practice
- Challenge your own beliefs often
- Be mindful of everything you say
- Cue less, individualise more and listen diligently





# Thank you for Listening

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