

Developing High Performance Personnel in an Institute Environment

**“Learning from experience doesn’t depend
on what happens to you; it depends on what
you do with what happens to you”**

Dave Collins

The University of Edinburgh



First Steps

- Coaching
 - The art and science of shaping behaviour, drawing on distinct but inter-related bodies of knowledge

Let's not argue about who does
what!!!



First Steps

- Coaching
 - The art and science of shaping behaviour, drawing on distinct but inter-related bodies of knowledge
- In short...
 - Coaching = Support work (in the performance environment)

So...

1. What distinguishes high level coach/support personnel?

Elite Coach	<ul style="list-style-type: none">▪ Capable of innovative critical reflection on a broad range of complex issues, in order to generate original solutions, programmes and processes which address the needs of performers at any level
Performance Coach	<ul style="list-style-type: none">▪ Be capable of critically evaluating the process and outcome of coaching programmes, in order to develop and refine existing practice in novel ways
Development Coach	<ul style="list-style-type: none">▪ Possess an understanding and ability to apply coaching principles in order to autonomously plan, implement, review and revise programmes to mixed ability groups of performers normally using a context-specific 'mix' of prescribed methods and procedures
Preliminary Coach	<ul style="list-style-type: none">▪ Possess a basic understanding of the coaching process, together with the ability to prepare for and deliver a pre-planned session or series of sessions to a mixed ability group
Leader	<ul style="list-style-type: none">▪ The capability to deliver one-off sessions, pre-planned for them, to a group of similar performers

Level Five

NEXT?

Level Four

WHY?

Level Three

HOW?

Level Two

WHAT?

Level One

So if.....

- High level coaching support =
 - Novel (but appropriate/justified!) combination of existing methods/systems
 - OR.....
 - Innovation of new (and appropriate/justified) methods/systems
- In short...
 - You want those people that the rest watch and learn from (though often criticise!)

Then...

2. What are the job parameters?

A “Challenging” Environment!!



Coach

Performer

Sport
/Area
Specific

Performer

Needs

Wants

Pedagogy

Trait
Preferences

Environment

Constraints

Options

Display Features

Sport/

Area

Specific

Performer



Pedagogy

Knowledge Source

PERFORMER-
OLOGIES

Sport Psychology
Org. Psychology
Sociology
Biomechanics
Nutrition
Exercise Physiology

SPORT SPECIFIC

PEDAGOGY

Motor Control
Motor and Cognitive Learning

Major Application

Fitness Training Programmes

Understanding Movement

Mental Skills Stuff

Technique/Tactics

Practice Design & Implementation

Major Environment

Preparation & Competition

Organisation

Training

GOAL

E.G.
Performance/Education/ Fun' etc.



So if.....

- High level coaching support =
 - Novel (but appropriate/justified!) combination of existing methods/systems
 - OR.....
 - Innovation of new (and appropriate/justified) methods/systems
- And...
 - The role draws on distinct but interacting knowledge sources/disciplines

Then...

3. What type of knowledge do we want/must we try to develop?

The diagram features a dark blue background with a double-lined blue border. At the top is an orange oval containing the text 'Tacit Knowledge'. Below it is a large orange trapezoid divided into two sections: 'Procedural Knowledge' in the upper section and 'Declarative Knowledge' in the lower section. Five vertical white lines connect the top of the trapezoid to the bottom of the oval. On the left and right sides, there are two large white arrows pointing towards the trapezoid, and two smaller white arrows pointing away from it, suggesting a cycle or interaction between the knowledge types.

**Tacit
Knowledge**

**Procedural
Knowledge**

Declarative Knowledge

Expectations/Norms/Mores

Performer

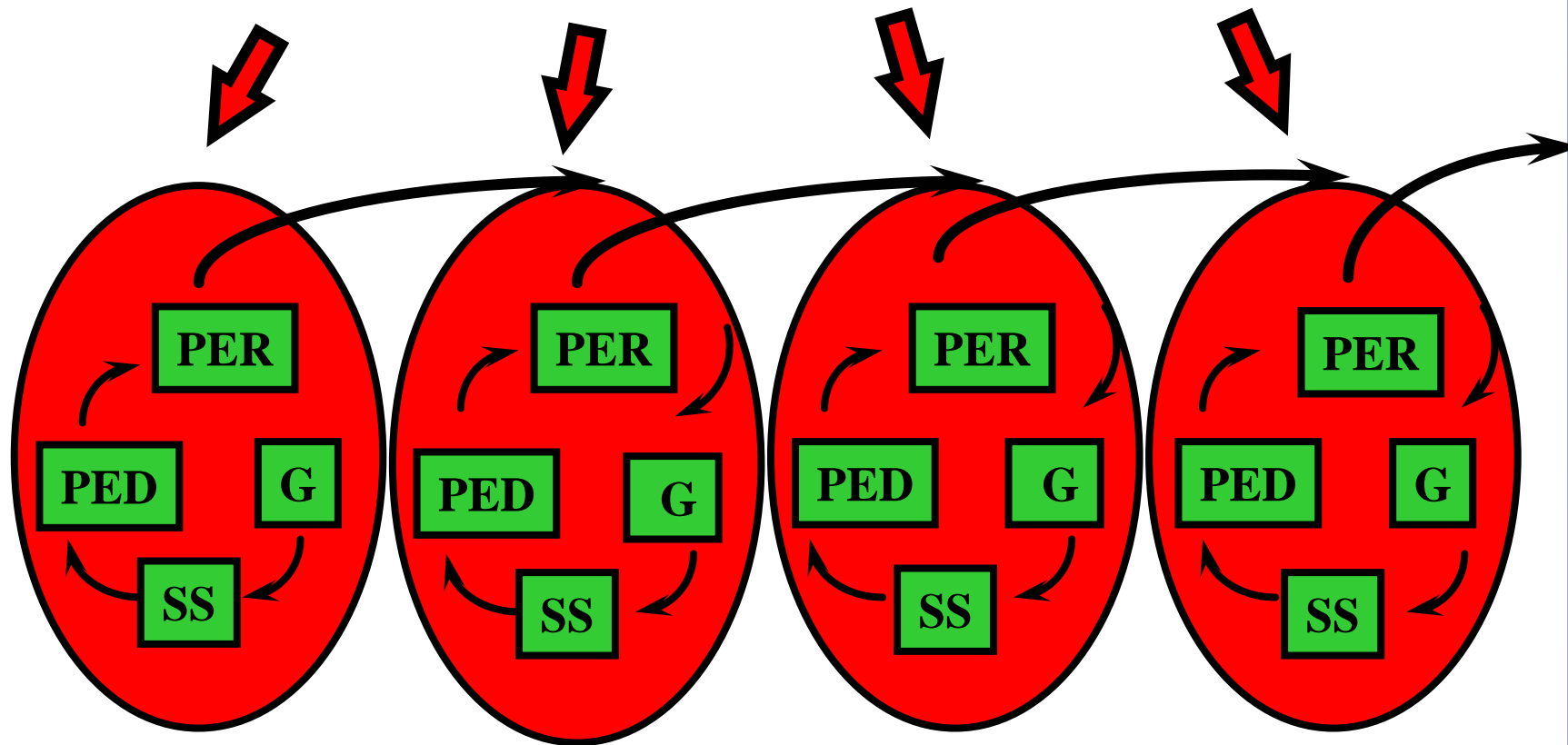
Pedagogy

DK

Goal

Sport Specific

Expectations/Norms/Mores



But...The Status of Development

- In a sample of 20 Elite British Coaches.....
- A variety of different development methods acknowledged
- Experience
 - Player, Coach, Teacher, etc.
- Knowledge sources
 - Self generated (books, other coaches) or serendipitous
- Little or NO mention of formal coach education

BUT.....

- No underlying organisational structure
 - Magpies NOT filing cabinets

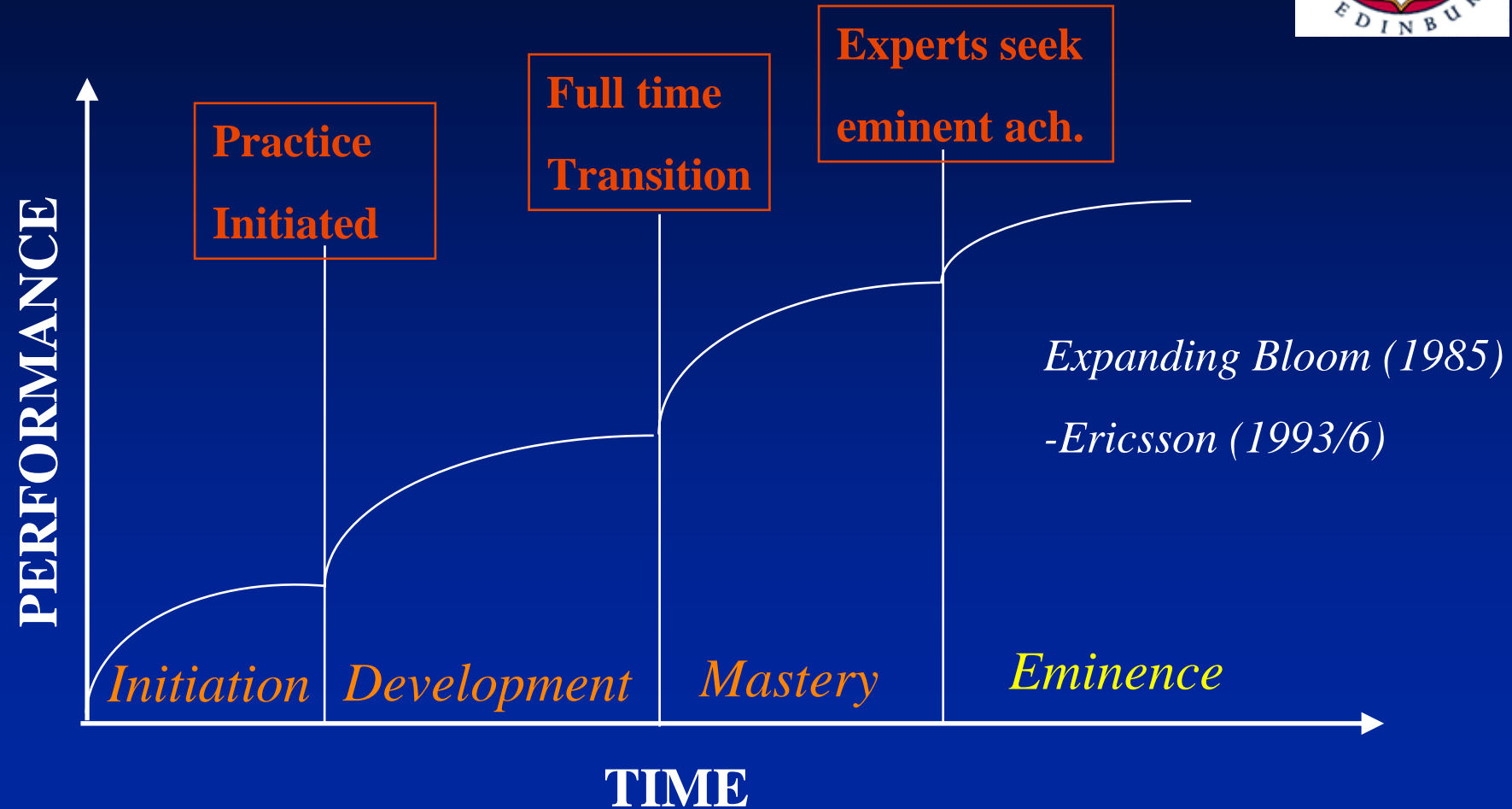
SO...

4. What methods /systems can we use?

One (Useful?) Idea

- IDEEE
 - A Total Coaching Model

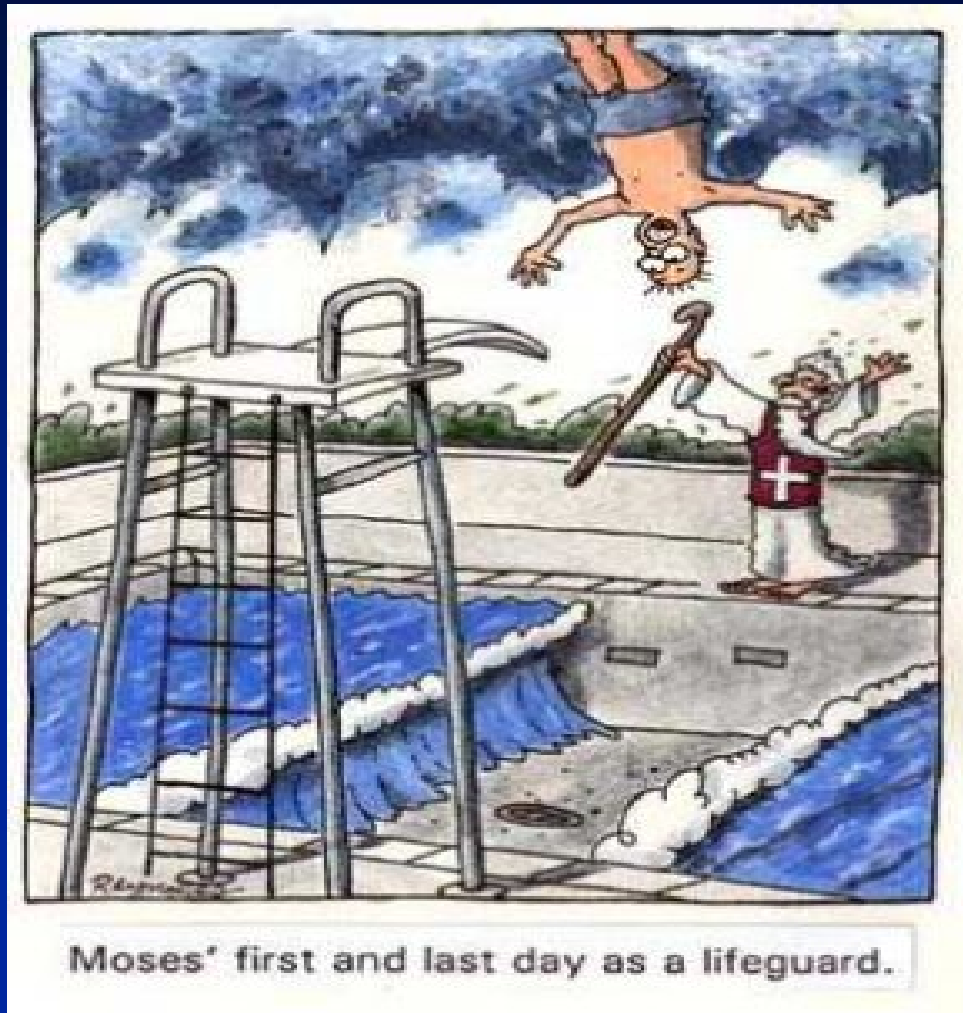
Development of Expertise



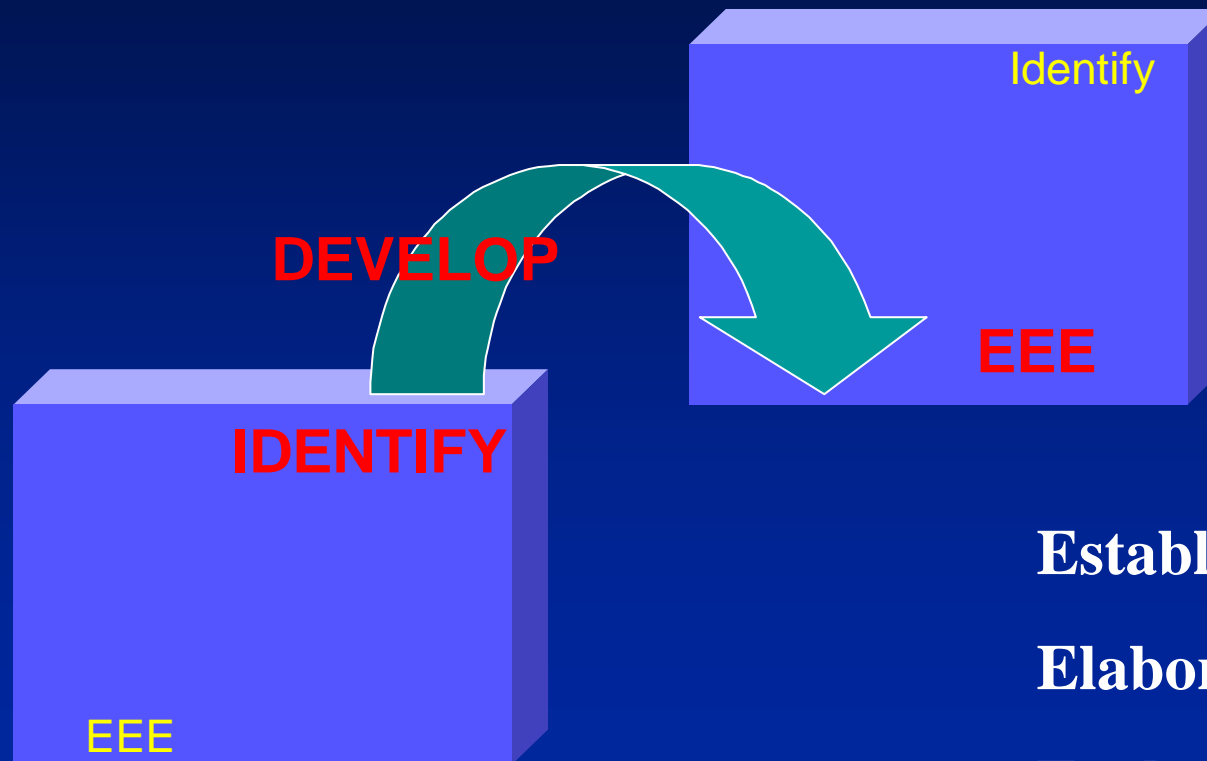
Transitions are the key challenge

- SO...Use a three pronged approach
- A Model of Excellence
 - Can you agree on these characteristics?
- AND...
 - Peer/One above mentors
- AND...
 - Trained professional independent mentors

Tools Are Available but You've Got to Use Them Correctly!!



Progress to Excellence: IDEEE

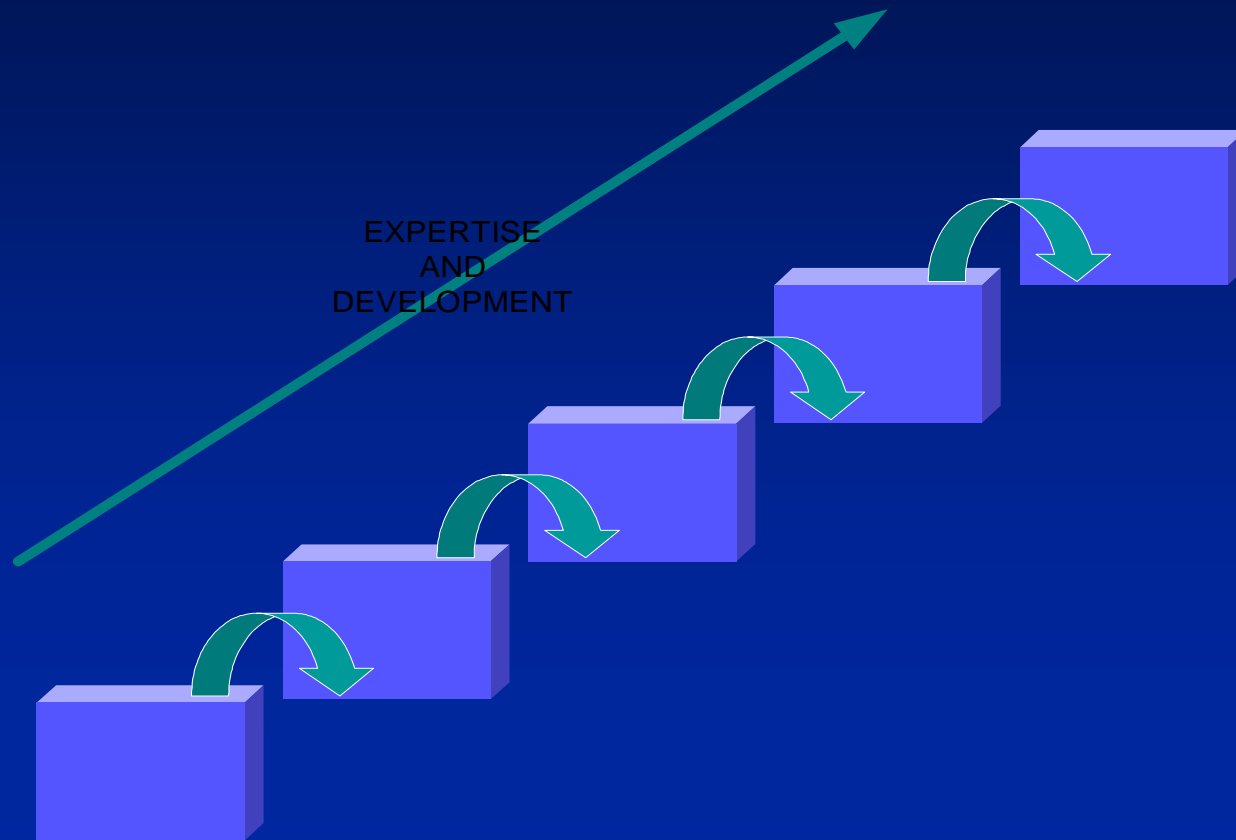


Establish

Elaborate

Evaluate

So In Conclusion.. The Pathway to Excellence is a staircase



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Thanks for Listening!

