

SPORTS AND ATHLETICS PREPARATION, PERFORMANCE, AND PSYCHOLOGY

Paul A. Davis
Editor

The Psychology of Effective Coaching and Management



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The Psychology of Effective Coaching and Management is a valuable resource for students, researchers, practitioners, educators, and administrators who want to increase their knowledge of psychological aspects associated with the development and practice of coaching and management. The reader is guided through models of the coaching process, approaches to coach learning, context-specific education, and tools for observing coaching behaviors. Additionally, considerations for enhancing positive youth development, motivational climate, group dynamics, self-regulation, emotions, and mental toughness are outlined. The application of mental skills such as self-talk, the consideration of an athlete's personality in coaching practice, and leadership theories in management are also reviewed. Examples of highly effective sport organizations and approaches to optimizing relationships with support staff are presented, along with research and implications of coach burnout.

The book is written by world-leading scholars, sport psychologists, coaches, and managers from the USA, Canada, Australia, New Zealand, Sweden, Spain, Greece, China, Croatia, and the UK. Each chapter presents current research and offers suggestions for optimizing effective coaching and management. This book will serve as essential reading for scholars and students; it can be used as a key text in sports coaching or coach education programs. Furthermore, coaches, as well as their athletes, will benefit from the recommendations for practice presented in the book.

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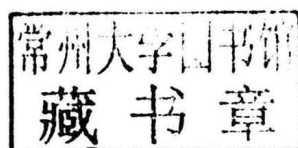
The Psychology of Effective Coaching and Management ❧



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PAUL A. DAVIS
EDITOR



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PREFACE

The Psychology of Effective Coaching and Management is a valuable resource for students, researchers, practitioners, educators, and administrators that want to increase their knowledge of psychological aspects associated with the development and practice of coaching and management. The reader is guided through models of the coaching process, approaches to coach learning, context specific education, and tools for observing coaching behaviors. Additionally, considerations for enhancing positive youth development, motivational climate, group dynamics, self-regulation, emotions, and mental toughness are outlined. The application of mental skills such as self-talk, the consideration of an athlete's personality in coaching practice, and leadership theories in management are also reviewed. Examples of highly effective sport organizations and approaches to optimizing relationships with support staff are presented, as well as research and implications of coach burnout.

The book is written by world leading scholars, sport psychologists, coaches, and managers from the USA, Canada, Australia, New Zealand, Sweden, Spain, Greece, Croatia and the UK. Each chapter presents current research and offers suggestions for optimizing effective coaching and management. The chapters are written to be accessible to a wide range of readers, and each chapter offers a set of key considerations for enhancing practice. The aim of the book is to present up-to-date knowledge of the theories and research undertaken in sport coaching and management, with a particular focus upon applying understanding to maximize effective practice. This book will serve as essential reading for scholars and students; it can be used as a key text in sports coaching or coach education programs. Furthermore, coaches as well as their athletes will benefit from the recommendations for practice presented in the book.

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Chapter 1

CURRENT PERSPECTIVES ON PSYCHOLOGICAL ASPECTS ASSOCIATED WITH THE DEVELOPMENT AND PRACTICE OF EFFECTIVE COACHING AND MANAGEMENT

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ABSTRACT

Research investigating the psychology of coaching and management has advanced knowledge and enhanced practice. As a result, the development and education of coaches to maximize effectiveness has been informed by extensive research. This chapter serves as an introduction to the book, "The Psychology of Effective Coaching and Management" and highlights the research presented across the chapters. Specifically, a holistic model of the coaching process, approaches to coach learning, context specific education, and tools for observing coaching behaviors are reviewed. Additionally, considerations for enhancing positive youth development, motivational climate, group dynamics, self-regulation, emotions, and mental toughness are outlined. Also the application of mental skills such as self-talk, the consideration of an athlete's personality in coaching practice, and leadership theories in management are reviewed. Examples of highly effective sport organizations and the staff that comprise coaches' support teams are discussed. Finally, the research and implications of coach burnout are also presented. This chapter and the associated book provide a summary of current knowledge and offer future research directions for enhancing the psychology of effective coaching and management.

Keywords: Coaching, psychology, management, education

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INTRODUCTION

The current popular interest and research activity associated with the psychology of coaching and management is rapidly expanding theoretical knowledge and enhancing applied practice in a range of professional domains. International psychology societies (e.g., British Psychological Society, Australian Psychological Society) have developed related special interest groups centered on coaching psychology and dedicated to the advancement of knowledge associated with the enhancement of wellbeing and performance in personal and professional life. The roots of modern day coaching psychology have been identified as growing from the Humanistic movement of the 1960's and relate to theory and research associated with counselling and educational psychology (Palmer & Whybrow, 2014). That said, the pioneering work of Coleman Griffith in the early 1900's is widely acknowledged as the starting point of sport psychology, and focused upon the role and methods of the coach. In particular, one of Griffith's key research areas was the study of increasing the effectiveness of coaching methods (Griffith, 1926). Griffith's preliminary research laid the foundation for the study and development of psychological aspects of coaching and management in sport and beyond.

Over time, the psychological aspects underlying coaching and management have been studied extensively within sport and other performance domains, with knowledge and practices being transferred across areas (Fletcher & Wagstaff, 2009; Jones, 2002). For example, emotions and attempts to manage them for optimal health and performance outcomes have been the focus of a wide body of research in sport psychology (Jones, 2003; Woodman, Davis, Hardy, Glasscock, & Yuill-Proctor, 2009) and within work settings (Ashforth, & Humphrey, 1995; Bono, Foldes, Vinson, & Muros, 2007). More specifically, the concept of emotional intelligence has risen to prominence as being highly influential for effective leadership both in the workplace (Carmeli, 2003) as well as sport coaching (Chan & Mallett, 2011).

Beyond emotions, there is a wide range of psychological aspects that influence effective coaching and management. These psychological features not only influence the practice of coaching and management but also relate to the development, education, and measurement of effectiveness. This book aims to provide a snapshot of current perspectives on the psychology of effective coaching and management. It is by no means an exhaustive account of all the related psychological concepts underlying coaching and management, but provides an overview of the research and practice being undertaken by international experts and research centers committed to the development of excellence in coaching and management. This book is organised into sections that delineate current knowledge of: models conceptualizing the coaching process; coach education and development; the measurement of effective coaching behaviours; coaching contexts; psychological aspects and skills underlying coaching practice; and outcomes of (in)effective coaching.

The increasing attention to the role of psychology in coaching and management has relatedly amplified demands for effective practice and maximized outcomes. Accountability and the meeting of expectations are inherent to the results driven contexts of business and sport. However the complex nature, and somewhat multitudinous variables underlying performance outcomes, are a challenge to both coaches and organizations responsible for putting the ideal conditions in place to optimize chances for success. Related to this, the

construction of a roadmap to being an effective coach or manager is elusive if not misguided. The complexities that comprise the coaching setting require coaches to balance the demands of the situation (e.g., participation vs. competition) as well as the expectations of those with a vested interest (e.g., athletes, parents, performance directors).

Côté and Gilbert's (2009) integrative definition of coaching effectiveness recognizes the need for differentiation in the determination of effectiveness across contexts. Further, the coach's knowledge as well as the athlete-specific outcomes also factor into the assessment of coaching effectiveness. The present book does not offer a new definition for effective coaching; it largely operates within the definition of *coaching effectiveness* put forward by Côté and Gilbert (p. 316):

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

This definition of coaching effectiveness also serves to reinforce the importance of the areas addressed in the chapters that comprise the present book. Specifically, the development of knowledge and expertise of the coach and how these relate to the requirements of the organization largely responsible for educating and accrediting its coaches; the inter and intrapersonal knowledge required by the coach to be able to work with others in accomplishing outcome goals; and appreciation of the unique contexts that coaches and managers operate within.

As a starting point in the next chapter Hall, Gray, Kelly, Martindale, and Sproule offer a holistic model of the coaching process. The aim of this model is to provide a framework for reflection within which the opportunities as well as the challenges for coaching effectiveness can be considered. In particular, Hall and colleagues highlight the role of associates in the coaching context and how interactions with these significant others can shape the coaching process. The social nature of coaching is inherent to the context, yet it is not always obvious in terms of its influence upon practice and effectiveness (Cushion, Armour, & Jones, 2003). Hall and colleagues' model seeks to identify the focus of coaches' reflection within the coaching process; this process of reflection can serve as a starting point for professional (and personal) development (Gilbert & Trudel, 2005).

Professional development is central to the advancement of knowledge and expertise in coaching (Armour, 2010; Lyle, 2007). The processes of coaches' knowledge development and coach learning is the focus of Stodter and Cushion's following chapter. Ongoing learning is necessary for coaches to remain knowledgeable and flexible in order to meet the demands of unique coaching contexts (Werthner & Trudel, 2009). Côté (2006) suggests individuals' biographies and contexts are central to the design and delivery of coach learning opportunities. Stodter and Cushion contend that existing coach learning research has not substantiated how learning opportunities function for diverse individual coaches, thus impinging the development of frameworks to improve learning and practice within varied coach populations. Stodter and Cushion present a grounded model of coaches' learning processes and highlight that learning opportunities have to connect with the individual coach in order to be effective in developing effective practitioners.

Lerner-centered approaches have been forwarded in response to ineffectual coach education programs based upon traditional, positivist views of learning. Paquette and Trudel's

chapter provides support for coach educators that put the coach/learner at the center of their development programs. They offer a theoretical overview of the learner-centered literature and outline a framework along with tools for implementing learner-centered education programs. Although resistance from stakeholders (e.g., administrators, coaches) may arise, Paquette and Trudel suggest that open communication can facilitate the development of a shared vision for coach education programs and ultimately enhance their effectiveness.

The organizations providing the education programs are highly influential in the effectiveness and outcomes of the training. In their chapter, Rodrique, He and Trudel attest that organizations must align their educational efforts with the learner to optimize outcomes. Rodrique and colleagues propose that using concept maps are a useful method for developing coaches' tacit knowledge. A step by step approach is offered by Rodrique, He and Trudel with the aim of assisting organizations in supporting their coaches' learning pathways and development of expertise. This is especially important as the learning pathways of coaches are idiosyncratic (Gilbert, Côté, & Mallett, 2006; Mallett, 2010; Werthner & Trudel, 2009) and are influenced heavily by the specific context in which the coaches work.

The context coaches work within influences the social networks that exist around them and the social learning systems that can augment coaches' development (Culver & Trudel, 2006). Specifically, coaching within the context of parasport presents unique conditions that can require coaches to have specialist knowledge and education (Burkett, 2013). The social learning systems of coaches in parasport are explored by Taylor, Werthner and Culver in their chapter. Taylor and colleagues highlight the role of collaborators and the development of expertise that is facilitated through communities of practice and dynamic social networks. Suggestions for coach educators and sport organizations are presented by Taylor, Werthner and Culver with the aim of fostering the growth of parasport coaches' relationships within social learning systems.

A useful tool for coach educators and sport organizations in the development of coach learning is the use of systematic observation of coach behaviors (Cushion & Jones, 2001; Ford, Yates, & Williams, 2010). In the chapter by Vierimaa, Turnnidge, Evans and Côté a review of 40 years of observational analysis conducted in coaching research is presented; a variety of tools designed to record coaching behaviors and consider different approaches ranging from qualitative methods to complex systematic coding of dynamic interactions are also identified. In particular, the coaching observation approaches used in both training sessions and competition are critically evaluated in relation to their sensitivity to evaluate the behaviors underpinning effective coaching. The use of technology to facilitate coach learning through observational analysis offers a means to comprehensively consider the complex, multi-faceted nature of the coaching process. Vierimaa and colleagues at the Performance Lab for the Advancement of Youth Sport in Sport lead by Jean Côté at Queen's University, propose that the development of innovative approaches to measuring dynamic coach-athlete interactions can promote the development of effective coaching and expertise across contexts.

The context of youth sport is influenced by the roles of not only coaches but also parents (Côté, 1999; Holt, Tamminen, Black, Mandigo, & Fox, 2009). 'Wanting the best for their child' parents often view sport as a vehicle for optimal growth and development; however, parents' subsequent degree of involvement can vary dramatically and result in a number of implications for the coach (Harwood & Knight, 2015; Hellstedt, 1987). Considering the role of sport in positive youth development, Johnston and Harwood outline the roles that coaches and parents can adopt in an effort to promote an environment that positions young people

with the optimal conditions to thrive. Further, Johnston and Harwood's chapter presents the theoretical underpinnings of coach and parent roles in developing desirable psychosocial assets as well as how these roles may be performed within the domain of youth sport.

In the context of youth sport, there is limited knowledge about how coach education programs develop coaches' expertise to effectively implement strategies that promote positive youth development. Sport has been identified as a potential arena to promote positive youth development through the acquisition of knowledge, experience, and skills, needed to facilitate a healthy transition from adolescence to adulthood (Côté, Strachan, & Fraser-Thomas, 2008; Schulman & Davies, 2007). In the chapter by France, Petitpas, and Van Raalte the education of coaches aimed at cultivating the expertise required to be youth development specialists is examined. Specifically using the example of a highly successful program France, Petitpas, and Van Raalte outline an established framework for planning sport-based youth development programs, review autonomy supportive coaching, and put forward strategies to educate coaches on how to promote positive youth development.

Autonomy supportive coaching has been associated with positive outcomes including enhanced psychological well-being (e.g., increased feelings of self-worth), as well as superior performance and effort (Occhino, Mallett, Rynne, & Carlisle, 2014). The motivational climate created through autonomy supportive coaching behaviors influence athletes' thoughts, emotions, and actions and has implications for athletes' motivation (Amorose & Anderson-Butcher, 2007; Pelletier, Fortier, Vallerand, & Briere, 2001). In their chapter, Mallett, Rabjohns, and Occhino review the application of the theoretical framework of Self-determination theory (Deci & Ryan, 1985) for understanding how coaches can get the best from athletes by considering the motivational processes. Further, Mallett and colleagues highlight the important role of coaches in shaping the motivational climate, and subsequent athlete outcomes. Mallett, Rabjohns, and Occhino propose recommendations for coaches to implement in order to become more autonomy supportive in their coaching practice.

The use of coaching behaviors characterized as being autonomy supportive may have a differential impact upon athletes given the circumstances that comprise the coaching context (Cowan & Taylor, 2015). The chapter by Pope, Wilson, Mack and Deck reports findings from their examination of changes in perceived autonomy support, structure, and involvement provided by a head coach to university-level rugby players over the latter portion of a competitive season. Specifically, Pope and colleagues highlight changes in perceived autonomy support are linked with fluctuations in athletes' efforts to achieve their goals and their sense of goal attainment. Pope, Wilson, Mack and Deck suggest that the latter half of a competitive season may be a critical timepoint for coach-athlete interactions and may represent an important timeframe for coaching strategies designed to bolster goal progress as a function of enhancing support from the coaching staff.

Coaching behaviors underlying coach-athlete interactions can have an impact upon performance outcomes as well as group dynamics (Davis, Jowett, & Lafrenière, 2013; Mageau & Vallerand, 2003). Communication can be linked with the potential for interpersonal conflict, yet it can also manage disagreements by outlining clear expectations within groups (LaVoi, 2007). In their chapter Benson, Surya, and Eys outline processes underlying the development and communication of role responsibilities, and discuss key time frames that influence athletes' understanding of their role expectations. In particular Benson and colleagues discuss the sources of information athletes rely on to inform their understanding of their role responsibilities. Changes in the composition of the team (e.g.,

newcomers) can influence the psychological structure and group dynamics of a team; Benson, Surya and Eys describe how coaches and athletes adapt and respond to unanticipated events that disrupt the equilibrium of the group (e.g., major injury). Addressing these issues, recommendations for how coaches can address role-related obstacles that arise from these events are put forward.

How a coach regulates themselves during unanticipated or emotional events can influence their coaching behaviors and impact upon their athletes (Davis, 2011; Hill & Davis, 2014). Self-regulation has a key role in sport; in order to be effective coaches would benefit by developing their self-regulation skills and those of their athletes. Durand-Bush, McNeill, and Collins highlight in their chapter self-regulatory phases, processes, and strategies deemed valuable for learning and performance. Further, Durand-Bush and colleagues identify co-regulation processes in which coaches can assist their athletes in shifting toward independent regulation. A self-regulation program designed to help coaches effectively perform and achieve adequate levels of well-being is presented by Durand-Bush, McNeill and Collins.

The ability to self-regulate underlies a number of personal characteristics that are highlighted within mental toughness (i.e., striving, surviving, and thriving; Mahoney, Ntoumanis, Mallett, & Gucciardi, 2014). In his chapter Gordon outlines how a strengths-based approach can be used by coaches to promote behaviors associated with mental toughness. Considering principles from applied positive psychology, appreciative inquiry, appreciative inquiry coaching, as well as strengths-based coaching, Gordon provides examples from his experience working with professional athletes and teams in Australian football, basketball, cricket and golf. From his experience, Gordon recommends that coaches need to consider the developmental stage of athletes when promoting the development of mental skills or mental toughness behaviors. Specifically, with novice athletes or athlete's that are early into their career, a program that combines traditional mental skills training with strengths-based approaches would likely be optimal. However, Gordon encourages sport psychology practitioners and coaches to consider trialing strengths-based approaches to developing mental toughness behaviors in any sport at any age and at any competitive level.

Mental toughness is associated with the ability to cope and control emotions (Gucciardi, Hanton, Gordon, Mallett, & Temby, 2015). Coaching is an emotional undertaking and emotions can have a differential influence on coaches' behaviors depending on their ability to regulate their emotions (Lafrenière, Jowett, Vallerand, & Carbonneau, 2011; Chan & Mallett, 2011; Hill & Davis, 2014). In the chapter by Davis and Davis a summary of the influence of emotions on both cognitive and physical functioning is provided; the psychophysiological influence of emotions upon the coaching process is also discussed. We outline the implications of failures to regulate emotions (e.g., inappropriate expressions of anger; burnout) and offer emotion regulation strategies that have been found to effective in sport and as well as other domains. Coaches' and athletes' emotions and emotion regulation are augmented by individual differences (Davis, 2011; Davis & Jowett, 2010; Davis, Woodman & Callow, 2010), we consider how best to approach the use of emotion regulation strategies (e.g., self-talk) whilst appreciating the influence of an individual's personality.

Extensive research of the effectiveness of self-talk strategies to facilitate learning and enhance performance through the activation of appropriate responses has been documented in sport literature. In their chapter, Zourbanos, Hatzigeorgiadis, Kolovelonis, Latinjak and Theodorakis present specific training/lesson plans that include the integration of self-talk in sport as well as physical education and exercise settings. They provide a definition of self-talk