Sport Programs that Promote Interest and Skill Development

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Coaching

Queen's UNIVERSITY

Junior Broncos: What's Wrong?

- Coach's behaviors
- Coach's interactions with his athletes
- Coach's tone and mode of delivery
- The type of drills
- The competitive setting for 8 and 9 year olds
- The role of parents
- Etc, etc.

Outline

1. Coaching and process of development through sport
2. Activities
3. Relationships
4. Settings
5. Coaching effectiveness
6. Conclusion

Coaching

1. Skill development (sport specific skills)
2. Interest development (individual interest in sport)

Skill Development

How do you develop skills in soccer?

- Deliberate practice
- Deliberate play
- Physical literacy
- Specialization
- Sampling
- Periodization
- Stages of learning
- Etc.

Interest Development

How do you develop interest for soccer?

How did you develop an interest for soccer?

- Situational Interest: refers to focused attention and the affective reaction that is triggered in the moment by environmental stimuli, which may or may not last over time (Hidi, 1990).

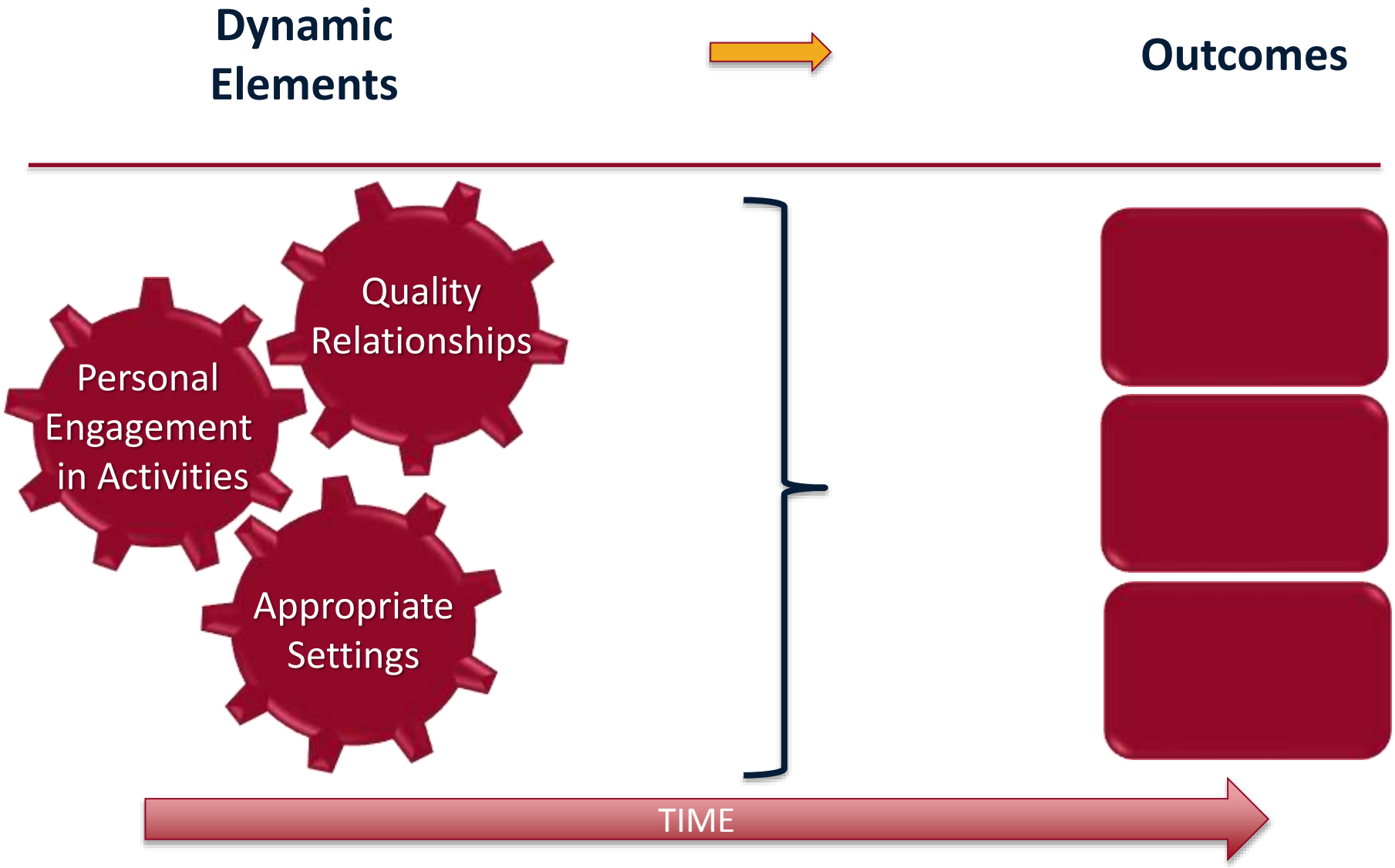
- Individual Interest: refers to a person's relatively enduring predispositions to re-engage with particular content over time, as well as to the immediate psychological state when this predisposition has been activated (Renninger 2000).

Development of Skills and Interest

1. **Personal Engagement in Activities:**
   - The everyday "activities" of sport (e.g., practice, games, play)
2. **Quality Relationships:**
   - The interactions that coaches, parents, peers engage in with youth in sport
3. **Appropriate Settings:**
   - The micro and macro environments in which the activities and relationships are happening (e.g., field, arena, club, city)
4. **Time:**
   - Changes occurring over time (e.g., age and development)

(Bronfenbrenner, 1977; Côté, Strachan, & Fraser-Thomas, 2008)

The Personal Assets Framework for Sport



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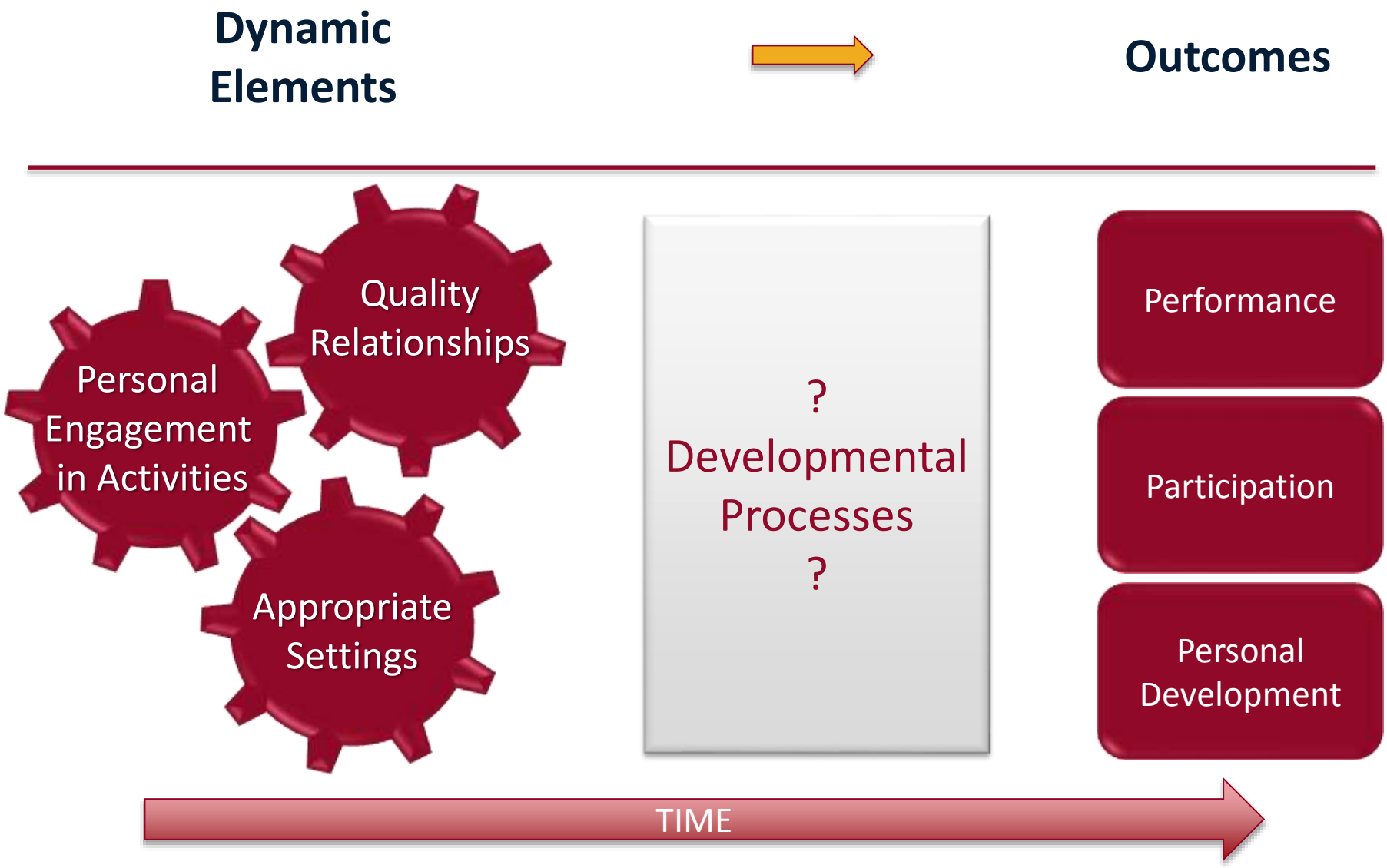

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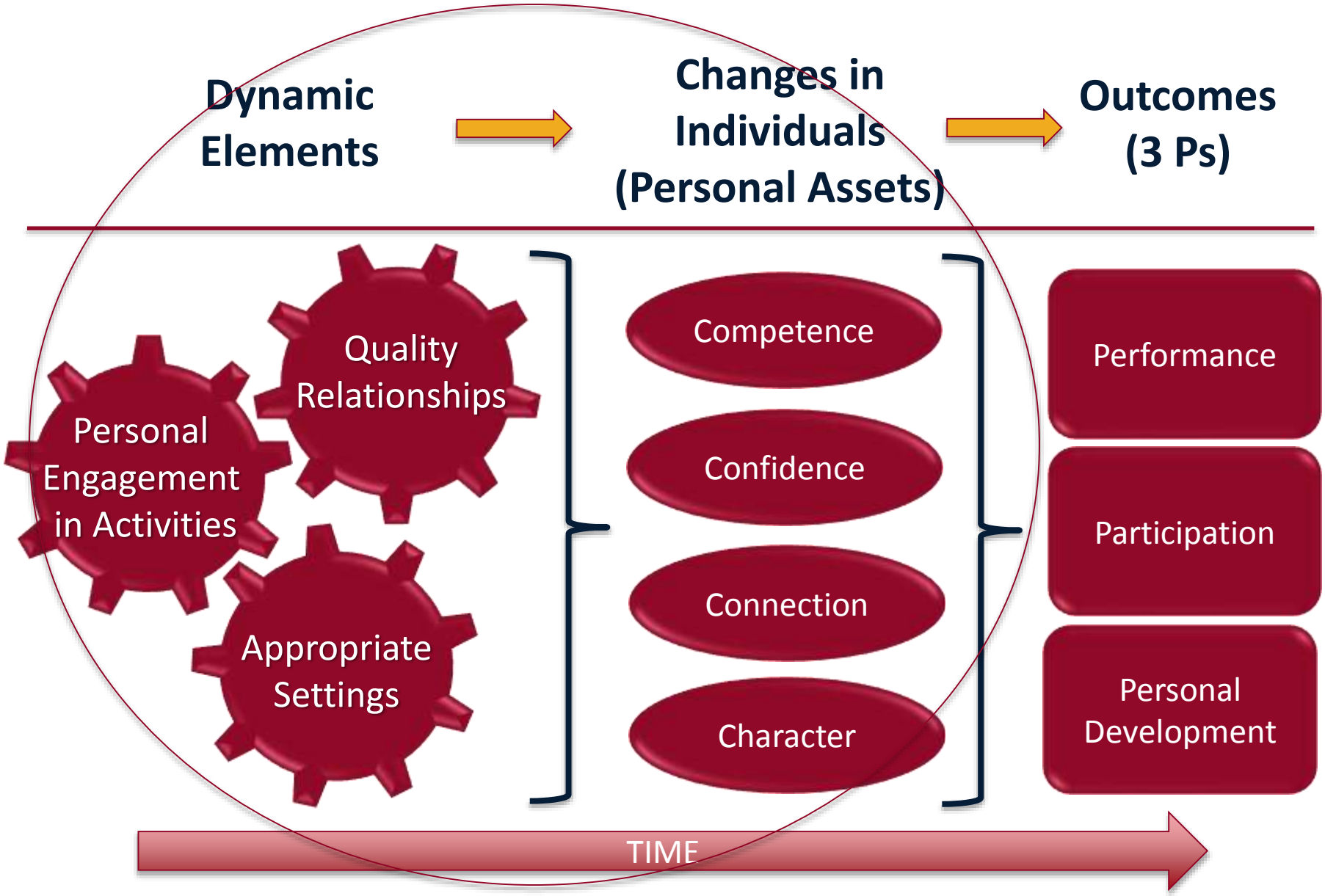

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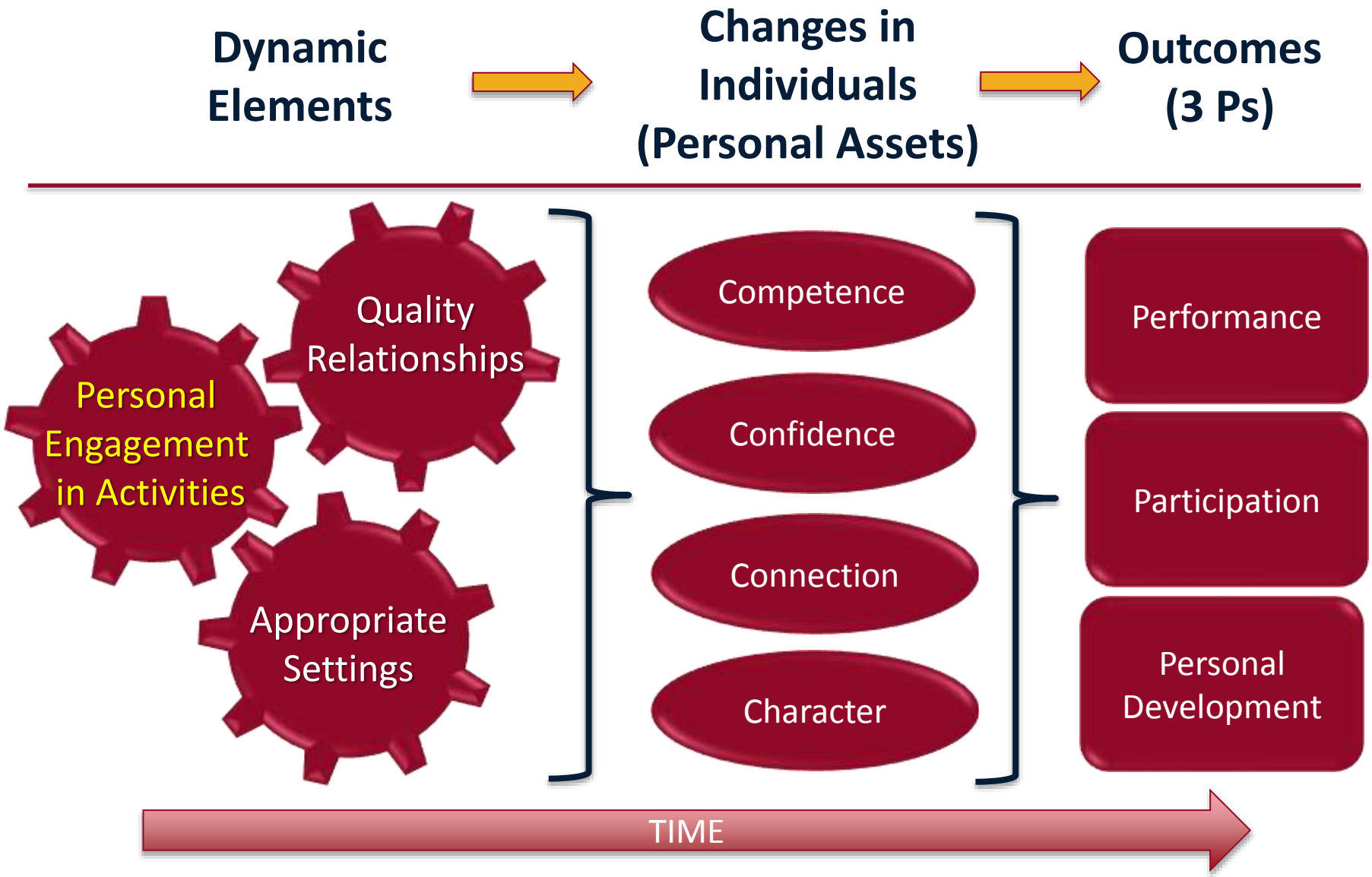
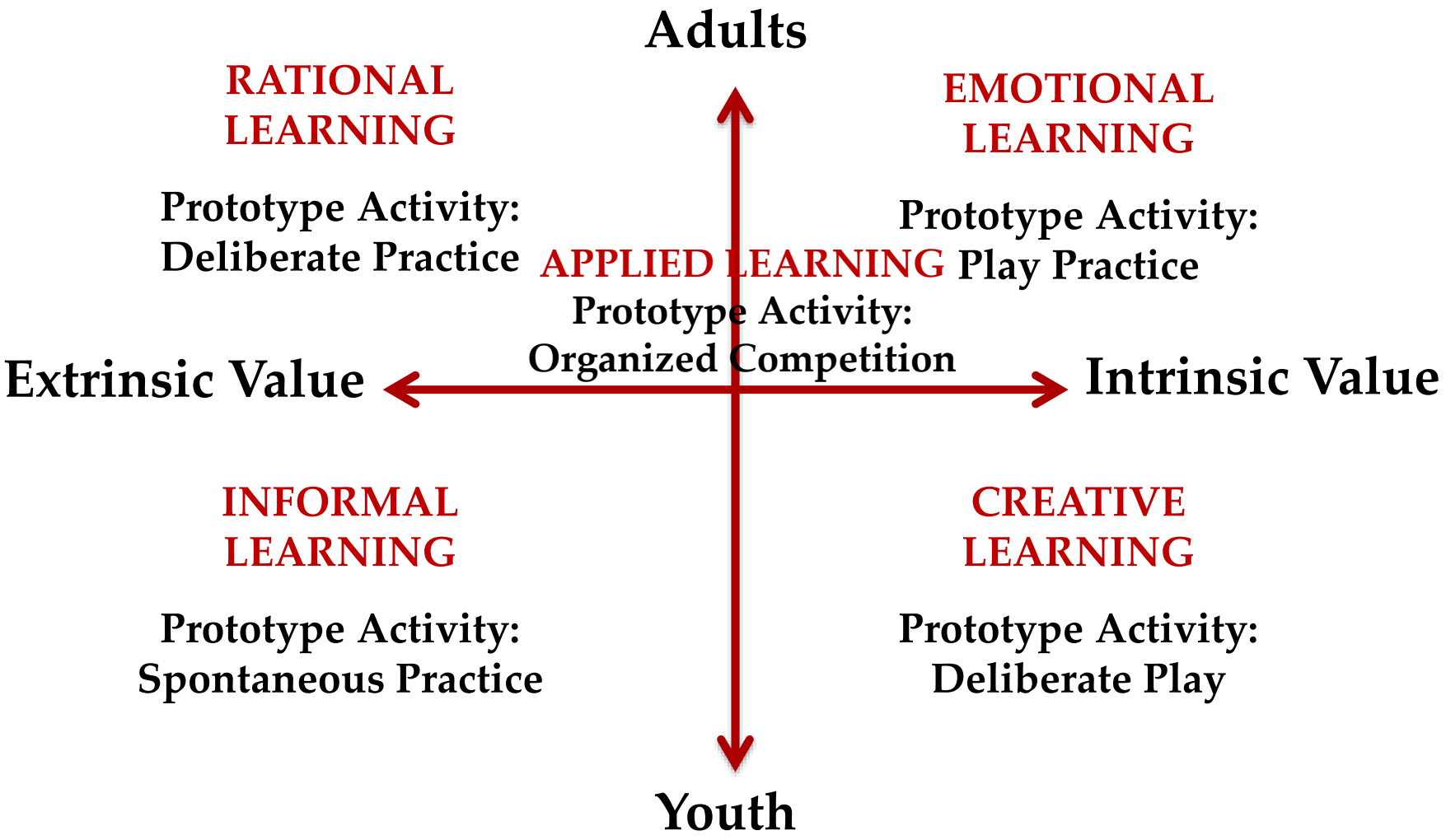


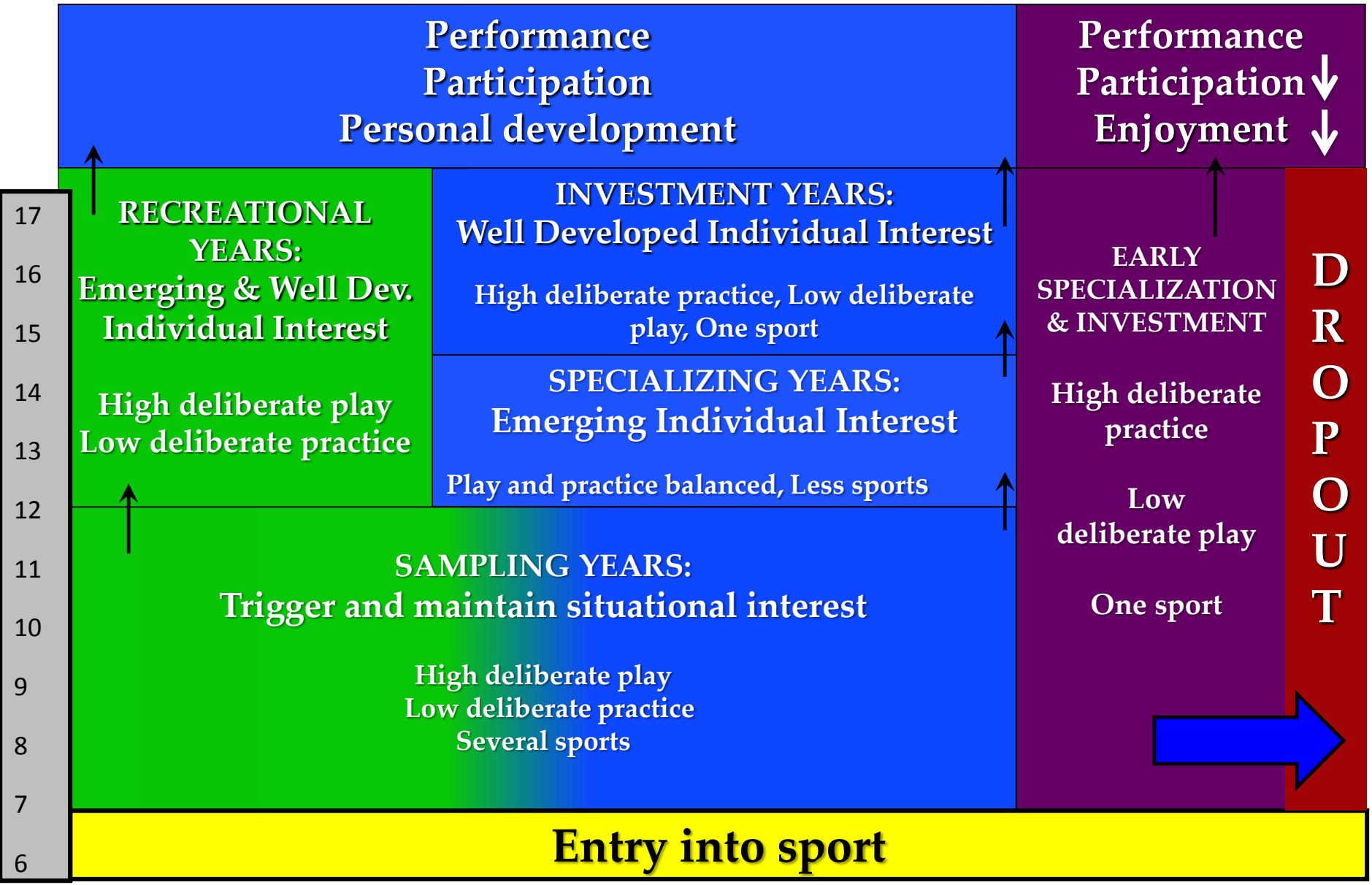
Youth-driven ---------- Adult-driven

Intrinsic ---------- Extrinsic

Personal Engagement in Activities

Developmental Activities





(Côté, 1999; Côté, Baker, & Abernethy, 2007; Côté & Fraser-Thomas, 2007)

Early Diversification and Deliberate Play

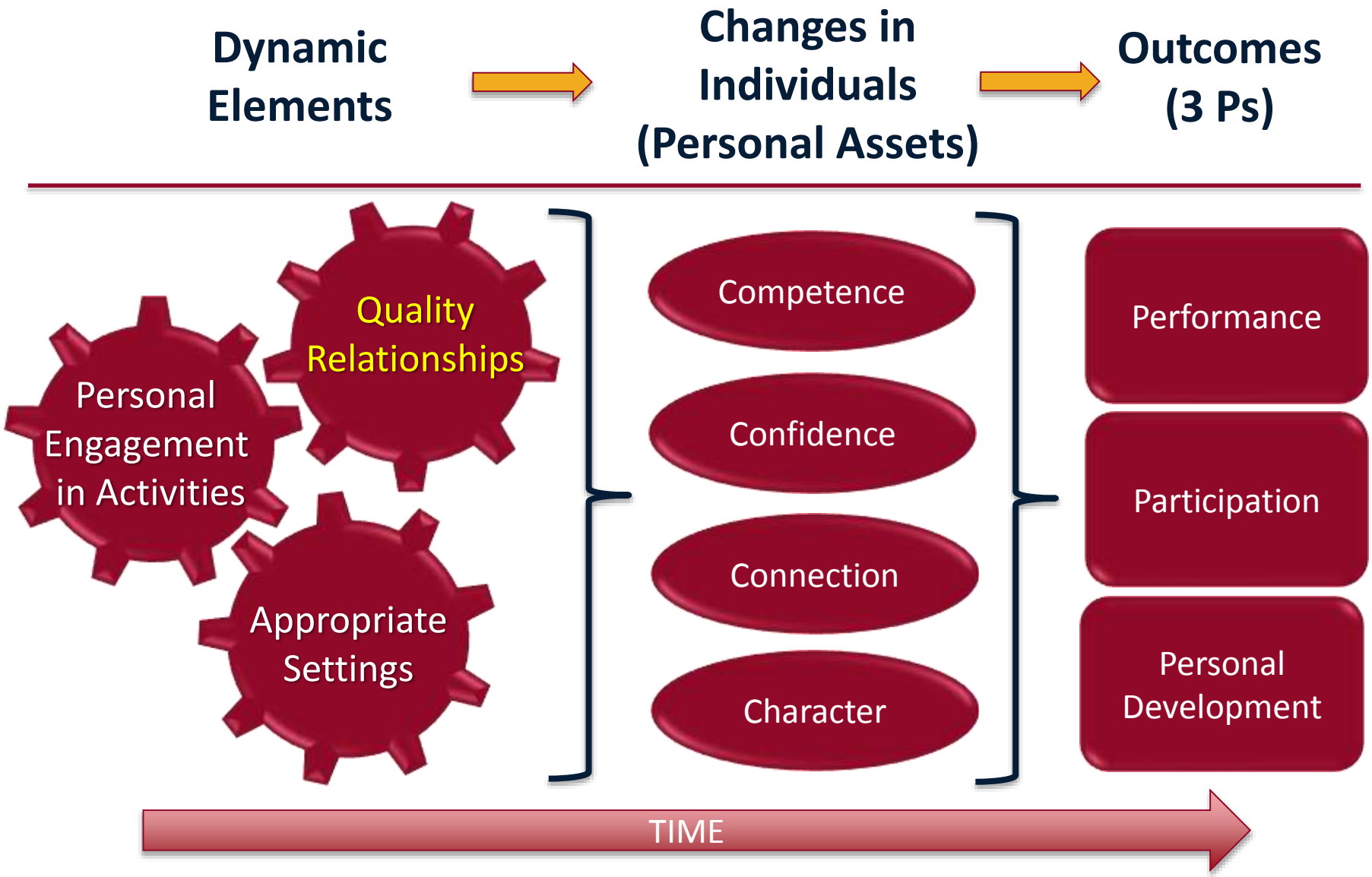
Supporting Evidence

Coutinho, Mesquita, Fonseca, & Côté, 2015; Bridge & Toms, 2013; Barreiros, Côté, & Fonseca, 2013; Haugaasen, Toering, & Jordet, 2014; Hayman, Borkoles, Taylor, Hemmings, & Polman, 2014; Leite & Sampaio, 2012; Leite, Santos, Sampaio, & Gomez, 2013; Vaeyens, Gullich, Warr, & Philippaerts, 2009; Moesch, Elbe, Hauge, & Wikman, 2011; Soberlak & Côté, 2003; Baker, Côté, & Abernethy, 2003; Baker, Côté, & Deakin, 2005; Berry, Abernethy, & Côté, 2008; Surya, Bruner, MacDonald, & Côté, 2012; Abernethy, Baker, & Côté, 2005; Fransen et al., 2012; Carlson, 1988; Côté, 1999; Monsaas, 1985; Hill, 1993; Côté, 1999; Law, Côté, & Ericsson, 2007; Starkes, Deakin, Allard, Hodges, & Hays, 1996; Robertson-Wilson, Baker, Derbinshyre, & Côté, 2003; Fransen et al., 2012; Gould, Tuffey, Udry, & Loehr, 1996; Fraser-Thomas, Côté, & Deakin, 2008a;b; Wall & Côté, 2007; Barynina & Vaitsekhovskii, 1992; Baker, Côté, & Deakin, 2006; Wright & Côté, 2003; Fredricks & Eccles, 2006; Strachan, Côté, & Deakin, 2009; ; Ford & Williams, 2012; Memmert, Baker, & Bertsch, 2010; Fraser-Thomas & Côté, 2009; Gulbin, Oldenziel, Weissensteiner, & Gagné, 2010; Kirk & MacPhail, 2003; MacPhail, Gorely, & Kirk, 2003, Bloom, 1985; Patel, Pratt, & Greydanus, 2002

Personal Engagement in Activities: What We Know

- A mix of youth-led and adult-led activities in youth sport creates unique socialization settings, motivational climate, and learning experiences.
- Optimal development results from youth engaging in various play and practice activities for different reasons.
- Diversification and deliberate play are less likely to result in boredom, burnout, and dropout.
- A mix of different sports, youth-led, and adult-led activities builds on implicit, explicit learning, and principles of non-linear pedagogy.
- Increasing deliberate practice is important after the sampling years for achieving elite performance in adulthood.

The Personal Assets Framework for Sport



Coach-Athlete Relationships

Coach-Athlete Relationships

- Think of the best coach you know.
- What were the key characteristics that differentiated him/her from other coaches you know?

- Think of the worst coach you know.
- What were the key characteristics that differentiated him/her from other coaches you know?

Coaching Leadership

Transactional Leader

- Rewards
- Punishment
- Correction
- Constantly monitor performance

Transformational Leader

- Idealized influence
- Inspirational motivation
- Intellectual stimulation
- Individualized consideration

Transactional Leadership

- Focus on the behaviours of the coach

- Represents the necessary foundation for effective coaching, but is insufficient for optimal athlete development.

(Bass, 2005)

Transactional Leadership

1. **Observation of coaches**
   - (e.g., Claxton, 1988; Lacy & Darst, 1984; Cushion et al., 2012; Erickson & Gilbert, 2009; Trudel & Gilbert, 2006; Leas & Chi, 1993; Ford, Yates, & Williams, 2010; Smith, Smoll, & Hunt, 1977; Smith & Smoll, 2007; Smith, Shoda, Cumming & Smoll, 2009)
2. **Questionnaire studies**
   - (e.g., Baker, Côté, & Hawes, 2000; Baker, Yardley, & Côté, 2003; Chaumeton & Duda, 1988; Chelladurai, 1990; Chelladurai, 2007; Chelladurai & Riemer, 1998 Chelladurai & Saleh, 1980; Chaumeton & Duda, 1988; Horn, 1985; Nicolas, Gaudreau, & Franche, 2009)

Transactional Coaching

1. Provide sport specific instruction
2. Provide positive/supportive feedback
3. Minimize the use of punishment
4. Avoid being negatively influenced by contextual factors (e.g., game situation)

Transformational Coaching

- Process whereby coaches develop athletes into leaders
- Involves behaviours that are designed to empower, inspire, and challenge athletes for their sport-specific and personal development

(Avolio, 1999; Bass, 1997; Callow et al., 2009; Charbonneau et al., 2001; Vella, 2011)

Transformational Coaching

Indirect Evidence

1. **Observation of the dynamics of coach-athletes relationships**
   - (e.g. Erickson., Côté, Hollenstein, & Deakin, 2011; Turnnidge, Côté, Hollenstein, & Deakin, 2014; Erickson & Côté, in press)
2. **Questionnaire studies**
   - (e.g. Adie & Jowett, 2010; Amorose & Horn, 2000; Conroy, & Coatsworth, 2007; Gagné, Ryan & Bargman, 2003; Jowett & Nezlek, 2011; Lafrenière, Jowett, Vallerand, Donahue, & Lorimer, 2008; Mageau & Vallerand, 2003; Pelletier, Fortier, Vallerand & Briere, 2001)
3. **Qualitative Studies**
   - (e.g., Becker, 2009; Culver & Trudel, 2000; Gould, Collins, Lauer, & Chung, 2007; Potrac, Jones, & Armour, 2002; Jowett & Meek, 2000; Vallée & Bloom, 2005)

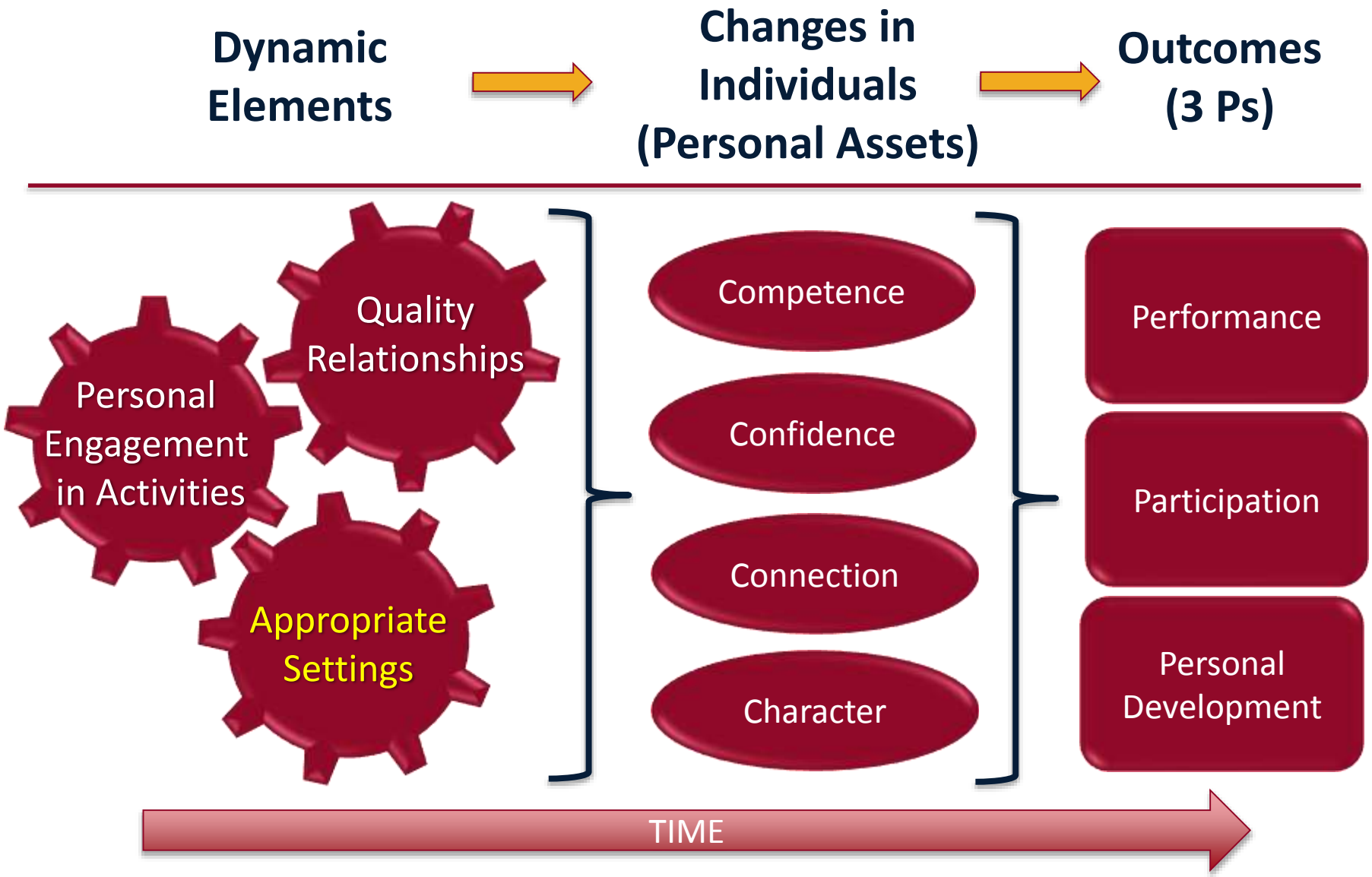
Transformational Coaching

1. Encourage athletes to ask questions — Intellectual Stimulation
2. Empower athletes to contribute new and alternative ideas
3. Use consistent, patterned modes of interaction
4. Use a positive intervention tone
5. Demonstrate personal beliefs — Idealized Influence
6. Model pro-social behaviours
7. Create a mastery-oriented motivational climate
8. Employ an autonomy-supportive coaching style — Inspirational Motivation
9. Communicate a compelling vision
10. Hold high expectations
11. Provide individualized feedback — Individualized Consideration
12. Recognize different needs and abilities

Quality Coach-Athletes Relationships: What We Know

- The transactional behaviors of coaches (e.g. instruction, reinforcement) that lead to positive learning environments.
- Indirect evidence of the transformational behaviors of coaches that are associated with athletes' performance and personal development.
- Initial understanding of the dynamic of coach-athletes relationships that lead to positive outcomes.
- Initial understanding of how "intervention tone" influences athletes' development (the *HOW* of coaching instead of the *WHAT*).

The Personal Assets Framework for Sport



Appropriate Setting

- Refer to the environment in which the athletes experience sport.

- Describe different levels of social and physical environments (teams, clubs, cities, countries) that influence an athlete behaviors.

Appropriate Settings

- **Successful Teams and Clubs**
  - (e.g., Henriksen, Stambulova, & Roessler, 2010a; Henriksen, Stambulova, & Roessler, 2010b; Henriksen, Stambulova, & Roessler, 2011; Johnson, Martin, Palmer, Watson, & Ramsey, 2013; Hodge, Henry, & Smith, 2014;)

- **Place of development and communities (e.g. birthplace effects)**
  - (e.g., Balish & Côté, 2013; Côté, MacDonald, Baker, & Abernethy, 2006; Fraser-Thomas, Côté, & MacDonald, 2010; Imtiaz, Hancock, Vierimaa, & Côté, 2014; MacDonald, King, Côté, & Abernethy, 2009; Bruner, Pickett, & Côté, 2011; Turnnidge, Hancock, & Côté, 2014)


WORLD CHAMPIONS 2011
ALL BLACKS
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The Sport Psychologist, 2014, 28, 60-74
http://dx.doi.org/10.1123/tsp.2013-0037

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www.TSP-Journal.com
APPLIED RESEARCH

A Case Study of Excellence in Elite Sport: Motivational Climate in a World Champion Team

Ken Hodge
University of Otago

Graham Henry and Wayne Smith
New Zealand Rugby Union

"Better People Make Better All Blacks"

Place of Development

- City size can be used as a proxy variable that indicates different kinds of settings for sport involvement
- The environment in which youth gain their first experiences in sport may potentially have a significant influence on their future Performance, Participation in sport, and Personal Development through sport

(Côté, MacDonald, Baker, & Abernethy, 2006)

Birthplace and Performance

- **Participants**
  - **Total: 4,397 professional athletes**
    - Hockey: 549 Canadian Males, 151 American Male
    - Baseball: 907 American Males
    - Basketball: 436 American Males
    - Golf: 197 Americans Males; 112 American Females
    - American Football: 1,969 American Males
    - Soccer: 76 American Females

(Côté, MacDonald, Baker, & Abernethy, 2006; MacDonald, Cheung, Côté, & Abernethy, 2009; MacDonald, King, Côté, & Abernethy, 2009)

Birthplace and Performance

U.S. Ice Hockey (N = 151)

City Size	U.S. Pop (%)	NHL (%)	OR	(CI)
>5,000,000	9.9	0.7	0.06	.16, -.04
2,500,000- 4,999,999	11.4	2.6	0.21	.24, .19
1,000,000- 2,499,999	18.1	3.3	0.15	.18, .13
500,000- 999,999	12.4	6.6	0.50	.51, .49
250,000- 499,999	11.0	12.6	1.16	1.17, 1.16
100,000- 249,999	9.6	17.9	2.05	2.05, 2.05
50,000- 99,999	1.1	17.2	18.70	18.70, 18.70
<50,000	26.4	39.1	1.79	1.79, 1.79

Birthplace and Performance

Queen's UNIVERSITY

U.S. Baseball (N = 907)

City Size	U.S. Pop (%)	MLB (%)	OR	(CI)
>5,000,000	9.9	1.8	0.17	.18, .15
2,500,000- 4,999,999	11.4	2.8	0.22	.23, .21
1,000,000- 2,499,999	18.1	2.9	0.14	.15, .12
500,000- 999,999	12.4	7.1	0.54	.54, .54
250,000- 499,999	11.0	13.3	1.24	1.24, 1.24
100,000- 249,999	9.6	17.8	2.04	2.04, 2.04
50,000- 99,999	1.1	16.8	20.82	20.82, 20.82
<50,000	26.4	37.7	1.69	1.69, 1.69

Birthplace and Performance

Queen's University

U.S. Basketball (N = 436)

City Size	U.S. Pop (%)	NBA (%)	OR	(CI)
>5,000,000	9.9	3.9	0.37	.38, .36
2,500,000- 4,999,999	11.4	6.7	0.55	.56, .55
1,000,000- 2,499,999	18.1	6.9	0.33	.34, .33
500,000- 999,999	12.4	11.9	0.96	.96, .95
250,000- 499,999	11.0	15.6	1.50	1.50, 1.49
100,000- 249,999	9.6	16.1	1.80	1.80, 1.80
50,000- 99,999	1.1	10.8	10.86	10.86, 10.86
<50,000	26.4	28.2	1.10	1.10, 1.09

Birthplace and Performance

Queen's UNIVERSITY

U.S. Football (N = 1969)

City Size	U.S. Pop (%)	NFL (%)	OR	(CI)
>5,000,000	9.9	0.1	0.01	.38, -.37
2,500,000- 4,999,999	11.4	2.5	0.20	.21, .19
1,000,000- 2,499,999	18.1	3.9	0.18	.18, .17
500,000- 999,999	12.4	8.7	0.67	.67, .67
250,000- 499,999	11.0	11.7	1.08	1.08, 1.07
100,000- 249,999	9.6	12.7	1.37	1.37, 1.37
50,000- 99,999	1.1	10.7	10.79	10.79, 10.79
<50,000	26.4	49.8	2.77	2.77, 2.77

Birthplace and Performance

U.S Women Soccer (N = 76)

City Size	U.S. Pop (%)	WUSA (%)	OR	(CI)
>5,000,000	10.0	1.3	0.12	.15, .09
2,500,000- 4,999,999	11.4	0.0	0.00	.00, .00
1,000,000- 2,499,999	18.1	0.0	0.00	.00, .00
500,000- 999,999	12.4	18.4	1.59	1.59, 1.59
250,000- 499,999	11.0	13.1	1.22	1.23, 1.22
100,000- 249,999	9.6	19.7	2.31	2.32, 2.31
50,000- 99,999	1.1	6.6	6.33	6.33, 6.33
<50,000	26.3	40.8	1.92	1.92, 1.92

Birthplace and Performance

Queen's UNIVERSITY

U.S Golf (N = 197)

City Size	U.S. Pop (%)	PGA (%)	OR	(CI)
>5,000,000	9.9	0.5	0.04	.16, -.08
2,500,000- 4,999,999	11.4	1.0	0.08	.14, .01
1,000,000- 2,499,999	18.1	0.5	0.02	.18, -.13
500,000- 999,999	12.4	11.1	0.88	.88, .87
250,000- 499,999	11.0	16.8	1.64	1.64, 1.63
100,000- 249,999	9.6	13.5	1.46	1.47, 1.46
50,000- 99,999	1.1	11.1	11.18	11.18, 11.18
<50,000	26.4	45.7	2.34	2.35, 2.34

Birthplace and Performance

Queen's UNIVERSITY

U.S. Women's Golf (N = 112)

City Size	U.S. Pop (%)	LPGA (%)	OR	(CI)
>5,000,000	10.0	0.9	0.08	.16, -.05
2,500,000- 4,999,999	11.4	1.8	0.14	.18, .09
1,000,000- 2,499,999	18.1	2.7	0.12	.16, .09
500,000- 999,999	12.4	9.8	0.77	.77, .76
250,000- 499,999	11.0	9.8	0.88	.89, .88
100,000- 249,999	9.6	13.4	1.46	1.46, 1.45
50,000- 99,999	1.1	23.2	27.2	27.2, 27.2
<50,000	26.3	38.4	1.73	1.74, 1.73

Birthplace and Performance

Canadian Ice Hockey (N = 549)

City Size	CAN Pop (%)	NHL (%)	OR	(CI)
>500000	33.2	15.7	0.37	.38, .37
100,000-499,999	13.3	33.2	3.24	3.24, 3.24
30,000-99,999	7.6	15.8	2.28	2.28, 2.28
10,000-29,999	7.3	10.4	1.47	1.48, 1.47
5,000-9,999	3.4	7.7	2.37	2.37, 2.37
2,500-4,999	3.4	6.0	1.81	1.82, 1.81
1,000-2,499	3.3	6.2	1.94	1.94, 1.93
<1,000	28.5	5.1	0.13	.15, .12

Birthplace and Participation

- **Sample of 146, 424 Canadian male youth hockey players**
  - Born between 1994-2001
  - Age range: 8-16 years
  - Registered with the Ontario Hockey Federation
  - 2004-2010 seasons
- **The relationship between city of development and youth hockey participation and dropout.**

(Turnnidge, Hancock, & Côté, 2014; Imtiaz, Hancock, Vierimaa, & Côté, 2014)

Participation

City Size	ONT Pop (%)	OHF (%)	OR	(CI)
>500000	34.35	23.37	0.58	0.58-0.59
250,000-499,999	9.18	6.42	0.68	0.67-0.69
100,000-249,999	20.19	19.49	0.96	0.94-0.97
50,000-99,999	10.63	11.44	1.09	1.07-1.10
25,000-49,999	6.45	9.32	1.49	1.46-1.52
10,000-24,999	10.56	11.43	1.09	1.07-1.11
5000-9999	5.26	6.53	1.26	1.23-1.29
1000-4999	2.62	10.91	4.57	4.48-4.65
0-999	0.76	1.07	1.41	1.34-1.49

Dropout

City Size	Engaged (%)	Dropout (%)	OR	(CI)
>500000	8.07	20.18	2.88	2.52-3.29*
250,000-499,999	4.95	5.39	1.09	0.88-1.36
100,000-249,999	17.93	14.35	0.77	0.67-0.88*
50,000-99,999	13.99	11.60	0.81	0.69-0.94*
25,000-49,999	10.70	9.73	0.90	0.76-1.06
10,000-24,999	16.00	13.85	0.84	0.73-0.97*
5000-9999	10.07	9.40	0.92	0.78-1.09
1000-4999	16.60	13.85	0.81	0.70-0.93*
0-999	1.69	1.65	0.98	0.66-1.44

Birthplace and Personal Development

- 181 swimmers (108 from cities of over 500,000 and 73 from cities of under 500,000)
- 58-item questionnaire (Search Institute, 2004)
- Assesses adolescents' developmental assets
  - Support
  - Empowerment
  - Boundaries/Expectations
  - Constructive Time Use
  - Learning Commitment
  - Positive Values
  - Social Competencies
  - Positive Identity
- Rate statements from rarely (0) to always (3)

(Fraser-Thomas, Côté, & MacDonald, 2010)

Birthplace and Personal Development

Setting Feature	Small Cities	Large Cities
Support	25.2 *(4.0)*	22.9 *(4.5)**
Empowerment	25.2 *(3.9)*	24.3 *(4.1)*
Boundaries/expectations	25.0 *(4.4)*	23.2 *(4.0)**
Constructive time use	19.0 *(5.4)*	19.2 *(5.7)*
Learning Commitment	24.8 *(3.7)*	22.6 *(5.1)**
Positive values	22.7 *(4.1)*	22.0 *(4.0)*
Social competencies	23.7 *(4.4)*	23.2 *(3.8)*
Positive identities	23.0 *(5.1)*	21.2 *(5.1)**

Birthplace and Community

Supportive

- Curtis & Birch, 1987 (Canadian professional ice hockey players)
- Carlson, 1988 (Swedish professional tennis players)
- Abernethy & Farrow, 2004 (Australian professional team sport athletes)
- Baker & Logan, 2007 (Canadian junior hockey players)
- Côté, MacDonald, Baker, & Abernethy, 2006 (USA - NHL, NBA, MLB, PGA, Canadian NHL)
- MacDonald, Cheung, Côté, & Abernethy, 2009 (USA – AFL)
- MacDonald, King, Côté, & Abernethy, 2009 (USA women LPGA, United Soccer Association)

Birthplace and Community

Mixed Support

- Schorer, Baker, Lotz & Büsch, 2008 (German youth elite handball players)
- Baker, Schorer, Cobley, Schimmer, & Wattie, 2009 (Olympic athletes from Canada, USA, UK, and Germany)
- Lidor, et al., 2010; 2013 (team sports athletes from Israel)
- Bruner, MacDonald, Pickett, & Côté, 2011 (World Junior ice hockey players from Sweden, USA, and Canada)
- Rossing, Nielsen, Elbe, & Karbing, 2015 (handball and football players in Denmark)

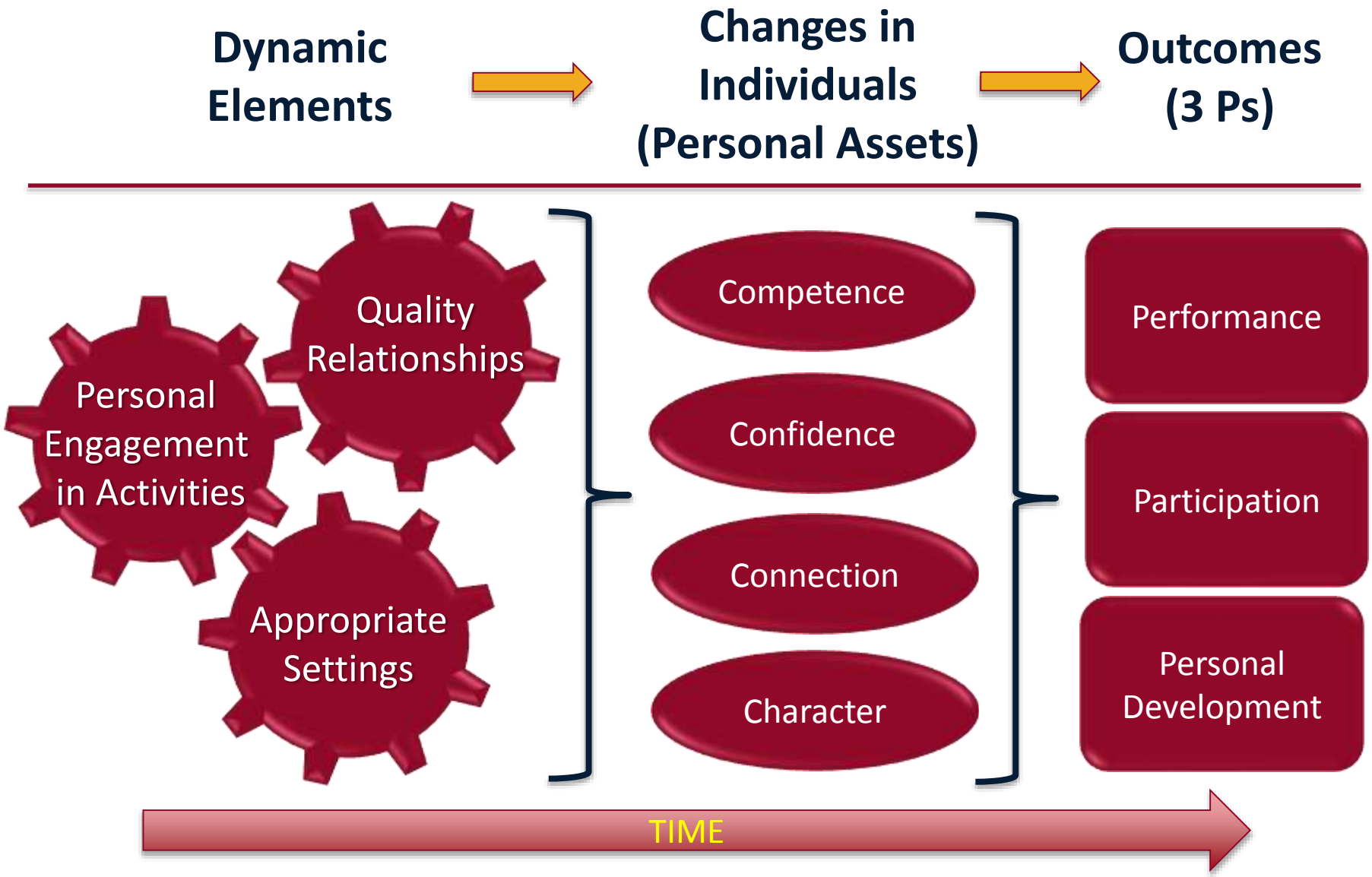
Appropriate Settings: Conclusions

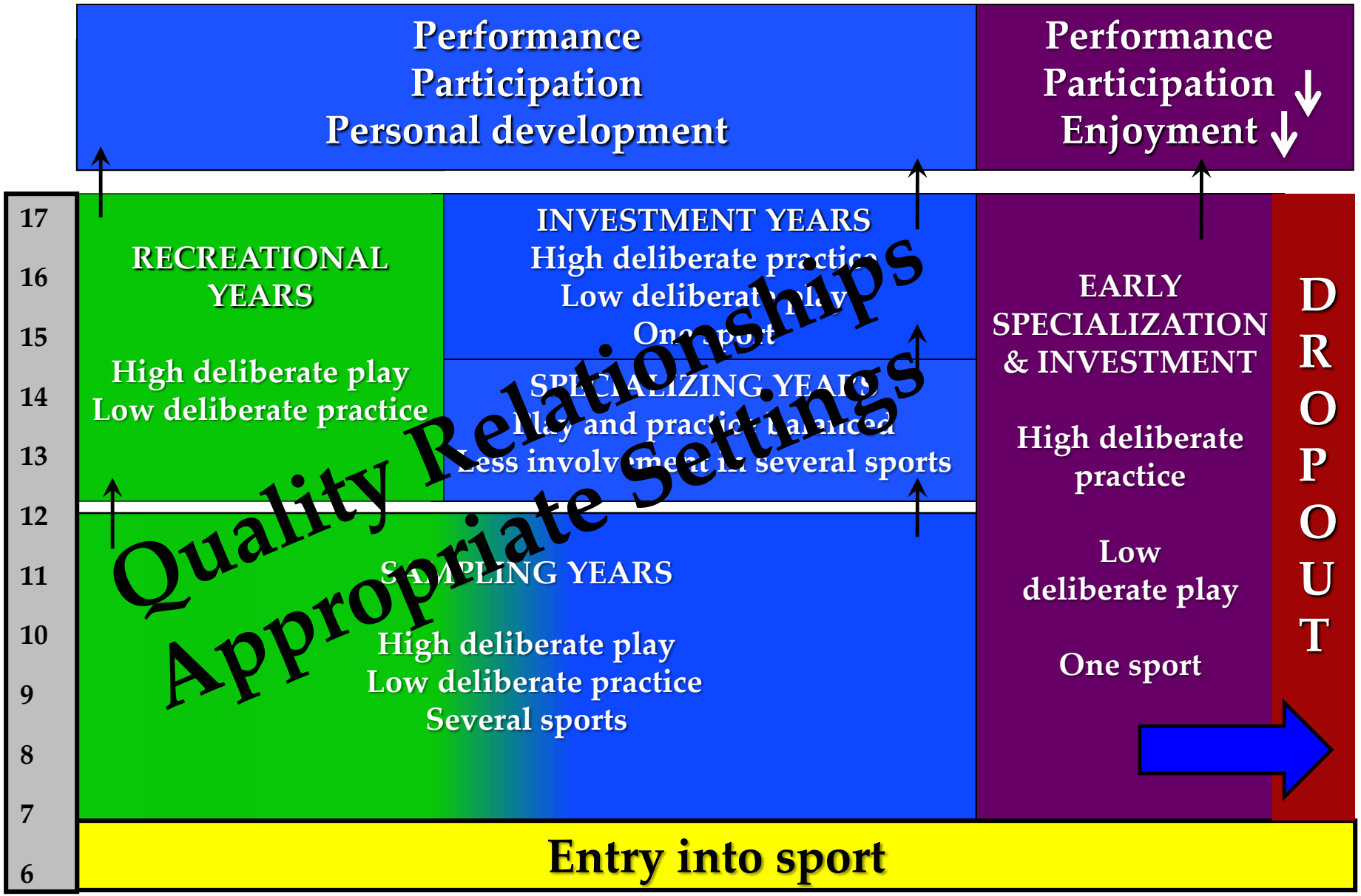
1. The integration of the sport system with family, school, and community to create a positive learning environment.
2. Culture of personal development "Better People Make Better Athletes"
3. Culture of team/clubs/communities that provide stability and support.
4. Settings with "fewer people" at a young age increase involvement in different roles, enjoyment, and personal effort (Barker, 1978).
5. Settings with "fewer people" strengthen self-concept through favorable social comparisons (e.g., local dominance effect; Gardner, Gabriel, & Hochschild, 2002).

Appropriate Settings: Conclusions

6. Accessibility to facilities maybe more important than quality during childhood.
7. Settings in which athletes are physically and psychologically safe and feel part of the decision making process.
8. Environments that promote diversification, play, and fun.
9. Youth sport programs that are flexible and not over-coached.
10. Variability in players' age, size, and ability in smaller cities.

The Personal Assets Framework for Sport

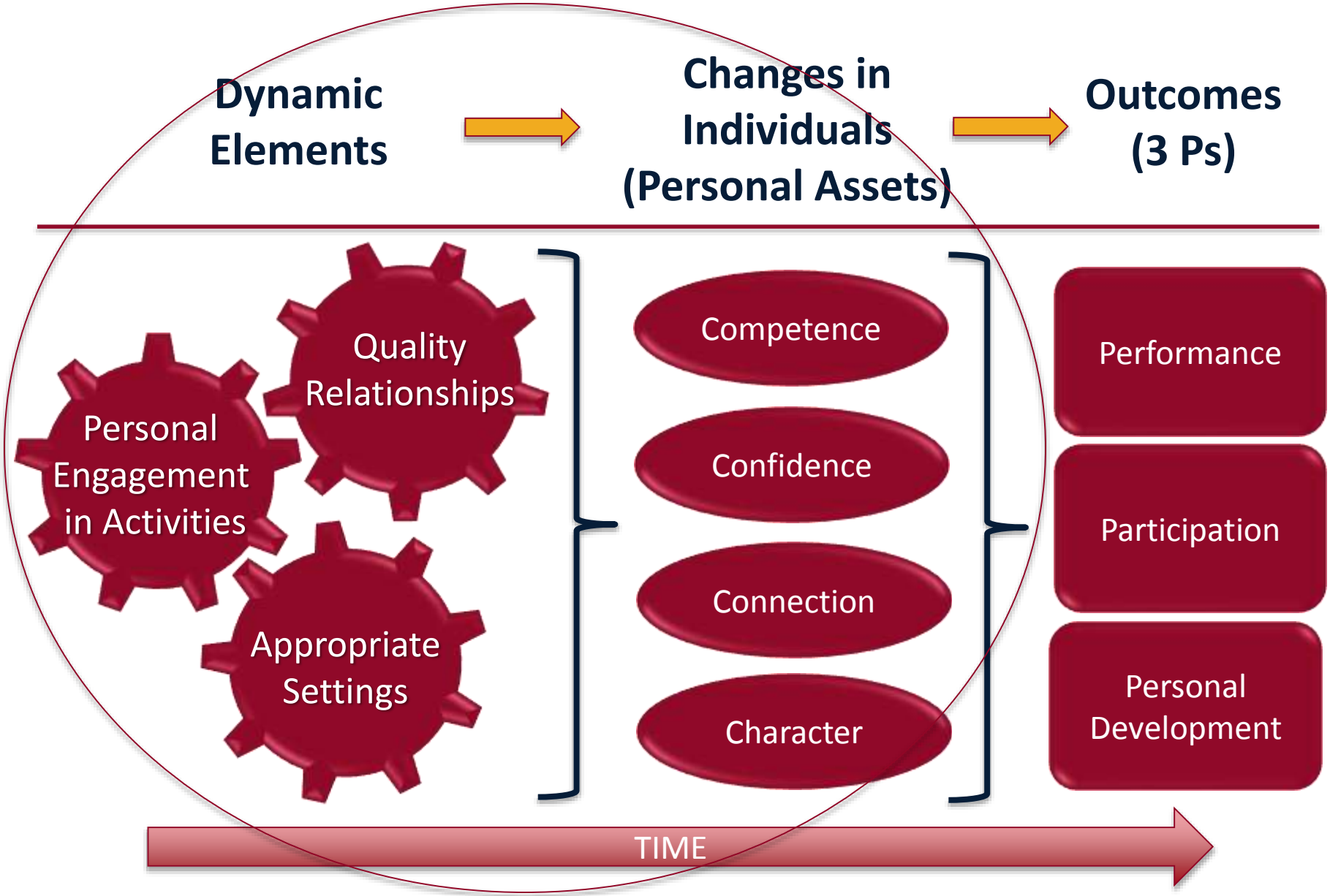




(Côté, 1999; Côté, Baker, & Abernethy, 2007; Côté & Fraser-Thomas, 2007_)

Effective Coaching

The Personal Assets Framework for Sport



Effective Coaching

Long-term athlete development?

Or

Short-term athlete development of personal assets?

An Integrative Definition of Coaching Effectiveness and Expertise

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ABSTRACT

The purpose of the current paper is to present an integrative definition of coaching effectiveness and expertise that is both specific and conceptually grounded in the coaching, teaching, positive psychology, and athletes' development literature. The article is organized into six sections. The first section is used to situate the proposed definition in the predominant conceptual models of coaching. The second, third, and fourth sections provide detailed discussion about each of the three components of the proposed definition of coaching effectiveness: (a) coaches' knowledge, (b) athletes' outcomes, and (c) coaching contexts. The proposed definition is presented in the fifth section along with a clarification of common terminology and guiding postulates. The final section includes implications for practice and research.

Key words: Coaches' Knowledge, Conceptual Models of Coaching

Coaching Effectiveness

The consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts.

(Côté & Gilbert, 2009)

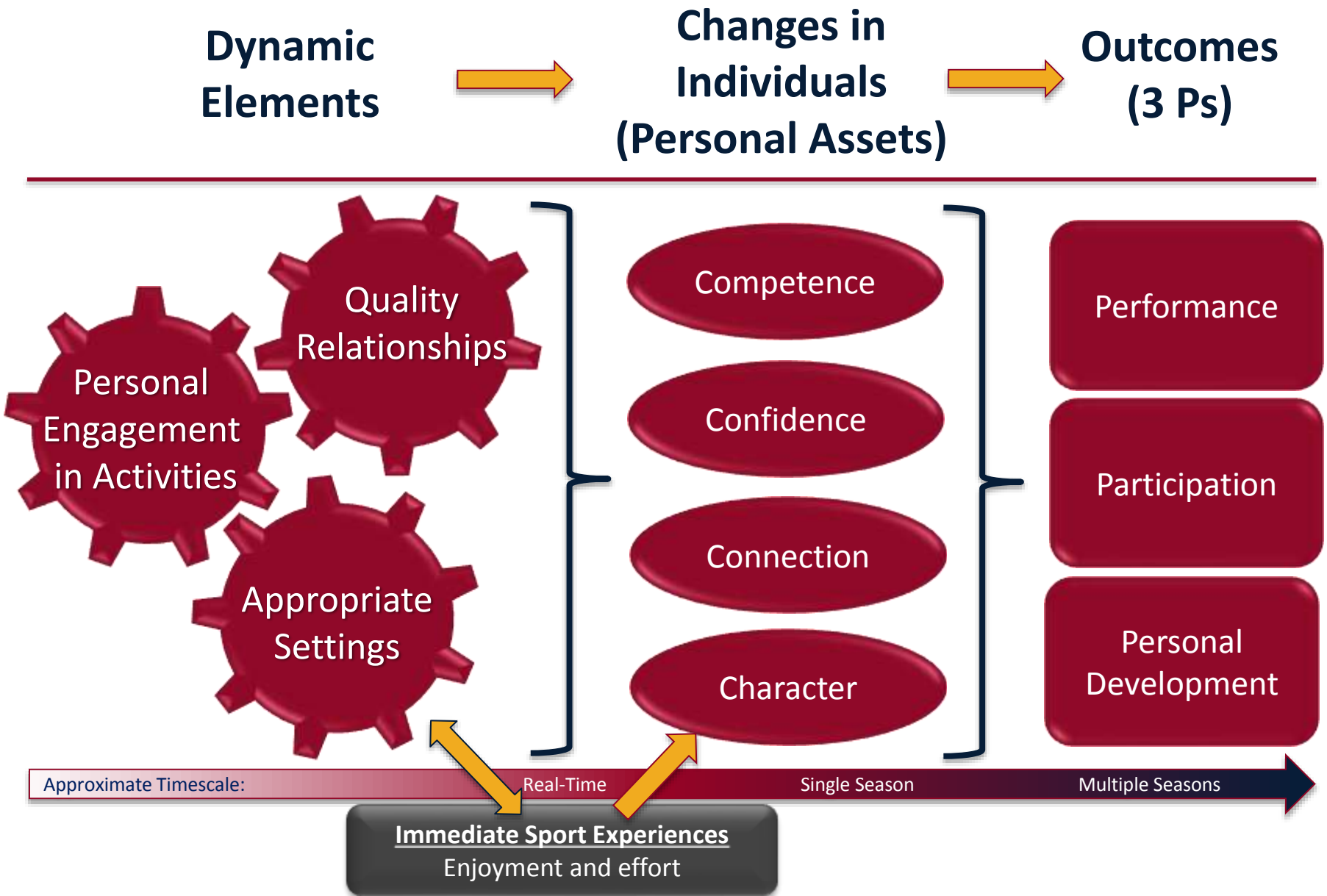
Conclusion

Effective Sport Programs

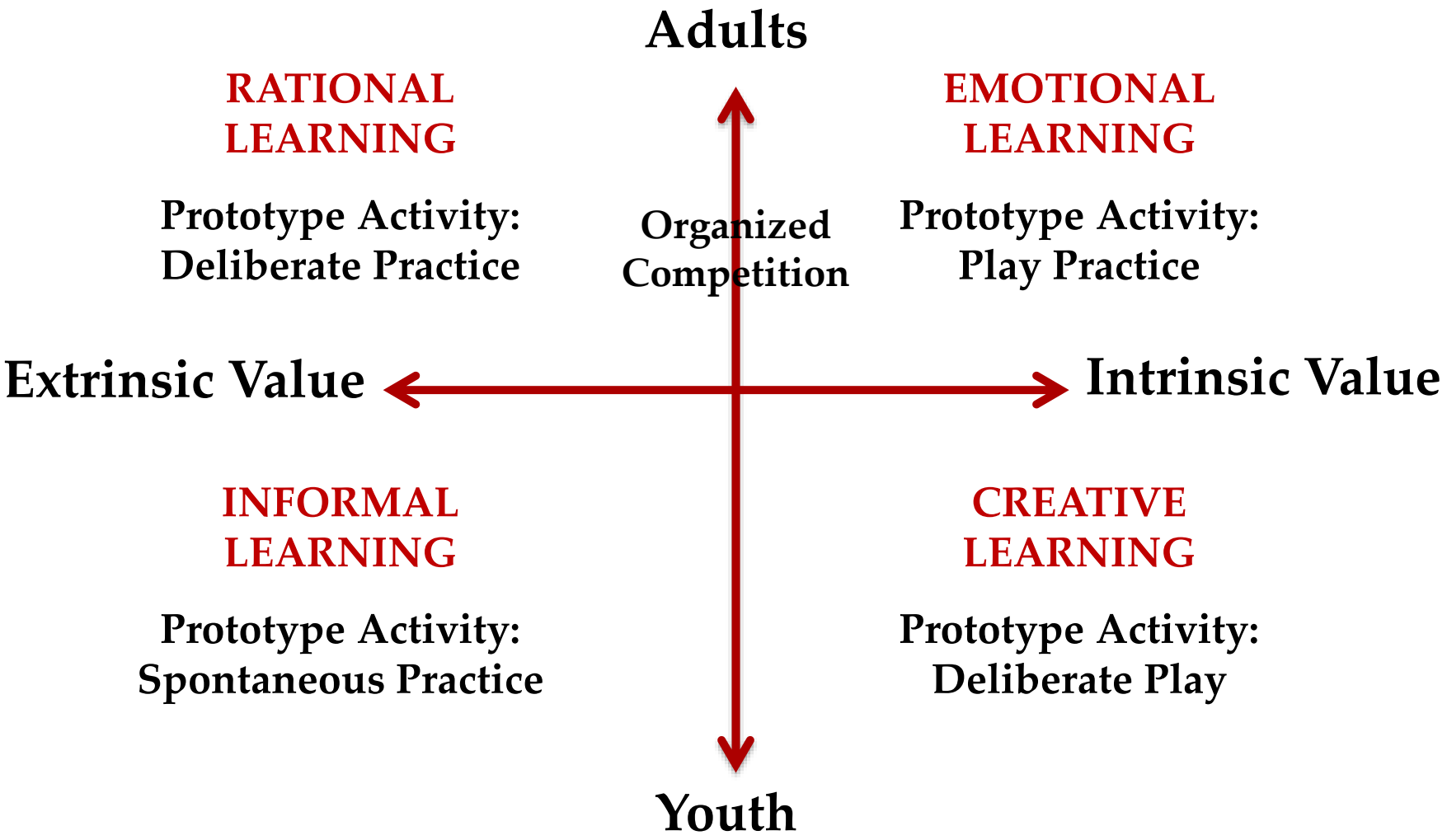
Structuring the dynamic elements of “personal engagement in activities,” “quality relationships,” “appropriate settings,” to maximize:

1. Skill development (sport specific skills)
2. Interest development (individual interest in sport)

The Personal Assets Framework for Sport



Personal Engagement in Activities



Quality Relationships

More transformational leadership behaviors that are designed to empower, inspire, and challenge:

1. Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individualized consideration

Appropriate Settings

1. **Safe:** Physically and psychologically safe environments
2. **Age appropriate:** Includes a range of activities that focus on fun, challenge, and skill building.
3. **Accessible:** Promotes accessibility to sport venues
4. **Integrated and Focus on People:** Same values shared between family, school, clubs, and community
5. **Size matters!:** Fewer athletes increases youth personal effort and involvement in different roles and positions

Thank You

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