

Coaching Behaviors

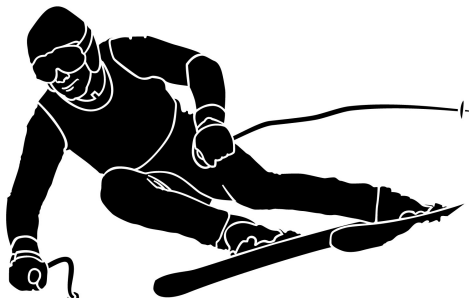
Ric Lugo

AMTP

Inland Norway University of Applied Sciences

Me...

- Ameritalspacariger
- Teacher Ed
- Health Psy
- Student
- Lecturer
- Researcher
- Coach



Other Domains





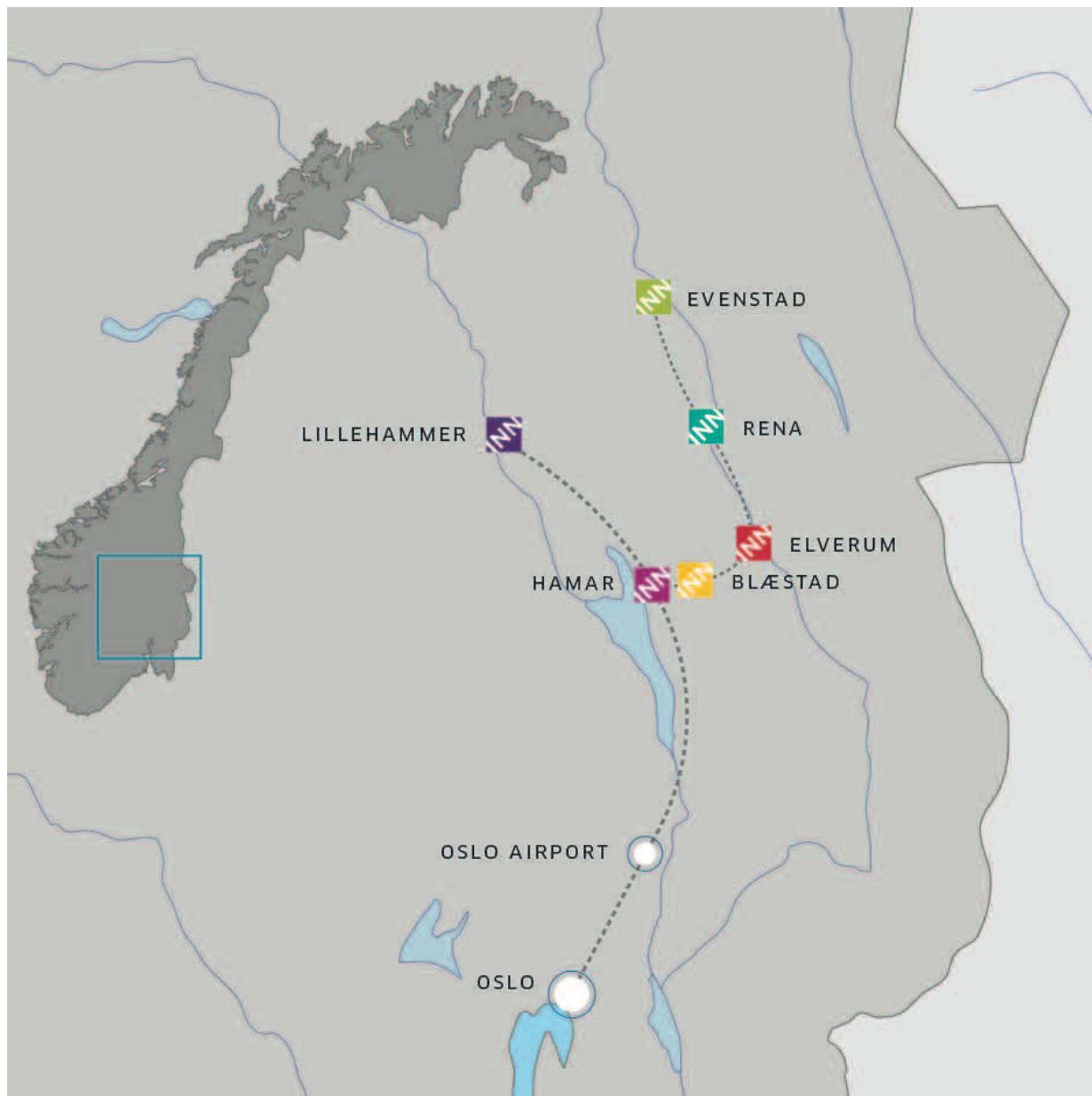
Inland Norway University of Applied Sciences

HiHM + HiL = INN University

Hedmark University of Applied Sciences +
Lillehammer University College

» Inland Norway University of Applied Sciences
(1 January 2017)

13 323 students 956 staff members 6 campuses
42 Bachelor programmes 31 Master 5 PhD
25 one-year study programmes



Inland Norway University of Applied Sciences

- Blæstad
- Evenstad
- Elverum
- Hamar
- Lillehammer
- Rena

Coaches gone bad...

- [Pros](#)
 - [Youth](#)
 - [And more](#)
-
- [NHL](#)
 - [Football](#)
- [Germany \(?\)](#)

Interaction Paradigm

$$B = f(P \times S)$$

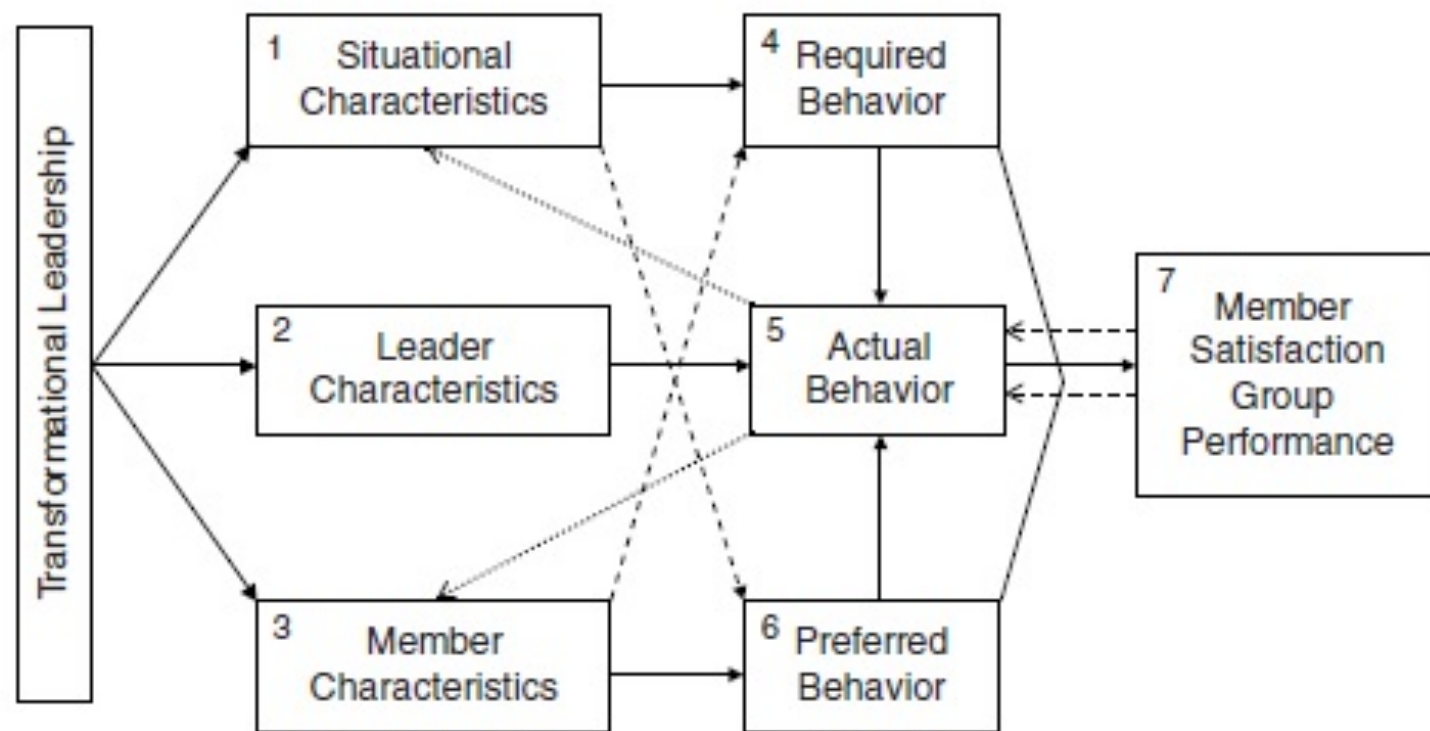


Figure 1 Multidimensional Model of Leadership

Source: Adapted from Chelladurai, P. (2007). Leadership in sports. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (p. 17). New York: Wiley. Used by permission.

Mediated Behavior Findings

Teubel et al, 2011

TABLE III
Inter-Correlations Among the Main Variables

Measure	2	3	4	5	6
1. Aggressiveness-IAT ^a	.07	.29*	.29*	-.04	.14
2. B & P Aggression Questionnaire	—	-.03	.08	-.09	-.17
3. Coach's judgment		—	.68**	-.49**	.27*
4. Court Playing time			—	-.77**	.23
5. Fouls in ten minutes				—	-.08
6. Scoring in ten minutes					—

Note. N = 54. B & P = Buss and Perry.

^a High IAT-scores represent more aggressiveness.

* $p < .10$. ** $p < .05$. *** $p < .01$ (two-tailed).

Teubel et al, 2011

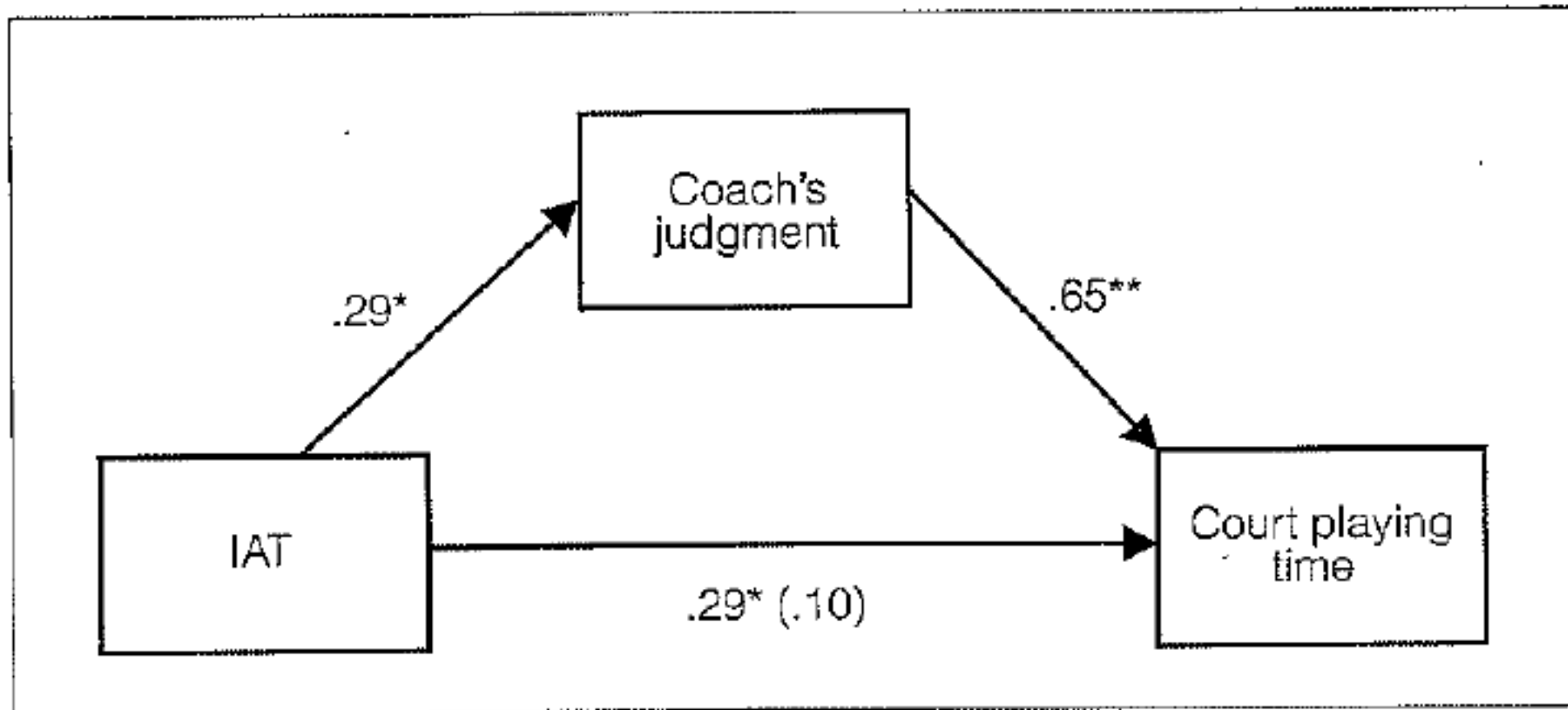


Fig. 1 - Standardized regression coefficients for the relationship between the IAT and court playing time as mediated by the coach's judgment. * $p < .05$. ** $p < .01$ (two-tailed).

Liu et al, 2010

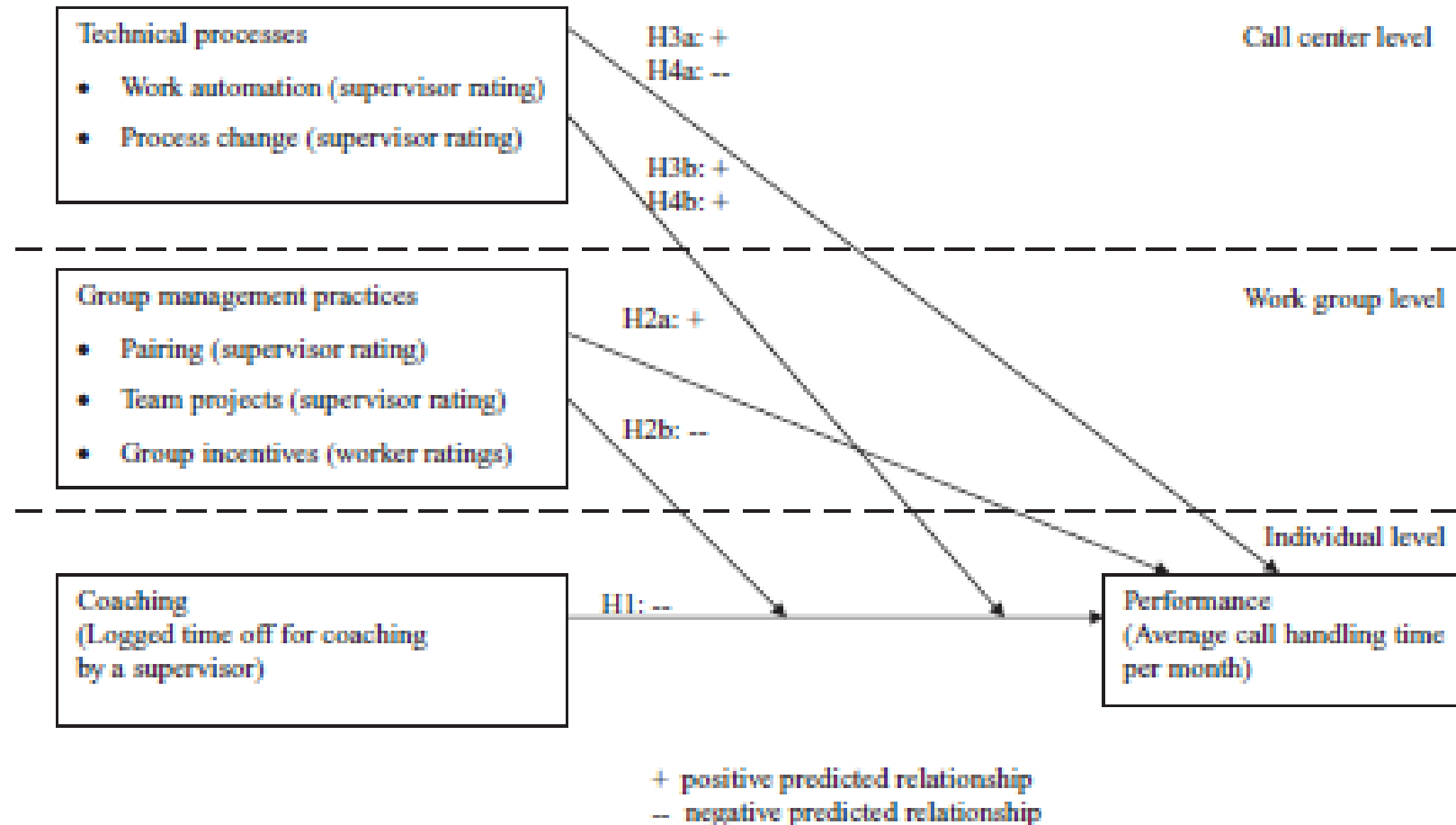


Figure 1: The Hypothesized Model: Coaching, Group Management, and Technical Processes.

TABLE 2
Results of Hierarchical Linear Modeling Analyses

	Model 1	Model 2	Model 3	Model 4
<i>Individual/time level predictor</i>				
Coaching		-0.092*** (0.034)	-0.092*** (0.034)	-0.089*** (0.016)
<i>Work group level predictors</i>				
Pairing			-0.155 (0.160)	-0.054 (0.201)
Team projects			-0.859** (0.425)	-0.886** (0.429)
Group incentives			-1.864*** (0.530)	-1.906*** (0.540)
Automation			-1.200*** (0.256)	-1.217*** (0.255)
Process change			-0.119 (0.356)	-0.112 (0.361)
Coaching × pairing				0.053*** (0.019)
Coaching × team projects				0.017 (0.032)
Coaching × group incentives				-0.095*** (0.035)
Coaching × automation				0.113*** (0.027)
Coaching × process change				0.075*** (0.026)
<i>Control variables</i>				
Initial performance	-21.943*** (2.752)	-21.992*** (2.748)	-21.963*** (2.738)	-21.964*** (2.746)
Initial performance dummy (= 1 if missing)	0.345 (0.471)	0.340 (0.471)	0.371 (0.467)	-0.365 (0.469)
Group size	-0.002 (0.009)	-0.002 (0.009)	-0.013* (0.008)	-0.014* (0.007)
Org. tenure	0.059** (0.024)	0.053** (0.022)	0.054** (0.022)	0.054** (0.022)
Constant	43.341	43.388	43.989	44.035

Notes: Sample size: 9,918 observations (Level 1), 2,327 individuals (Level 2), and 42

Equality

- Coach=Parent=Teacher=Therapist
 - Same processes
 - RISE (comes later)
- [Pygmalion effect \(Rosenthal & Jacobsen, 1968\)](#)
- Norway

Motivational climate

- Coaches Role
 - Leadership style
 - Player(s) profiles
 - Goals
 - Expectations
 - Performance
- Other?

Coaching

- 'Business leaders'
 - Have strong influence on player and team performance (Hogan & Kaiser, 2005)
- Successful coaches
 - The ability to make others accept leadership

Coaching Efficacy

- Motivation
- Technique
- Game Strategy
- Character Building

Coaching Orientation

- Relationship
 - Positive feedback
- Task
 - Technical aspects

Leadership Style

- Authoritarian / Autocratic
 - High expectations
 - Low Support
 - High control
 - Strict rules
 - Low group influence

- Motivational climate
 - Fear
- Cons
- Pros

Leadership Style

- Democratic
 - High Expectations
 - High Support/Empathy
 - Honesty
 - High control
 - Strict rules
 - Group influence
- Motivational climate
 - Involvement
 - Responsibility
 - High motivation
- Cons
- Pros

Leadership Style

- Lassaiz- Faire
 - High Expectations
 - Low support (when requested)
 - Low control
 - Rules?
 - Group power
- Motivational climate
 - Freedom
 - Strategies
- Cons
- Pros

Leadership Style

- Transactional
 - Reward – punishment
 - Focus:
 - Efficient routines and procedures
- Motivational climate
 - Goal setting
 - Increasing productivity
 - Emotional influence
 - Neg
 - Pos
- Cons
- Pros

Leadership Style

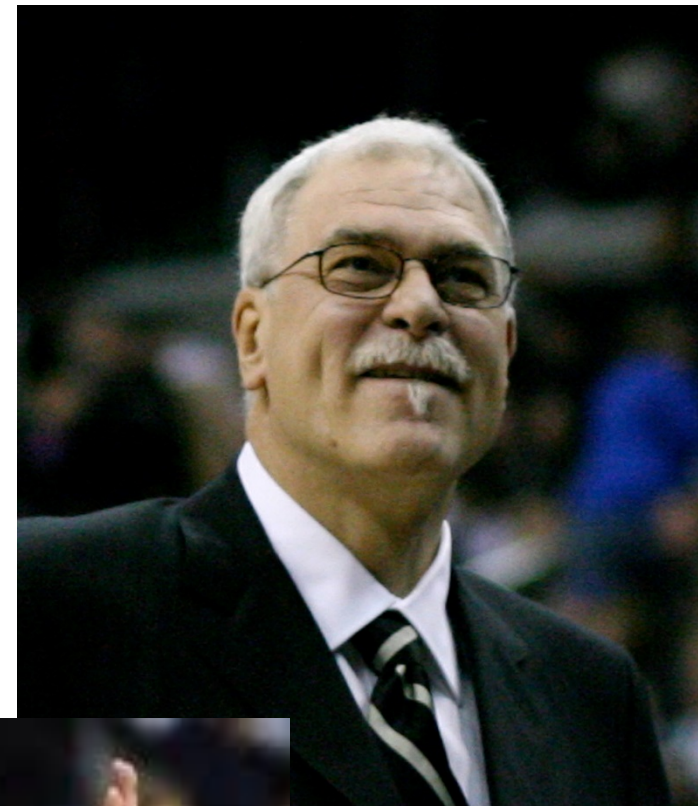
- Transformational
 - Charisma
 - Stimulate skills
 - Care for individual
- Motivational climate
 - Inspirational
 - Sense and purpose
- Cons
- Pros

Coaching Styles

Lockwood & Pearlman, 2008

- Command
 - Authoritarian
 - Practice
 - Responsibility on the athlete
 - Rehearsal
 - Inclusion
 - When developmental levels are different
 - Divergent
 - Lets players be creative
- Pros/ Cons
 - When to use?
 - Hodge & Lonsdale, 2011
 - Prosocial behavior

How would you describe these?



Leadership style

- [Marit](#)
 - 1 OL gold; 1 WC; 4 EC
- VS
- [Yevgeni](#)
 - 4 WC
- Key words:
 - 'Goodness –of –fit'

What is the truth

- [Basketball](#)

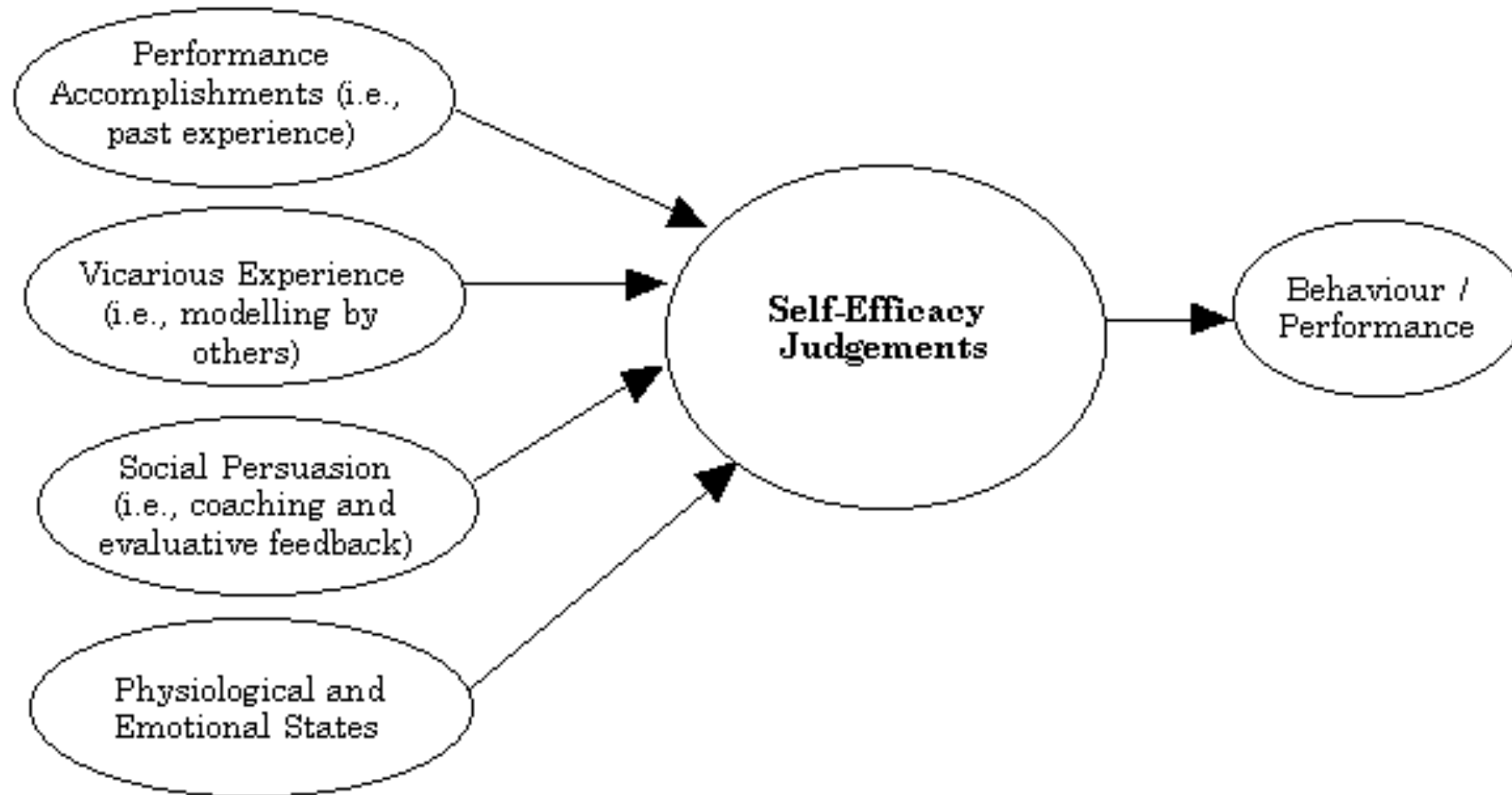
Culture

- Differences in culture
 - Within-between
 - Time

Coaching and Self-Efficacy

- Let's see if you remember
- Definition?
- Do you remember how we increase SE?

Self-Efficacy (Bandura, 1986)



Sources of Self-efficacy Information

Self-efficacy – Role Models & Observation

- Similarities
 - Transfer of skills
- Comparisons to others
 - Increase/decrease
- Mastery Models
 - Boxing (Legrain et al, 2003)
 - Climbing (Boschker & Baker, 2002)
 - Mistake → Inadequate skills
- Coping models
 - Include feedback skills
 - Anxiety
 - More preferred

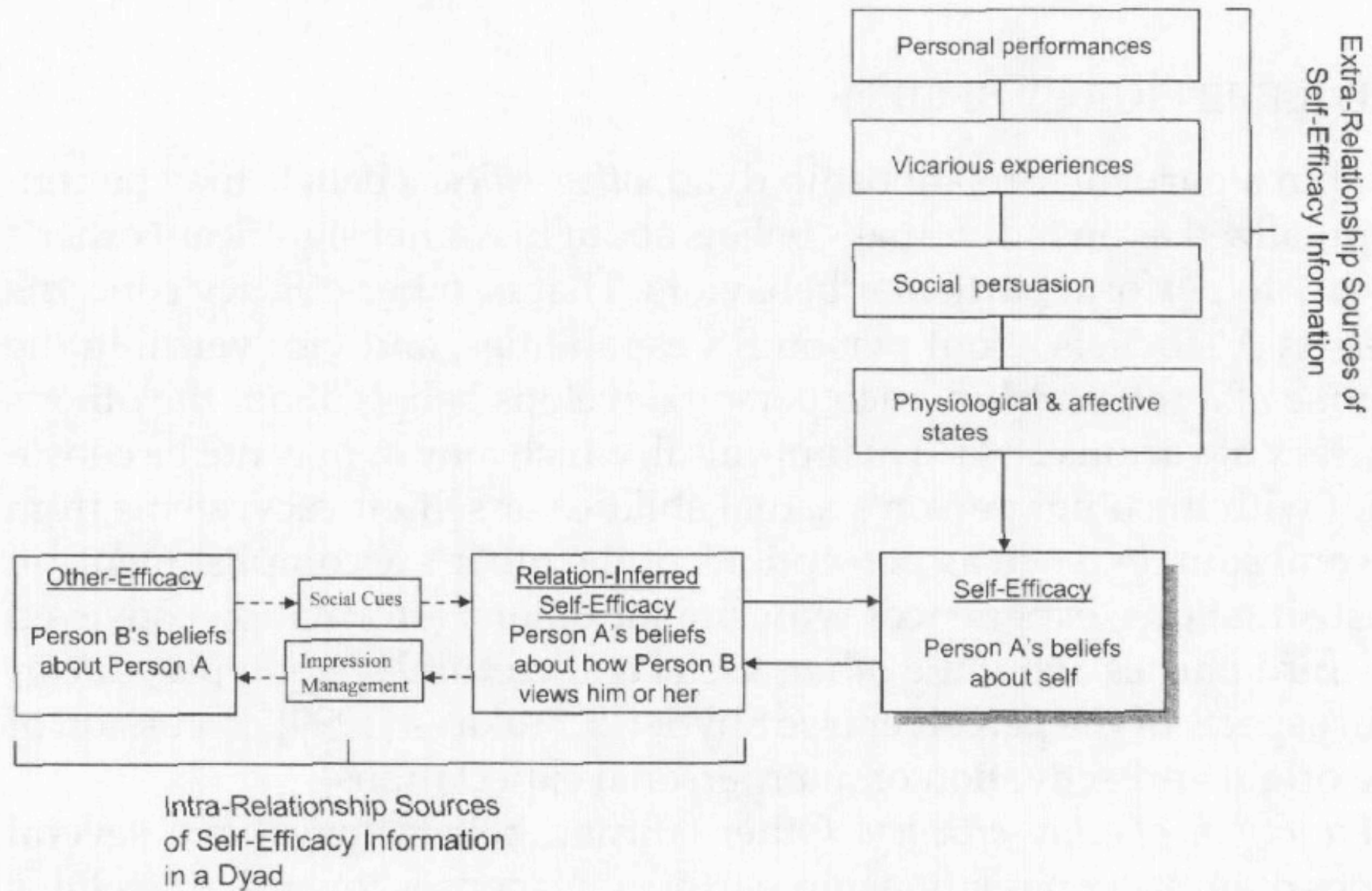
RISE

Relation-inferred Self-efficacy (Lent & Lopez 2002)

- Scaffolding (Vygotsky, 1987)
- Unique relationships
 - Athlete-coach
- SE
 - Own
 - Other
 - RISE

SE & RISE (Lent & Lopez 2002)

- Reciprocal influence
- Mediation effects
 - Other SE on SE
- Coping effects
- Skill development and deployment
- Appraisal of social support
- Relationship satisfaction
- Persistence



RISE Research (Jackson et al., 2010)

- Dyad
 - Coach athlete
 - Power
 - Superordinate subordinate
 - Dependency
- Dependency went one way
 - Athlete to coach
 - Coaches beliefs elicits confidence in abilities from athletes which increased commitment
- [Case II III](#)(watch the rest)
- LOTS TO BE DONE HERE!!!

Coaching influence

- [Pacino](#)
- [Coach Carter](#)
- [Gene 1](#)
- [Gene 2](#)
- [Wax on Wax off](#)
- [D! !!](#)
- [Miracle](#)

Coaching - Let's start early (Gunderson et al., 2013)

Parent Praise to 1- to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later

In laboratory studies, praising children's effort encourages them to adopt incremental motivational frameworks—they believe ability is malleable, attribute success to hard work, enjoy challenges, and generate strategies for improvement. In contrast, praising children's inherent abilities encourages them to adopt fixed-ability frameworks. Does the praise parents spontaneously give children at home show the same effects? Although parents' early praise of inherent characteristics was not associated with children's later fixed-ability frameworks, parents' praise of children's effort at 14–38 months ($N = 53$) did predict incremental frameworks at 7–8 years, suggesting that causal mechanisms identified in experimental work may be operating in home environments.

Gunderson et al., 2013

- ITI (Dweck, 2007)
 - 7-8 years
 - Parents

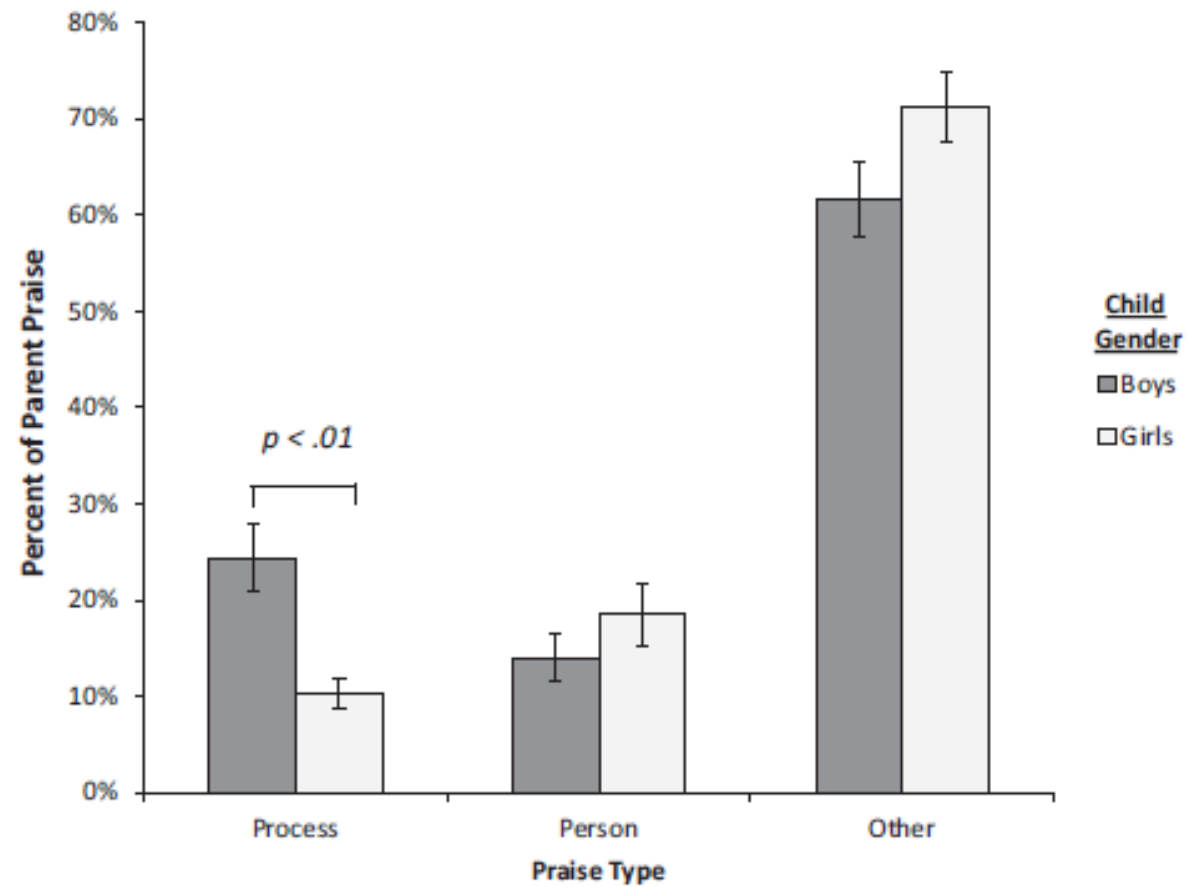
Table 1

Examples and Frequencies of Each Type of Praise Utterance

Praise type	Examples	Percentage of total utterances <i>M (SD)</i>	Percentage of praise utterances <i>M (SD)</i>
Process	You're doing a good job. Good throw. I like the way you covered your mouth.	0.59 (0.73)	18.0 (16.3)
Person	Good girl. You're a big boy. You're so smart.	0.45 (0.51)	16.0 (14.4)
Other	That's a pretty picture. (<i>outcome</i>) Nice. (<i>general positive valence</i>) There you go. (<i>affirmation</i>)	1.97 (1.19)	66.0 (19.8)
Total		3.00 (1.54)	100.0

Note. Praise was measured cumulatively across three visits at child ages 14, 26, and 38 months ($N = 53$).

Hold on Girls!!



NOT FINISHED!!!

process praise ($SD = 7.9\%$; Figure 2). In addition, boys received more process praise than girls at each child age, as a percentage of total praise: 14 months, $t(51) = 2.48, p < .05$; 26 months, $t(50) = 2.10, p < .05$; and 38 months, $t(51) = 2.35, p < .05$. Thus, while parents praised boys and girls equally often, parents of boys devoted more praise to their child's effort, strategies, or actions than parents of girls.

Coaches know best...

- Pygmalion effect

Enough Theory...What do you do???

- Applied perspectives

Case Study:

- Coach: 'J'
- Background: Czech republic coach in Norway
- Coach Assessment:
 - Phd. Kinesiology for Hockey
 - Top junior player
 - Gym teacher for girls in junior high school
 - Coach 10 years local klubb
 - Coach elite training camps

- Personality:

- I
- O
- A
- N

Case Study

- Practitioner job:
 - Individual player performance
 - Learn cultural aspects of the sport
- Challenges:
 - Physical
 - Bench

Observations

- Not expected!!
- Time!
- Behaviors
 - Team
 - Coach
 - Interaction









Transitions...

Norway vs.....ICELAND

- 5 million vs 325k
- 1998 – We still talk about Brazil
- Developmental youth football
 - **dugnad** (*plural dugnads*)
 - Unpaid voluntary, orchestrated community work.

- Iceland:
- Around 70% of all coaches have completed the UEFA B licence (124 hours) and around 30% have completed the UEFA A licence (120 hours).
- This is counting all coaches, even at the grassroots level. On top of that many of the coaches are educated physical education teachers or have completed a Bachelors degree in Exercise and sport science.
- All the clubs in the top 2 leagues undergo a club licensing system where coach education for all their coaches is mandatory and the clubs get fined by the Icelandic Football Association if they do not fulfill the coach education requirements. This has created a whole country of educated coaches who receive the basic tools they need to coach straight from the FA of Iceland

Geno knows best

- [Make it hard](#)
- [Feedback](#)
- [Body Language](#)

