HP Coach: Leader, Performer, & Learner

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Coach Management System
Cologne, 27 November 2017
What is the work of HP coaches?

What does quality coaching look like?

What knowledge & skills underpin those practices? How do I help them to develop?
Coaching Roles

- Participation Coaching
  - Coaching Adults
  - Coaching Adolescents
  - Coaching Children

- Performance Coaching
  - Coaching High Performance Athletes
  - Coaching Performance Athletes
  - Coaching Emerging Athletes

- Master/Head Coach
- Advanced/Senior Coach
- Coach
- Coaching Assistant
Coaching Competences

Capability, competence, knowledge and values of coaching
Six primary functional areas of competences:

• Set the vision and strategy
• Shape the environment (3Ps)
• Build relationships
• Conduct practices and structure competitions (Design)
• Read and respond to the field (“Art”)
• Learn and reflect (lifelong)
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Appreciate... **complexity** of HP coaches’ work

- Chaos, uncertainty, unpredictability

**Highly contested**

- Few jobs
- Increasing international competition
- **Winning** is only game hence most are **failures**
- Only certainty is being **sacked** ... Please apply!

(e.g., Potrac & Jones, 2009; Purdy & Jones, 2011; Mallett, 2010)
Regular sackings are a key issue
Player/team development
Organisational growth
Financial pressures

How do we typically recruit HP coaches?
Do we recruit the right people?
What do we know from research?
Often serendipitous (Mallett, 2010)

- **Successful athletes** (Gilbert et al, 2006)

- **Inadequate preparation prior to appointment** (Rynne et al., 2006; 2010)

- **Who knows who...**
  - Typically based on visible behaviours
Successful HP Coaches: What do we know?

- **developmental experiences** of successful coaches (e.g., Bloom et al., 1998; Gilbert et al., 2006; Jimenez et al., 2008; Rynne & Mallett, 2012)

- **most valued characteristics** (e.g., Ruiz & Salinero, 2011)

- **personal motivations** (e.g., McLean & Mallett, 2012); **needs** (Allen & Shaw, 2009)

- **psychological make-up, skills and coping strategies** (e.g., Olusoga et al., 2012)

- studies gathering athletes’ interpretations of their coaches’ practices have also been conducted (e.g., Purdy & Jones, 2011)

- **coaches’ personalities** have typically referred to broad **traits** or similar **constructs** (e.g., Lee, Kim, & Kang, 2013; Norman & French, 2013; Olusoga et al., 2012)
What don’t we really know, that is important to know?

- What they want (strivings);
- How they make sense of their lived experiences and how those stories shape who they are and how they behave (identity)

Knowing the goals they seek, their beliefs and values, as well as the identities they bring, will provide a more comprehensive understanding of these HP coaches.
Key Research Question:

What can we learn from serial winning HP coaches (SWC) to inform the recruitment and development of the next generation of HP coaches?
Who is a Serial Winning Coach?

A coach who has won **gold medals** and/or **major titles** at the highest level over a **prolonged period** and with **different athletes/teams**.
Theoretical Framework

How do we make sense of people?

From universals in human nature to unique patterns that shape the uniqueness of people to tell a coherent story.

The study of the person...

How every person is:

(i) like all other persons;
(ii) like some other persons; and
(iii) like no other person?

(Kluckhohn & Murray, 1953)

… need for a multilayered understanding of a person

“...In my early career, I wish I knew the athlete better as an individual...”

Understanding Behaviour: Person, Context, & Culture

Understanding Behaviour: Person, Context, & Culture

Socialisation

Cultures

Social Relations/Context

Self/Self-Narratives

Goals/Motives

Traits/Dispositions

Needs/Universals

Genetics

McAdams (1995) 3-Tier Model of Personality

MPIC - Multilevel Personality in Context Model Sheldon et al. (2011)
Integrative Theory of Personality
Developmental Psychology
Personality Psychology
Layers of Personality

Act in accordance with personal and culturally valued goals - I choose my goals

Agency - What do people want (or want to avoid)? Present + future strivings

Goal accomplishment linked to self-esteem

Most recognisable, stable, & partly heritable aspect of personality

Who am I? Meaning, coherence, & purpose in life - uniqueness

Sketch of behavioural signature - what kind of person?

Reconstruct the past & imagine the future - meaning & purpose (self-continuity)

Social Reputation (reviews) - Comparative assessment of people’s performative style

Critical events, main characters, personal ideologies, significant recollections

Motivated Agent

Social Actor (Traits)

Author
“Three fundamentally different and progressively more complex layers for understanding a person (McAdams, 2013)

Fig. 1. Three layers of self, developing over time.
Research Design: SWC

Mallett & Lara-Bercial, 2016

Participants
• 14 HP Coaches from 11 countries and representing 10 sports

Data Collection
• Biographical data
• **Actor** – Personality traits (NEO-FFI-3) – coach + 1-2 athletes
• **Agent** – Strivings (Emmons, 1999) – motives, goals, aspirations
• **Author** – semi-structured coach (and athlete) interviews

Data Analysis
• 3-phase sequence using “logic of person perception” (McAdams & Manczak, 2011) to gradually build:
  • A life narrative for each coach
  • A meta-story about these SWC
Biographical Data

Coaches (N = 14/17) – 11 nationalities; 150+ gold medals

• Mean age = 55 years (Range 44-67)
• 13/14 university educated
• Average years coaching = 29 (Range 8-44)
• Average years coaching elite = 25.5 years (Range = 7-43)
• Expedited transition into FT coaching positions
• 10 sports: 5 Invasion Sports/8 Time-based Sports/1 Combat Sport
• 8 ex-internationals; 5 national level; 1 non-competitive
• 14 married (1 re-married); All 14 parents
1. (SWC) Coach as (Visionary) Leader

**Vision**
- future; approach-oriented; communicate

**Power** (Influence player + system)
- leader-follower (collaborative)
- self-confidence with some doubt
- care!!! Empathy (*driven benevolence*)

**Capacity to simplify complexity**
“Learn to be yourself and to identify with who you are, for when you are clear in your mind, when you know your own convictions, your own analyses, it's very easy to be able to explain them to others - to get your choices and your objectives across. With a big work ethic. Constantly, striving for progress. Knowing what drives you forward as a coach. Being able to analyse an athlete’s pathway. Remaining upright in relation to your choices and selections... All these skills are crucial for becoming an effective elite coach” (SWC 7)
Coach as Leader: **Knowing others**

What do you now know that you wish you knew when you started coaching?

Who is the person behind the athlete?

Erkka Westerlund – Finland Hockey Coach
I think the consequences [of tough decisions] are, he [the coach] feels massive pressure to get it right and it’s people’s lives. People are there, [athletes] are there giving up their all of their twenties and some of their thirties because they love [sport], but when you have to make selection decisions it’s people’s lives. And that’s tough especially for the Olympics. He’s not a robot with no emotion. He understands that that affects people, but they’re decisions that have to be made and he makes them in the best interest of [national sport] and he justifies that, but it’s still tough for him. (Gold medal winning Athlete)
Coach as Leader:
Get the right people on the bus

Support Staff

- Foster belief in self and others (trust & support)
- Power of collaboration (selflessness)
- Same values but complementary skills
- Ask & Listen (valued)
HP Coaches are central actors in the coach-athlete-performance relationship and performers in their own right (Gould et al., 2002; Mallett, 2010; Parkes et al., under review)
2. Coach as Performer

Samuel Jackson, Ice Hockey Coach
2. Coach as Performer
What contribution did a coach make to the athlete’s performance?

- How do you know?

How do you judge the quality of your coaching... beyond winning and losing?

- What do the athletes say?
### (SWC) Coach as Performer: Traits

![The Big Five Personality Test](image)

Mallett & Lara-Bercial, 2016

<table>
<thead>
<tr>
<th>Scale</th>
<th>Raw Score</th>
<th>T Score</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N) Neuroticism</td>
<td>12</td>
<td>40</td>
<td>Low</td>
</tr>
<tr>
<td>(C) Conscientiousness</td>
<td>40</td>
<td>63</td>
<td>High</td>
</tr>
<tr>
<td>(E) Extraversion</td>
<td>32</td>
<td>58</td>
<td>High</td>
</tr>
<tr>
<td>(O) Openness</td>
<td>28</td>
<td>51</td>
<td>Average</td>
</tr>
<tr>
<td>(A) Agreeableness</td>
<td>28</td>
<td>46</td>
<td>Average</td>
</tr>
</tbody>
</table>
Coach as Performer: Low N
“I’d say is I’ve been on a journey that in some ways has been driven a little bit by fear of not being good enough – I want to be great, I don’t know why but I do. I don’t want to be great last year; I want to be great this year.

(SWC 2)
Style of Impulse Control

Vertical Axis: Neuroticism (T=40)
Horizontal Axis: Conscientiousness (T=63)

N+C-
Undercontrolled
These individuals are often at the mercy of their own impulses. They find it difficult and distressing to resist any urge or desire, and they lack the self-control to hold their urges in check. As a result, they may act in ways that they know are not in their long-term best interests. They may be particularly susceptible to substance abuse and other health risk behaviors.

N+C+
Overcontrolled
These individuals combine distress-proneness with a strong need to control their behavior. They have perfectionistic strivings and will not allow themselves to fail even in the smallest detail. Because their goals are often unrealistic and unattainable, they are prone to guilt and self-recrimination. They may be susceptible to obsessive and compulsive behavior.

N-C-
Relaxed
These individuals see little need to exert rigorous control over their behavior. They tend to take the easy way, and they are philosophical about disappointments. They may need extra assistance in motivating themselves to follow appropriate medical advice or to undertake any effortful endeavor.

N-C+
Directed
These individuals have a clear sense of their own goals and the ability to work toward them even under unfavorable conditions. They take setbacks and frustrations in stride, and they are able to tolerate unsatisfied needs without abandoning their plan of action.

X = Median score for sample
Style of Activity

Vertical Axis: Extraversion (T=58)
Horizontal Axis: Conscientiousness (T=63)

E+C- Funlovers
They are full of energy and vitality, but they find it hard to channel their energy in constructive directions. Instead, they prefer to enjoy life with thrills, adventures, and raucous parties. They are spontaneous and impulsive, ready to drop work for the chance of a good time.

E+C+ Go-Getters
They are productive and efficient and work with a rapid tempo. They know exactly what needs to be done and are eager to pitch in. They might design their own self-improvement program and follow it with zeal. They may seem pushy if they try to impose their style on others.

E-C- The Lethargic
They are unenthusiastic and have few plans or goals to motivate them. They tend to be passive and respond only to the most pressing demands. They rarely initiate activities, and in group activities and games they often find themselves left behind.

E-C+ Plodders
They are methodical workers who concentrate on the task at hand and work slowly and steadily until it’s completed. In leisure as in work, they have a measured pace. They cannot be hurried, but they can be counted upon to finish whatever tasks they’re assigned.

Vigorous, Energetic
Focused, Goal-Directed
Slow, Restrained
Undirected
A+C- Well-Intentioned
They are giving, sympathetic, and genuinely concerned about others. However, their lack of organization and persistence means that they sometimes fail to follow through on their good intentions. They may be best at inspiring kindness and generosity in others.

A+C+ Effective Altruists
They are individuals who work diligently for the benefit of the group. They are high in self-discipline and endurance, and they channel their efforts to the service of others. As volunteers, they are willing to take on difficult or thankless tasks and will stick to them until they get the job done.

A-C- Undistinguished
They are more concerned with their own comfort and pleasure than with the well-being of others. They tend to be weak-willed and are likely to have some undesirable habits they find difficult to correct.

A-C+ Self-Promoters
They are concerned first and foremost with their own needs and interests, and they are effective in pursuing their own ends. They may be highly successful in business or politics because of their single-minded pursuit of their own interests.
SWC – Strivings Motivational Themes

**Power**
(lead, influence others)

**Learning & Personal Growth**
(self/others)

**Achievement**
(accomplishment = getting & staying ahead)

*build athletes’ confidence*
*teach something to my children every day*
*Develop athletes’ skills*
*Be a leader to the team*
*engage, support, & learn from support staff*
*challenge my thinking*
*permanent ongoing education*
*discover something new*

*perform to my potential; achieve my key objectives; be successful; have clear daily goals*
SWC – Work-Life Balance

“Do you want to interview my summer or my winter husband? .... They are different people”

Wife of SWC 2

“I learnt the hard way. I became very ill and had to drastically change my approach to things, find ways to switch off and manage pressure better. I am never going there again.”

SWC 7
SWC: On a Quest....

Commitment, Obsessive, Passion, Hero, Risks

Good Citizens

Personal Crusade (Quest) …attonement
make amends as a coach

Work-Life Balance Personal Sacrifice
3. Coach as **Learner**

Whilst *coaches* should nurture the learning of others they should also consider themselves as *learners* and so should *coach developers/CEOs*.

All actors in the sporting setting are learners and the HP Coach is the architect of that potential *learning community*.

**SWC** - *insatiable thirst for knowledge... peers*
Learning is central to organisational competitiveness & sustainability

- must embrace learning.... investment
- ‘learning organisations’ & ‘communities’
- Dynamic social network

Boud, Keogh, & Walker, 1985; Mallett, Rossi, & Tinning, 2007; Mallett, Rossi, Rynne, & Tinning, 2015; Rynne & Mallett, 2012, 2014; Rynne, et al., 2006, 2010
1. GUIDED

- Directive
- Facilitative
- Mediated Learning by Coach Developer

Examples:
- Coaching awards and degrees
- Clinics
- Seminars
- Mentoring

2. UNGUIDED

- Unmediated Learning
- Informal

Examples:
- On-the-job
- Self-directed
- Reflection
Learning in the workplace is contingent upon:

Interaction between a coach’s agency + learning opportunities at work

- access work tasks (novel/routine)
- relationships other workers
- workplace itself (context)
- in/direct guidance (feedback)
- design of workplace
SWC: Learning/Reflection

Self-Awareness

Learning & Personal Growth (self/others)

Self-Reflection

- self-improvement (learning): see themselves as performers and the need to be the best they can be to help athletes achieve their goals; getting along to get ahead

Teaching & helping gene
HP Coach Learning: Reflection

- Coaching experience is necessary but not sufficient for learning

- Quantity vs **Quality** learning sources/experiences

- Reflection transforms experience into knowledge

*This will be a wonderful day for self reflection*
Cognitive & Emotional Elasticity in Decision-Making

Driven

The purposeful and determined pursuit of excellence based on an enduring and balanced desire to considerately support oneself and others

Benevolence

Simplexity (Compain, 2003)
Analytic tenacity (Din et al, 2015)
Strong sense of purpose and duty
Clear vision of the future

Seek athletes’ personal & professional development
Socially & Emotionally Intelligent Transformational Leadership

Burning desire to succeed
Quest for atonement
Embracing pressure
Thirst for knowledge
Equanimity
Work-life balance
Ruthless not heartless
Power by persuasion (Keltner, 2016)

Personal Philosophy & Values

Lara-Bercial & Mallett, 2017
Passion for Coaching


Life Story Interview

This is an interview about the story of your life.

The story is selective; it does not include everything that has ever happened to you.
Rather - a focus on a few key things in your life – key scenes, characters, and ideas.

Goal = to tell me about some of the most important things that have happened in your life and how you imagine your life developing in the future.
Life Chapters

Think about your life as if it were a book or novel.

Imagine the book has a table of contents containing the titles of the main chapters in the story.

To begin, I want you to describe briefly what the main chapters in the book might be.

Give each chapter a title + tell me just a little bit about what each chapter is about, + how we get from one chapter to the next.

I suggest having between about 2 and 7 chapters.

20 minutes for the task

KEY QUESTION...
[As a storyteller, what is the overall plot summary of your story – going from chapter to chapter?]
Key Scenes in Life Story

I would like you to focus in on a few key scenes that stand out in the story.

• ...a moment in your life story that stands out for a particular reason (good or bad, or particularly vivid, important, or memorable)

We are going to consider 8 key events/scenes + for each I will ask you to describe in detail:

• What happened?

• When and where it happened?

• Who was involved?

• What you were thinking and feeling in the event.

• Also – why you think this particular scene is important or significant in your life + and what you think the scene says about you and your life (please be specific).
• **High point.** Please describe a scene, period, or moment in your life that stands out as an especially positive experience. This might be *the* high point scene of your entire life, or else an especially happy, joyous, exciting, or wonderful moment in the story.

• **Low point.** Please identify a scene that stands out as a low point, if not *the* low point in your life story. Even though this event is unpleasant, I would appreciate you providing as much detail as you can about it.

• **Turning point.** Looking back, can you describe an episode or an event in your life that you now see as a turning point or when you went through an important change?

• **Positive childhood memory.** I know want you to think about an early memory – from childhood or your teenaged years – that stands out as especially *positive* in some way (joy, happiness, celebration, etc.)

• **Negative childhood memory.** Again, an early memory from childhood or your teenaged years – but this time one that stands out as especially *negative* in some way. This would be a very negative, unhappy memory from your early years, perhaps entailing sadness, fear, or some other very negative emotional experience.

• **Vivid adult memory.** Moving on to your adult years, can you tell me about one scene that you have not already described that stands out as especially intense or meaningful. A memorable or important scene (positive or negative) from your adult years...

• **Wisdom event.** Can you describe an event in your life in which you displayed *wisdom*. The episode might be one where you acted in an especially wise way or provided good advice, or made a good decision...

• **Religious, spiritual, or mystical experience.** Whether they are religious or not, many people report that they have had experiences in their lives where they felt a sense of God or some ultimate force. Is there a period or moment when you felt something like this?
C. Future Script

The next chapter. Please describe what you see to be the next chapter in your life. What is going to come next in your life story?

Dreams, hopes, and plans for the future. What do you hope to accomplish in the future in your life story? What dreams you have?

Life project. Do you have a project in life? A life project is something that you have been working on and plan to work on in the future chapters of your life story...

Tell me what the project is
How you got involved in the project or will get involved in the project?
How the project might develop
Why you think this project is important for you and/or for other people?
Psychological need satisfaction fosters intrinsic (self) motivation & leads to psychological growth, integrity & well-being.