

Beyond the Workouts: Take-a-ways from Research on Successful Coaching

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Gun's up!

1. Why is a college professor speaking at Convention?
2. How do successful coaches have developed expertise?
3. What do successful coaches use to guide their coaching?
4. How can we implement this in the Indoor Season?



Get Out of the Blocks...

1. Find someone who you have not spoken with this week who is at least 4 spots away from you
2. Move your stuff over to them and sit next to them
3. Introduce yourself with the following information:
 - Where you are currently (e.g., Job, City/State, Years Into Your Career)
 - Where you were 6 years ago
4. You have 4:00...



Raise your hand if six years the person next to you was:

A Coach



Raise your hand if six years the person next to you was:



An Athlete



Raise your hand if in the last six years:
You had some experience that altered how you approached
coaching



Brief Background

- NCAA Division III  Inner
- Education
 - Ph.D. Sport and Exercise Science (in progress)
 - M.Ed. Exercise Physiology
 - M.Ed. Curriculum & Instruction
- High School Coach – 6 years total
- Volunteer Assistant Coach
 - Longwood University 
 - University of Northern Colorado



Current Position



Benedictine University

- Director of Exercise and Sport Studies
- Assistant Professor
- **Research Topics**
 - Characteristics of Expert Coaching
 - Knowledge used in Coaching
 - Decision-Making in Coaching
 - Social Justice Promotion through Coaching
 - Various T&F Topics in history and performance



UNITED STATES CENTER FOR
COACHING EXCELLENCE



ICCE

*International Council for
Coaching Excellence*



Olympism in Action
FORUM

BY THE INTERNATIONAL OLYMPIC COMMITTEE

6th International Conference on
QUALITATIVE RESEARCH IN SPORT AND EXERCISE

June 6-8th, 2018
Vancouver, Canada

The logo for the Qualitative Research in Sport and Exercise (QRSE) conference, featuring a stylized blue swirl design with the letters "QRSE" in the center.

Coaching Knowledge

- Studies on Coaching Knowledge have identified three main categories
 - Scientific Knowledge or “Why we do what we do”
(e.g., Physiology, Psychology, Biomechanics)
 - Sport-Specific Knowledge or “What we do”
(e.g., Technical knowledge, Tactical knowledge, Specific drills)
 - Coaching Knowledge or “How we do what we do”
(e.g., Communication, Teaching Skills, Planning, Analysis/Assessment)
- Let’s see our preferences!



Survey Link: j.mp/USTFCCCA_SAT_CR (case-sensitive)



The Role of a Coach Researcher

How do you get a PhD in coaching???

How we get answers

	<u>Traditional Science</u>	<u>Science through Others' Experiences</u>
What can we know the reality of something?	Reality is: <ul style="list-style-type: none">✓ External✓ Independent✓ Waiting to be discovered	Reality is: <ul style="list-style-type: none">✓ constructed through interaction✓ dependent on the setting✓ dependent on the person in the setting



Survey Link: j.mp/USTFCCCA_SAT_CR (case-sensitive)



The Role of a Coach Researcher

What we don't do...

- Look for a universal way to coach
- Look for "secrets"
- Believe that someone becomes an expert coach by going to school and reading books



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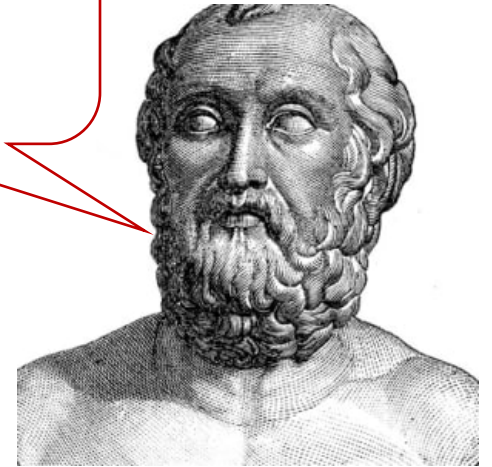


The Role of a Coach Researcher

What we do...

- Try to understand team environments
- Search for coaching behaviors that consistently work
- Investigate how the things that coaches know are in coaching relate to each other
- Share coaching settings alongside research findings so readers can decide how it applies to them

I will not say this is the
“truth,” but I will say it is a
likely story

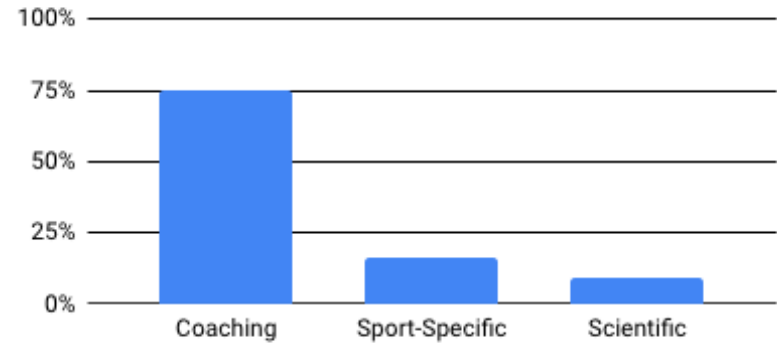


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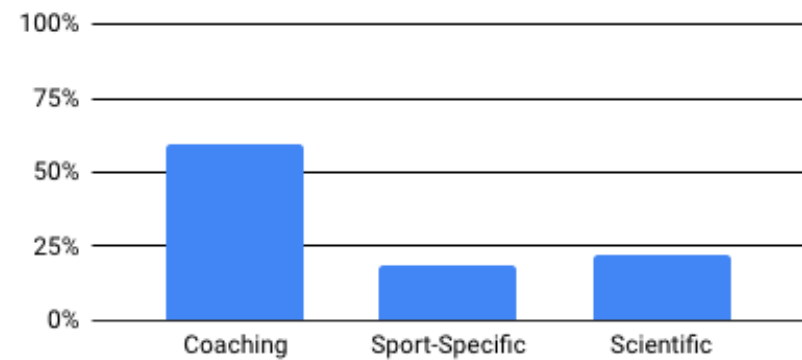
Survey Results

Last Useful Thing Learned



Stockowski & Collins (2017)

What Coaches Would like to Learn



Stockowski & Collins (2017)

Research on a Track Coach

Participant

- Single-case, case study
- 10+ years, Regular Nat Champs, Peer-Recognized

Data Collection

- Four-day onsite visit
- Interviews
 - Head Coach: 5 interviews (3 hours, 45 minutes)
 - Two assistant coaches: 1 joint interview (45 minutes)
 - 2 pairs of athletes, 2 male, 2 female (45 minutes each)
- Training Session Observations: 5 training sessions, 9 ½ hours



What we found

First Order Themes	Second Order Themes		Third Order Themes	Category
Physiology			Scientific Knowledge	Knowledge
Psychology			('ologies)	
Periodization				
Endurance Running Requirements			Sport-Specific Knowledge	
Competitions				
Adopted Values and Attitudes				
Personal Development Goals	Knowledge of Goals	Knowledge of how to coach endurance runners	Coaching Knowledge	
Performance Goals				
Competition Goals				
Individual Characertistics	Knowledge of how to coach his athletes			
Individual Circumstances				
Individual Communication Styles				

Explaining and Instructing	Person Focused Actions	Actions
Cultivating Team Environment		
Assessing Athletes		
Competition Planning	Sport Focused Actions	
Organizing Training Schedules		
Implimenting Predetermined Training		
Implimenting Responsive Training		



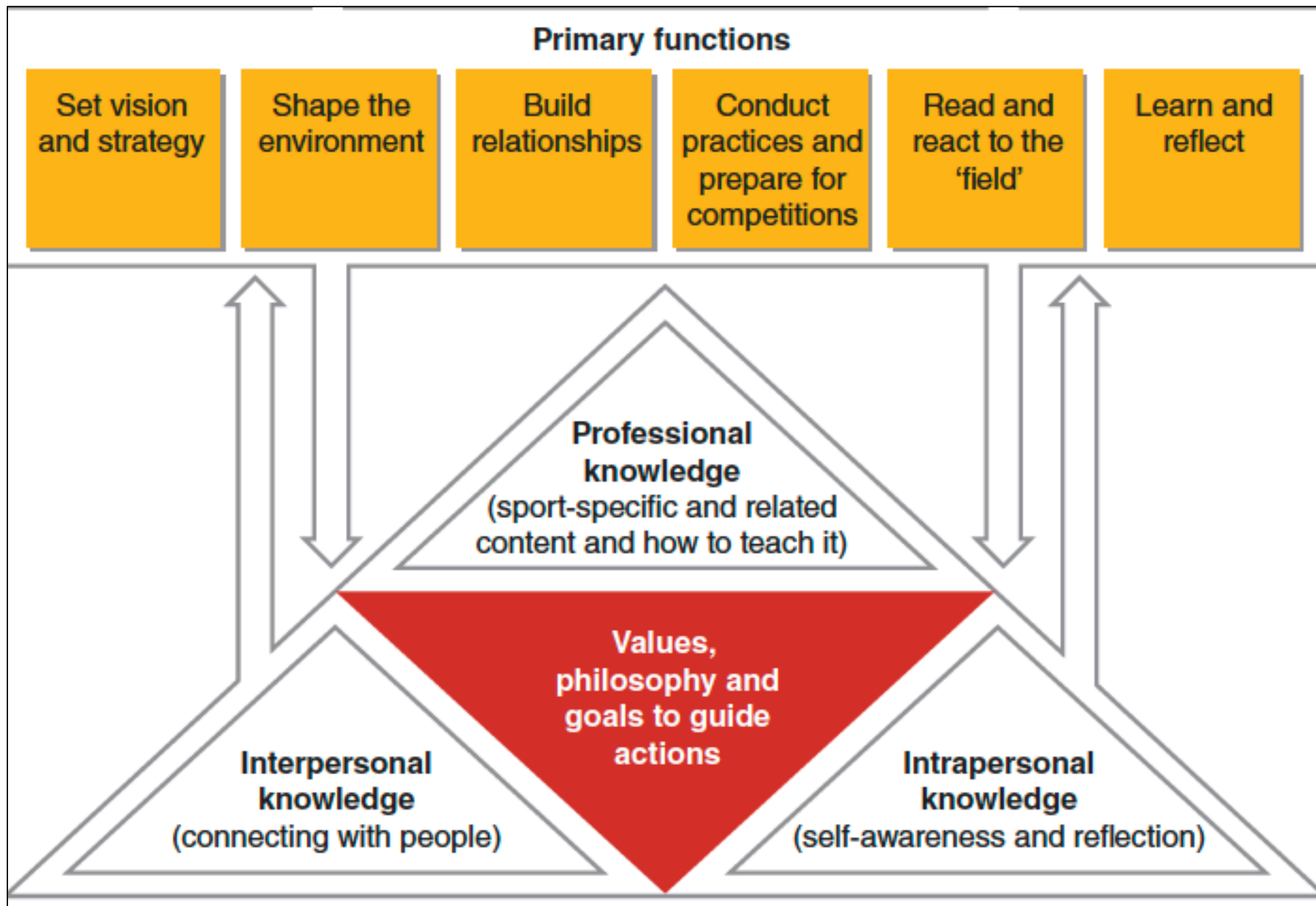
How has coaching knowledge been taught?

IAAF/USATF Introductory Coaching Manuals

	USATF					IAAF	
	Gambetta (1981)	Gambetta (1989)	Rogers (2000)	USATF (2008)	Freeman (2015)	Thompson (1991)	Thompson (2009)
Scientific	15.5%	17.8%	0%	38.3%	20.5%	76.1%	75.6%
Coaching	3.1%	2.7%	5.4%	0%	2.9%	23.9%	24.4%
Sport Specific	81.5%	79.6%	94.6%	61.7%	76.5%	0%	0%

*Cursory analysis of pages dedicated to content, unpublished





Principles of Effective Coaching

Doing the following effectively are critical for getting athletes to

- Explanations
- Demonstrations
- Cues
- Feedback

Adapted from:



Principles of Effective Explanations

- Plan what to say in advance
- Gain attention before starting
- Keep it short and simple
- Invite questions
- Check for understanding

Adapted from:



Principles of Effective Demonstrations

- Position so all could see
- Provide correct demonstration in silence
- Provide multiple demonstrations from different angles
- Check for understanding

Adapted from:



Principles of Effective Cuing

- Accurate (Sport-Specific Knowledge)
- Brief and important for the skill being performed
- Appropriate to the learner's skill level and age
- Sequentially organized with opportunities to rehearse



Principles of Effective Feedback

- Promote self-analysis (“what did you notice...”)
- Limit input to 1-2 key points
- Give specific positive feedback
- Give specific informative feedback
- Ask the athlete, “What will you do now?”

Adapted from:



Practicing the "How" with IKCR Principles

Introduction

- The coach clearly explains what she/he will be doing

Key Points

- The coach explains the key points that she/he will be teaching the athlete

Coach

- The coach conducts the practice

Adapted from:



Practicing the "How"

Review

- Reviewer starts by asking the coach what they did well (refer to the key points)
- Reviewer follows up by asking what the coach could have done to make the practice even better
- Next ask the rest of the group which points the coach hit and which if any were missed or not quite right
- lastly provide your own feedback if required

Adapted from:



Take-a-Ways: Point #1

Why is a college professor speaking at Convention?

- ✓ Coaching research is written to better understand coaching practices that work
- ✓ Coaching research is largely written to help coaches



Take-a-Ways: Point #2

How do successful coaches have developed expertise?

- ✓ Coaches use different types of knowledge
- ✓ 'Knowledge of Coaching' is often a heightened interest, but it is the hardest to access learning opportunities



Take-a-Ways: Point #3

What do successful coaches use to guide their coaching?

- ✓ Scientific and Sport-Specific Knowledge to create a general approach
- ✓ Emphasis on 'Coaching Knowledge'
 - 'Wholesale approach' for use regardless of the group
 - Understanding the individual circumstances and characteristics of the individual athletes.




Take-a-Ways: Point #4

How can we implement this in the Indoor Season?

- ✓ Challenge yourself to use principles of effective
 - Explanations
 - Demonstrations
 - Cues
 - Feedback
- ✓ Use the IKCR Principles to improve "how" you coach
 - Ask a reviewer to use these with you for your own development
 - Use the principles with assistant coaches to develop them



A photograph of a doorway in a building. Above the doorway is a sign with a black background and white text. The sign is rectangular with rounded corners and a thin red border. Above the sign is a decorative horizontal band of red square tiles. The wall above the sign and the door frame is made of light-colored square tiles. The doorway itself is framed by dark blue or black door frames. The interior of the doorway is brightly lit, showing a glimpse of a hallway or another room with white walls and ceiling. The overall lighting is somewhat dim, suggesting an indoor setting with artificial light.

**Enter these doors with an
unrelenting sense of urgency.**

Questions

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