

Effective Coaching for Positive Youth Development

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Purpose

- Provide a brief overview of coaching effectiveness research
- Positive youth development through sport—Coaches' Role
- Implications for coaches and organizations

Coaching Effectiveness Research

(Horn, 2002)

- Typically, measured on two dimensions:
 - **Coaches' Feedback Patterns**—type, frequency, and quality
 - **Coaches' Leadership Style**—decision-making style; motivational tendencies, instructional focus
- To assess the affects these behaviors have on athletes' performance outcomes (win-loss percentage) or psychological responses (high self-esteem; perceived competence)

Coaching Effectiveness Research

(Smith, Smoll, & Hunt, 1977; Smith, Smoll, & Curtis, 1978;
Smith, Smoll, Curtis, & Hunt, 1978)

Coaching Behavior Assessment System (CBAS)

12 categories of coaching behaviors

- **Reactive Behaviors**—given in response to a variety of player behaviors
- **Spontaneous Behaviors**—not given in response to a particular player performance attempt

Coaching Effectiveness Research

(Smith, Smoll, & Hunt, 1977; Smith, Smoll, & Curtis, 1978;
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(CBAS)

Reactive Coaching Behaviors

- Two responses to desirable/successful performances
 - Reinforcement and nonreinforcement
- Five responses to performance errors
 - Mistake-contingent encouragement
 - Mistake-contingent technical instruction
 - Punishment
 - Punitive technical instruction
 - Ignoring mistakes
- One response to misbehaviors
 - Keeping control

Coaching Effectiveness Research

(Smith, Smoll, & Hunt, 1977; Smith, Smoll, & Curtis, 1978;
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(CBAS)

Spontaneous Coaching Behaviors

- General technical instruction
- General encouragement
- Team organization
- Game-irrelevant general communication

Coaching Effectiveness Research

(Smith, Smoll, & Hunt, 1977; Smith, Smoll, & Curtis, 1978;
Smith, Smoll, Curtis, & Hunt, 1978)

(CBAS)

- Developed to observe coaches' behaviors into 12 categories
- Adapted into questionnaire form to assess players' and coaches' perceptions and recall of behaviors (i.e., frequency and type of feedback)

Effective Coaching Practices for Young Athletes

(Smith, Smoll & Curtis, 1979; Barnett, Smith & Smoll, 1992)

Smith, Smoll and their colleagues and conducted a series of studies over the last several decades that has examined:

(1) if youth coach behaviors are correlated to important personal characteristics of young athletes; and,

(2) whether children who play for coaches taught to be more positive and encouraging (versus non educated coaches) experience more positive psychological development.

Effective Coaching Practices for Young Athletes

(Smith, Smoll & Curtis, 1979; Barnett, Smith & Smoll, 1992)

- highlight the importance of how a positive approach to coaching behaviors influence important psychological variables such as self-esteem, motivation, dropout rates, and anxiety levels
- show youth coaches can be trained to be more effective in facilitating the positive development of youth

Smith, Smoll et al.

- Use a "Positive Approach" when Coaching:
 - Have realistic expectations
 - Give rewards and encouraging statements
 - Give rewards sincerely and immediately
 - Reward effort as much as outcomes
 - Reward technique, not just outcome

Leadership Scale for Sport (LSS)

Chelladurai (1978; 1990) Chelladurai & Saleh (1978, 1980)

Developed to assess aspects of the coach's leadership behavior and consists of:

- two measures of the coach's decision-making style (democratic, autocratic)
- two measures of the coach's motivational tendencies (social support, positive feedback)
- one measure of the coach's instructional behavior (training and instruction)

Leadership Scale for Sport (LSS)

Perceived (actual)-- *"My coach...*

Preferred-- *"I prefer my coach to ...*

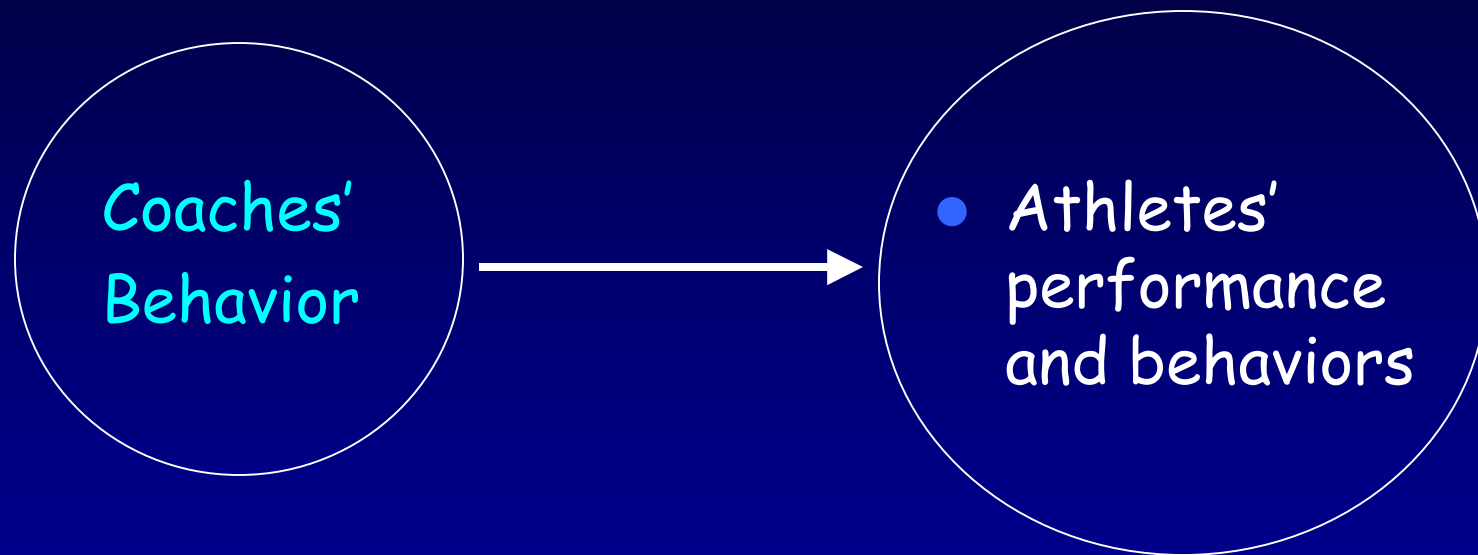
Leadership Scale for Sport (LSS)

General findings:

- situational and personal factors interact to determine leadership behaviors that will be most effective
- athletes age, gender, and level of competition will affect both the type of leadership preferred and satisfaction attained in a particular environment

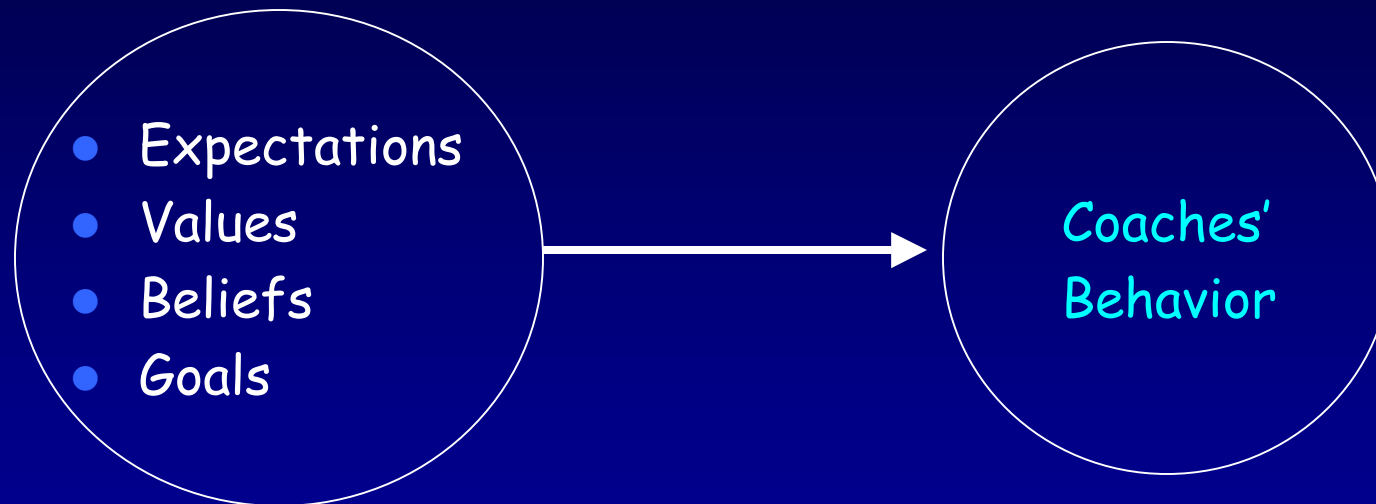
Coaching Effectiveness Research

(Horn, 2002)



Coaching Effectiveness Research

(Horn, 2002)



Self-fulfilling Prophecy

(Brophy, 1983; Horn, 1984; Horn et al.,)

- Step 1:** Coaches form expectations.
- Step 2:** Coaches' expectations affect their behavior.
- Step 3:** Coaches' behavior affects athletes' performance and behavior.
- Step 4:** Athlete's performance conforms to the coaches' expectations.

Step 1:

Coaches form expectations

- *Person cues*--socioeconomic status, racial or ethnic group, family background, sex, physical attractiveness, body size, and style of dress
- *Performance information*--athlete's scores on physical skills tests, past performance achievements, other teachers' or coaches' comments regarding performance

Step 2: Coaches' expectations affect their behavior

- Frequency and quality of coach-athlete interactions:
 - less of a tendency to initiate contact with less skilled athletes
 - spends more time with high ability athletes
 - more warmth and positive affect directed at high ability athletes

Step 2: Coaches' expectations affect their behavior (cont.)

- Quantity and quality of instruction:
 - reduce the amount of material and/or skills for less skilled athletes
 - less time spent in drills by less skilled athletes
 - less time spent on instructing less skilled athletes on more complex task

Step 2: Coaches' expectations affect their behavior (cont.)

- **Type and frequency of feedback:**
 - provide less skilled athletes with less frequent reinforcement
 - give them less appropriate and less beneficial feedback after successful performances
 - “Good job” or “way to go” given without specific reference to how to do it right
 - high ability players are often criticized for the play but receive informational and corrective feedback that tells them how to improve

Step 3: Coaches' behavior affects athletes' performance and behavior

- Less skilled athlete's self-perceptions (e.g., confidence, efficacy, esteem and anxiety) tend to be affected
- Amount and type of feedback begins to tell the athlete something about his/her ability

Step 4: The athlete's performance conforms to the coach's expectations

- Reinforces coaches' expectations of athletes
- Not all athletes allow their coaches' expectations to affect their performance:
 - Athlete's who do not rely solely on coaches for performance evaluation fair better
 - Athletes who have a high degree of self-confidence
 - Athletes who do not internalize coaches' negative comments

Horn (1984)

Examined the link between coaches' feedback and changes in players' perceptions of physical competence.

Results:

- Coaches who responded with positive reinforcement or with nonreinforcement had players who actually had lower perceived physical competence than players who received more criticisms after desirable performances

Horn (1984)

Concluded:

- coaching behaviors (e.g., reinforcement and nonreinforcement) must be contingent and appropriate to the player's performance

Black & Weiss (1992)

Examined whether certain coaching behaviors such as praise, instruction, and criticism were related to a variety of psychosocial variables (e.g., perceived competence, enjoyment, and effort).

Sample:

312 age-group swimmers ranging in age from 10 to 18 years (M = 12.8; SD = 2.4)

Black & Weiss (cont.)

Results:

Coaching behaviors varied as a function of gender and age.

Gender--both males and females rely on praise, encouragement, and encouragement plus information; however, females count on a higher frequency of contingent information to judge levels of perceived success, enjoyment, competence, and effort

Black & Weiss (cont.)

Age differences--the two older groups of athletes, ages 12-14 and 15-18 years, who perceived coaching behaviors after successful performance as providing more information and praise, had higher scores on self-perceptions of ability, enjoyment, effort, and motivation

Weiss & Friedrichs (1986)

Examined how the athlete's perceptions of coaching styles influence motivational factors.

Results:

It appears that athletes who perceive their coaches as providing more frequent rewarding and social support behaviors with a democratic coaching style, report a higher satisfaction rating.

Implications from Coaching Effectiveness Research

- Coaching behaviors significantly influence young athletes' psychological growth and development.
- The quality of those behaviors as well as the contingency and appropriateness of the information are crucial to their development.

Coaching Effectiveness for Positive Youth Development

Emerging Themes

Context

- "want to" rather than "have to"
- encourages self-discovery
- helps develop self-regulation skills
- mastery-driven
- organization adopts a philosophy to enhance positive youth development

Coaching Effectiveness for Positive Youth Development

Emerging Themes

External Assets

- caring adults mentors (i.e., coaches, parents, administrators)
- quality coaching—formal training (e.g., The First Tee)
- coaches become self-aware as to “why” they are coaching
- coaches create a mastery climate--enhances participants' self-regulated learning

Positive Youth Development through Sport--Coaches' Role

Provide Feedback that Fosters Learning:

- Catch students doing things RIGHT!
- Utilize a GOOD-BETTER-HOW™
 - What as GOOD?
 - What could be BETTER?
 - HOW can you assist with desired improvements?

Optimize the Motivational Climate

Motivational Climate

- **Mastery climate**-coaches reinforce high effort, cooperation, improvement, and encourage students to accept failures and learn from mistakes
- **Performance-based Climate**-coaches reinforce the result of competition, punish athletes for mistakes, foster rivalry among participants, focuses most of their attention on the most talented participants

Implications from Mastery Climate

- Structure the environment so that coaches ...
 - define success for participants in terms of development and effort
 - practice/training sessions are optimally challenging for participants
 - congratulate students when they try hard and improve
 - encourages self-regulation

Self-Regulated Learners

(Schunk, 1989; Zimmerman, 1990)

- Processes whereby individuals exercise control over how they think, act, and feel as they attempt to attain their goals

Develop Self-Regulation Skills

- **Self-observation**
 - monitoring behavior - shows progress toward goals
 - self-recording, modeling, goal setting, feedback/reinforcement
- **Self-judgment**
 - comparing present performance level with desired goals
 - adult/peer feedback, modeling/social comparison, goal setting, motivational climate
- **Self-reaction**
 - + and - evaluations regarding progress toward goals
 - self-talk, strategy training, attribution retraining, self-management

Thank you!