

Cultures of Continuous Improvement and Competitive Excellence

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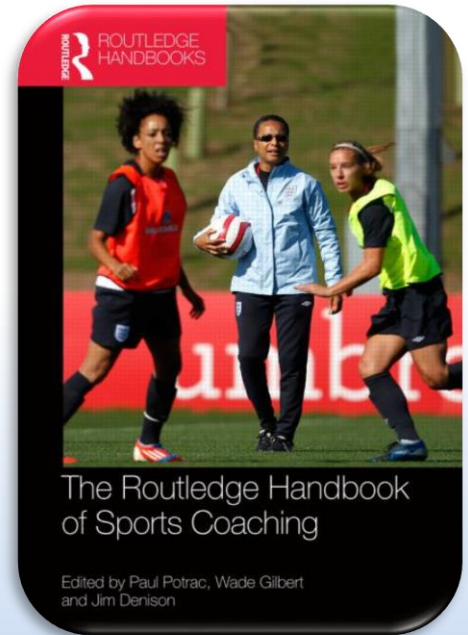
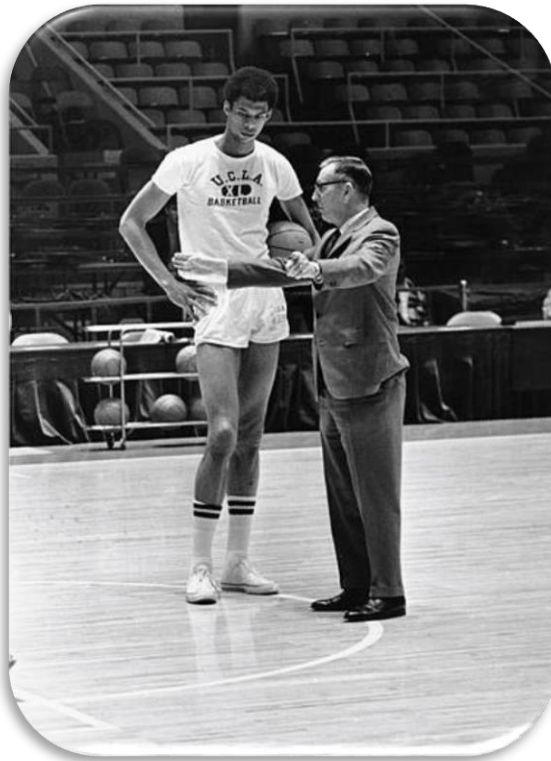
*Our culture
helped us win
the game*

(2015 champion coach)



Purpose

Evidence-based principles for creating cultures of continuous improvement and competitive excellence





Core Values

Personal Mastery

Continuous Improvement

Authentic Learning

Complex Family Environment

**Core
Values**

Personal Mastery

**Continuous
Improvement**

Authentic Learning

Complex Family Environment

1. Core Values

Enduring standards that serve as
stable guiding principles

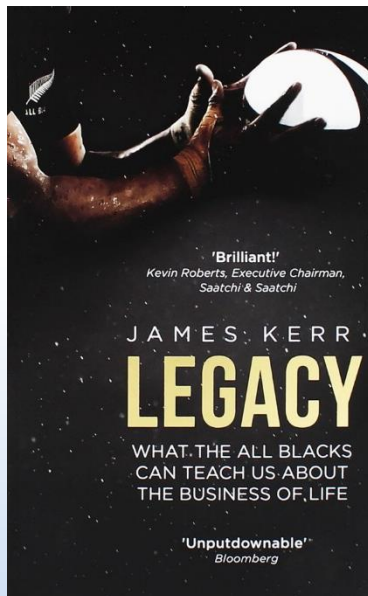
Coach the person

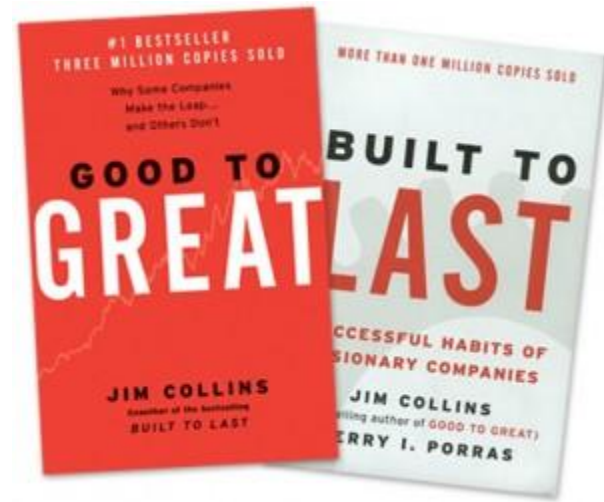


*Coach
people
first, sport
second*



*Better people
make better
All Blacks*





ARTICLE

An enduring
corporate vision guides
you through change.

It also spells out
what will *never* change.

Building Your Company's Vision

by James C. Collins and Jerry I. Porras



PRESERVE

- core values
- core purpose

CHANGE

- cultural + operating practices
- goals + strategies

Our
Values

Athlete
Values

Coach
Values



316 million



3.6 million

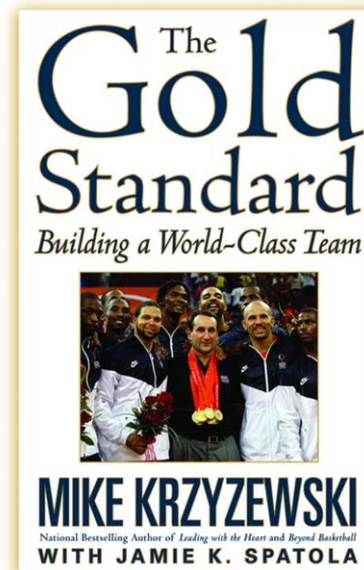
73 - 92





“Standards are the things that you do all the time and the things for which you hold one another accountable.”

1. *What matters to me as a coach?*
2. *What matters to my athletes?*
3. *What matters to us?*



CORE VALUES	DEFINED
NO EXCUSES	we have what it takes to win
COMMUNICATION	we look each other in the eye, tell each other the truth
CARE	we have each other's backs, we give aid to a teammate
RESPECT	we're always on time, we're always prepared
FLEXIBILITY	we can handle any situation, we don't complain
AGGRESSIVENESS	we play hard every possession
PRIDE	we are the best team in the world



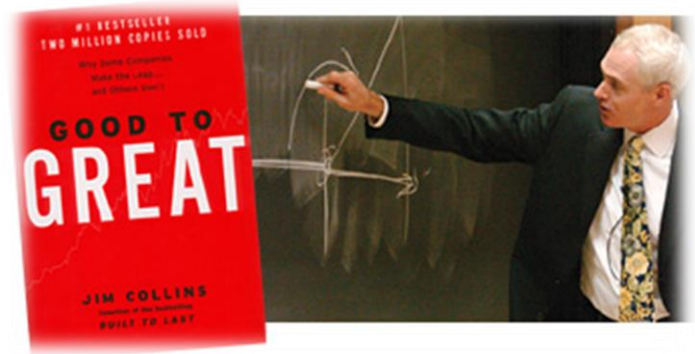
Olympic champions 2008, 2012

World champions 2010, 2014

Duke University – 5 championships



1. Core Values



Enduring standards that serve as stable guiding principles



Pause and Reflect

- *Would I be able to identify your coaching core values by observing one of your training sessions?*

Core Values

**Personal
Mastery**

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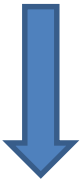
2. Personal Mastery

Self-driven passion for
continuous learning

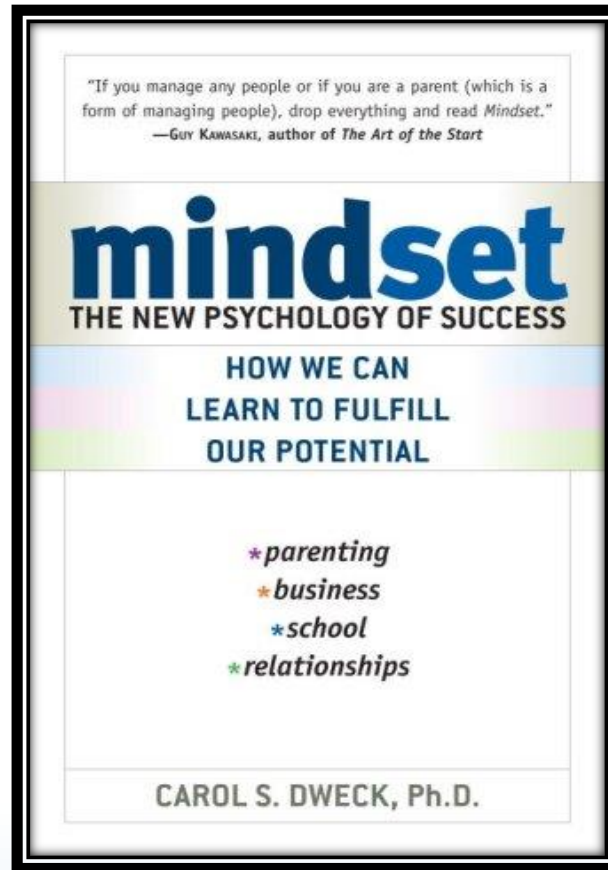




focus on
PROVING
ability



***FIXED
MINDSET***



focus on
IMPROVING
ability



***GROWTH
MINDSET***

★ JOB ONE - GROWTH MINDSET

ATHLETES + COACHES

- BE EXAMPLES
- FOSTER IN GYM?
- MISTAKES... UGLY...

★ SCIENCE OF MOTOR LEARNING

- TRANSFER... MAXIMIZE

★ READING - MOST IMPORTANT SKILL

- TEACHING / PROMOTING

★ WELL-ROUNDED PLAYERS

- ALL SKILLS
- WE OWE IT TO THEM, THEY DESERVE IT

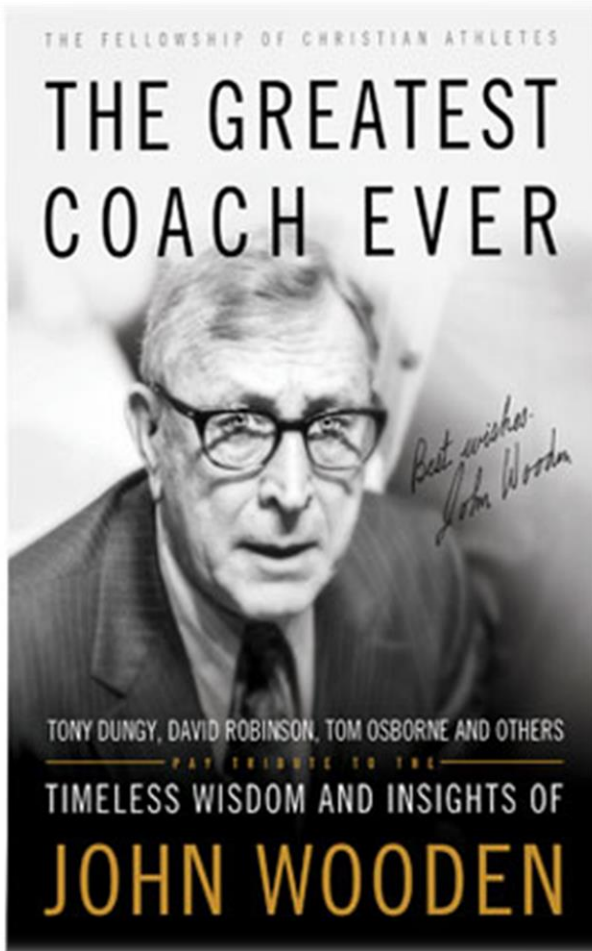
★ JUST GOOD, NOT GREAT

- WHAT DOES THAT LOOK LIKE?
(PASS, SET, ...)



Better be making mistakes in practice or you aren't getting better

“What matters most is what you learn after you know it all”



Journal of Sport Psychology in Action, 1:86–94, 2010
Copyright © Association for Applied Sport Psychology
ISSN: 2152-0704 print / 2152-0712 online
DOI: 10.1080/21520704.2010.528172

 **Routledge**
Taylor & Francis Group

The Pyramid of Teaching Success in Sport: Lessons from Applied Science and Effective Coaches



WADE GILBERT

California State University, Fresno, California, USA

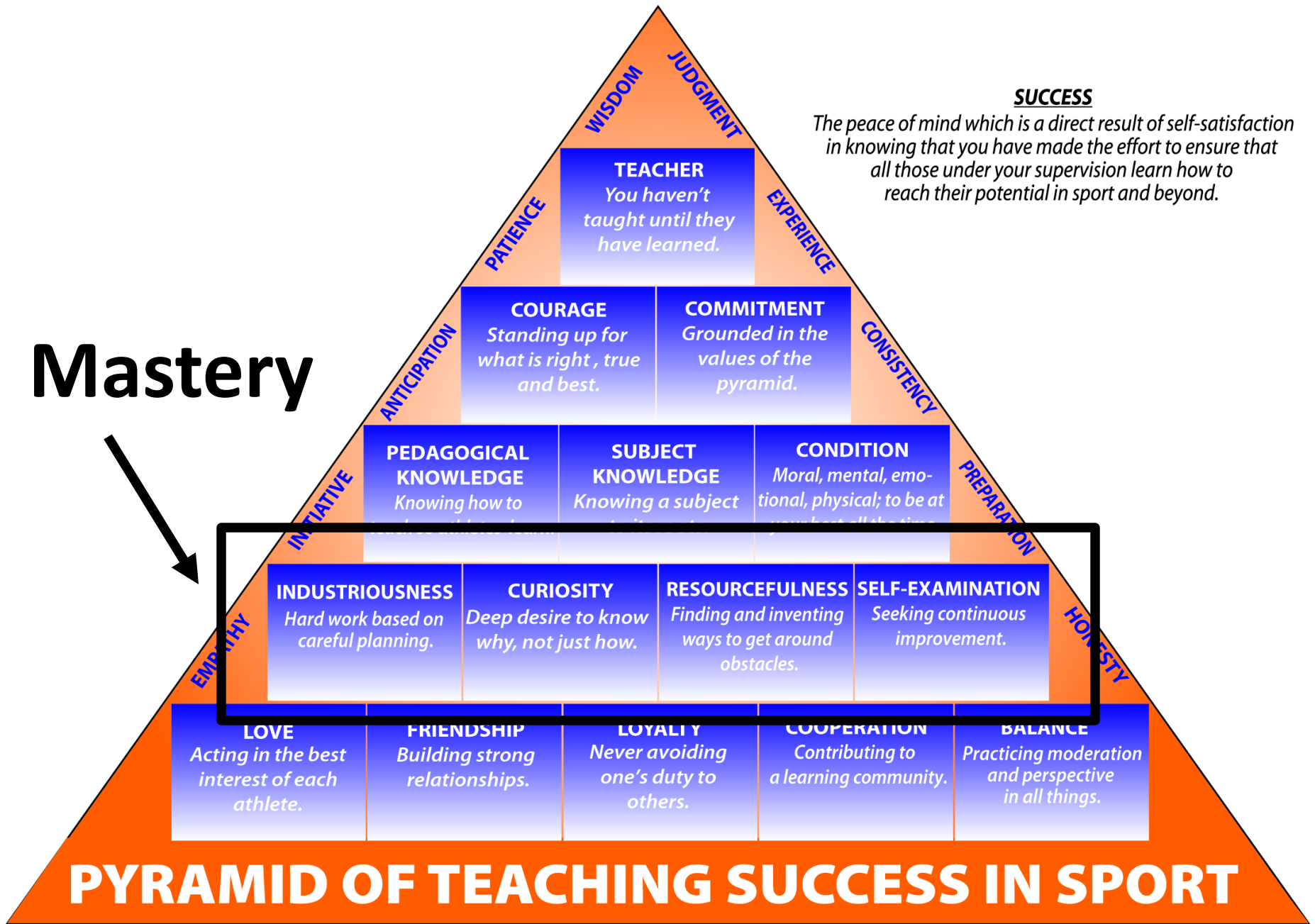
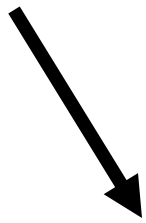
SWEN NATER and MARK SIWIK

BeLikeCoach, Cleveland, Ohio, USA

RONALD GALLIMORE

University of California, Los Angeles, California, USA

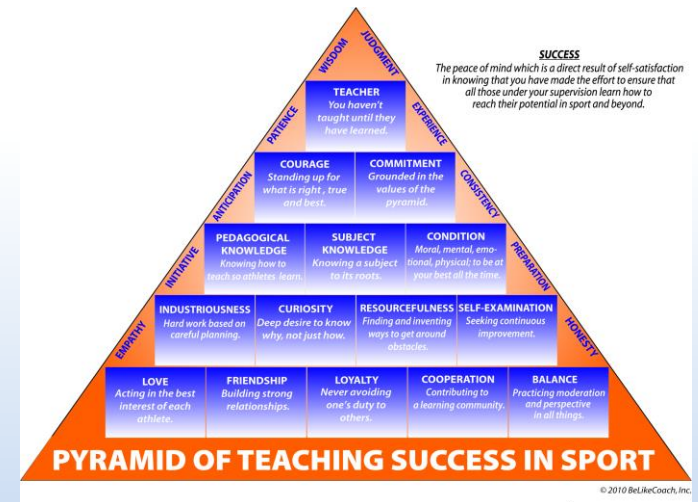
Mastery





2. Personal Mastery

Self-driven passion
for continuous
learning



Pause and Reflect

- *How do you respond when you or your athletes make mistakes?*

Core Values

Personal Mastery

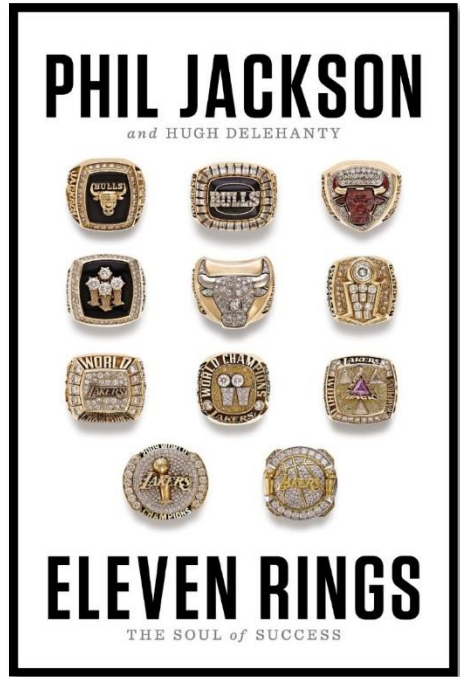
**Continuous
Improvement**

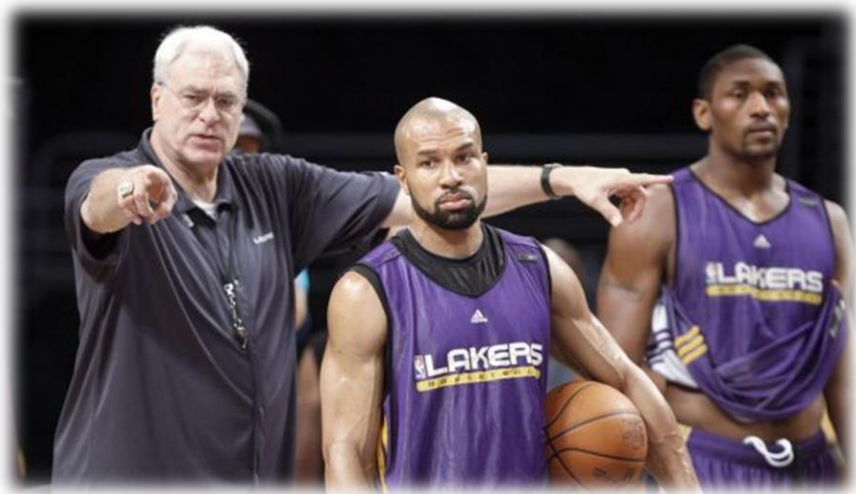
Authentic Learning

**Complex Family
Environment**

3. Complex Family Environment

Freedom within Structure





I would assert myself forcefully in practice to imbue the players with a strong vision of where we needed to go and what we had to do here.



Once the game began, I would slip into the background and let the players orchestrate the attack.

TALENTED TEENAGERS

THE ROOTS OF
SUCCESS & FAILURE



**Mihaly
Csikszentmihalyi**

**Kevin
Rathunde**

**Samuel
Whalen**

With Contribution by
Maria Wong



Complex Family

Attachment

(*integration* = support and structure)

+


Autonomy

(*differentiation* = freedom)



Complex Family Leadership System

International Sport Coaching Journal, 2015, 2, 298-304
<http://dx.doi.org/10.1123/iscj.2015-0064>
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Human Kinetics 
BEST PRACTICES

Turning Boys Into Men: The Incentive-Based System in Urban Meyer's Plan to Win

Stephen M. Gavazzi
The Ohio State University



Blue

(Child)

Separation

Red

(Adolescent)

Transformation

Gold

(Adult)

Reincorporation

Small Town = Complex Family

Journal of Sports Sciences, October 2006; 24(10): 1065–1073



When “where” is more important than “when”: Birthplace and birthdate effects on the achievement of sporting expertise

JEAN CÔTÉ¹, DANY J. MACDONALD¹, JOSEPH BAKER², & BRUCE ABERNETHY³

Lockeporte, Canada

A scenic view of Lockeporte, Canada, featuring a coastal road on a grassy hillside overlooking the ocean under a dramatic, cloudy sky. Several houses are visible on the ridge.

Balish, S., & Côté, J. (2014). The influence of community on athletic development: An integrated case study. *Qualitative Research in Sport, Exercise and Health*, 6(1), 98-120.

Lockeporte, Canada

Support and Structure

'Deliberate practice' (organized coached training)

+

Freedom

'Free play' (uncoached athlete-controlled games)

Balish, S., & Côté, J. (2014). The influence of community on athletic development: An integrated case study. *Qualitative Research in Sport, Exercise and Health*, 6(1), 98-120.

**“It takes a village to raise a child”:
Developing talent in rural settings**



Kiera Pennell¹, Tania Cassidy¹ and Wade Gilbert²

¹School of Physical Education, Sport and Exercise Sciences, University of Otago, Dunedin, New Zealand

²Department of Kinesiology, California State University, Fresno, USA

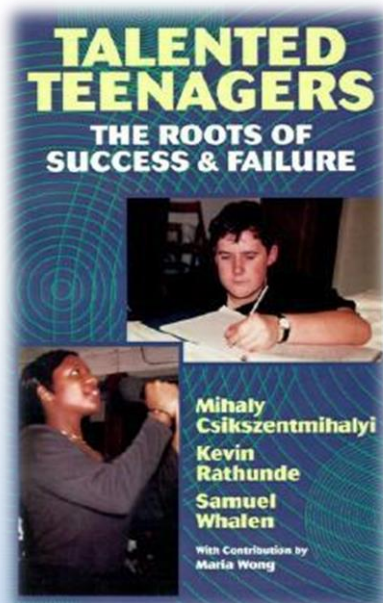
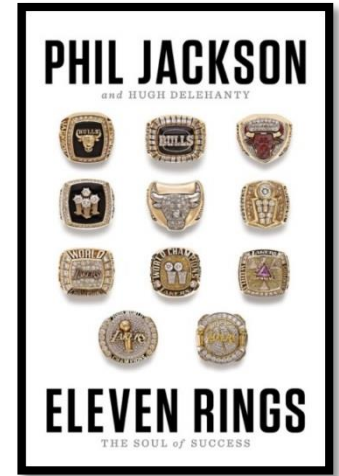


Te Whare Wānanga o Ōtago
NEW ZEALAND

Otago, New Zealand

3. Complex Family Environment

- Freedom within structure



Pause and Reflect

- *How well do you think you balance coach driven structure with athlete autonomy?*

Core Values

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Learning**

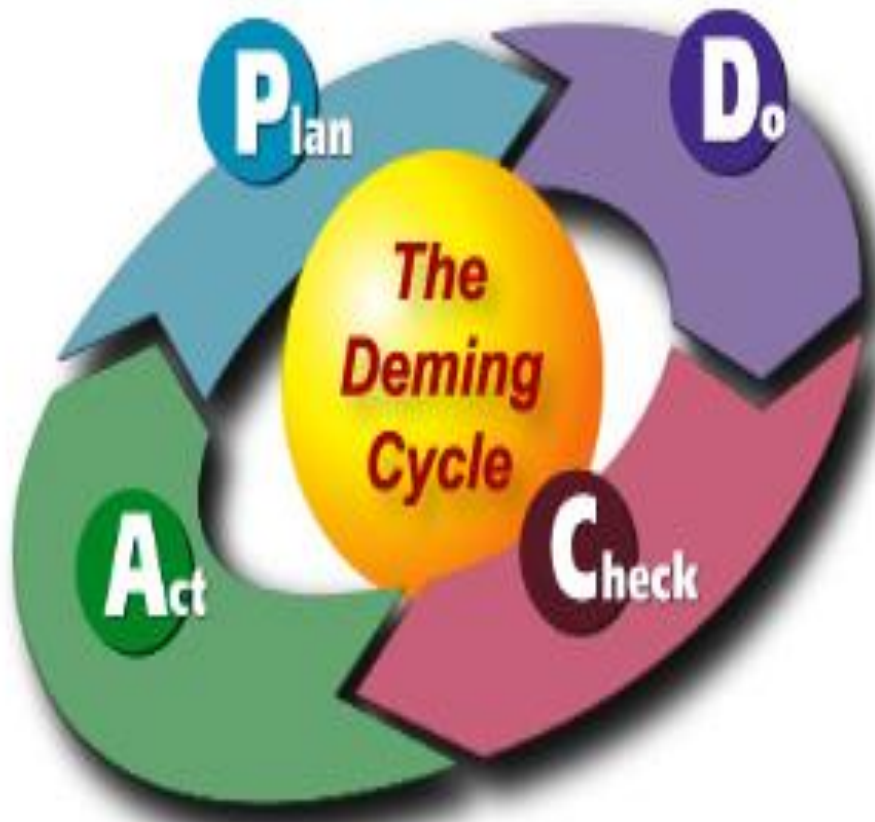
Complex Family Environment

4. Authentic Learning

- Learning embedded in everyday efforts to close performance gaps



The PDCA Cycle of Continuous Improvement



The Five Questions

- 1) What is the target condition?
- 2) What is the actual condition now?
- 3) What obstacles are now preventing you from reaching the target condition?
Which **one** are you addressing now?
-----(*Turn Card Over*)----->
- 4) What is your next step? (next PDCA / experiment) What do you expect?
- 5) When can we go and see what we have learned from taking that step?

"How any organization in any industry can progress from old-fashioned management by results to a strikingly different and better way."
—James P. Womack, Chairman and Founder, Lean Enterprise Institute

TOYOTA KATA

**MANAGING PEOPLE FOR
IMPROVEMENT, ADAPTIVENESS,
AND SUPERIOR RESULTS**

MIKE ROTHER
Bestselling coauthor of *Learning to See*

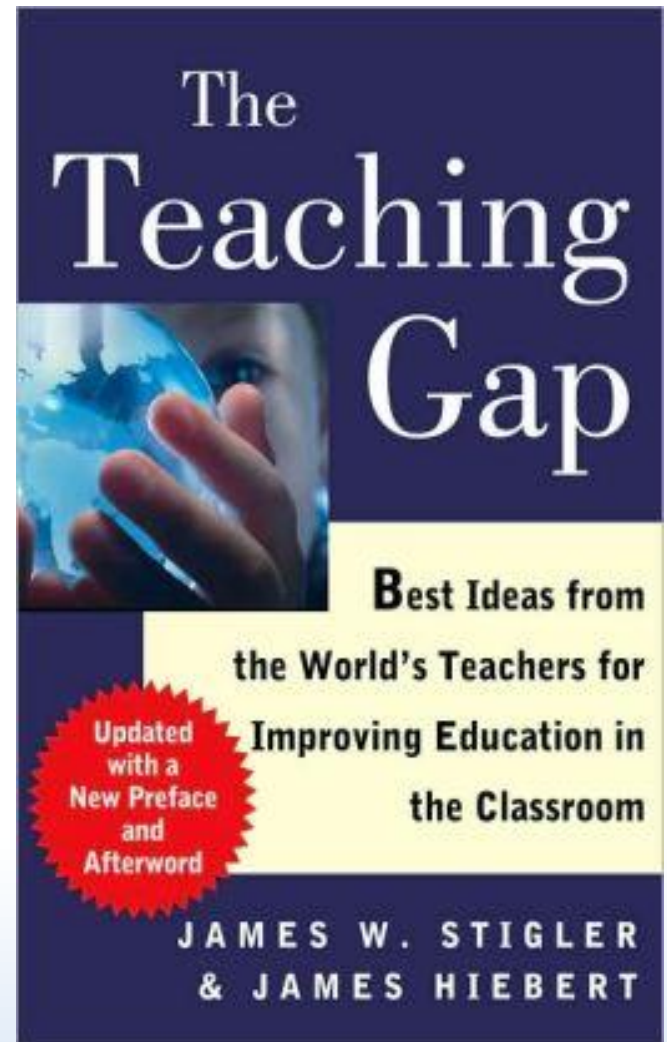
Learning to learn from teaching: a first-hand account of lesson study in Japan

Bradley A. Ermeling

Pearson Research and Innovation Network, Tustin, California, USA, and

Genevieve Graff-Ermeling

Orange Lutheran High School, Orange, California, USA





Reflective Practice, 2013

<http://dx.doi.org/10.1080/14623943.2013.868790>



Reflective practice and ongoing learning: a coach's 10-year journey

Ronald Gallimore^{a*}, Wade Gilbert^b and Swen Nater^c

^aDepartment of Psychiatry & Biobehavioral Sciences, University of California (Los Angeles), Hockessin, DE, USA; ^bKinesiology, California State University, Fresno, CA, USA;

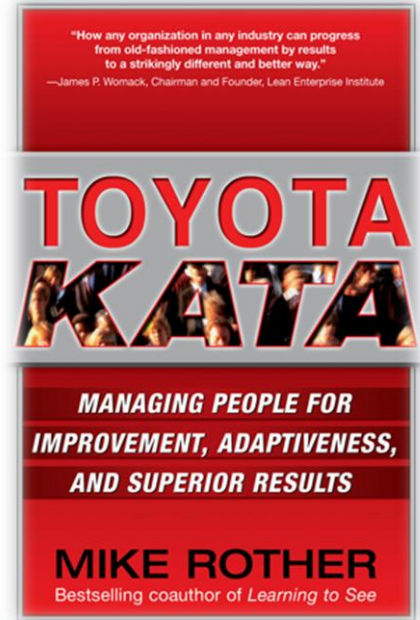
^cBeLikeCoach, Seattle, WA, USA



Reflective Practice Features

1. Identify high impact performance gaps
2. Implement detailed action plans
3. Evidence drives analysis and next steps
4. Steady work towards noticeable improvement

Think evolution, not revolution



4. Authentic Learning

- Learning embedded in everyday efforts to close performance gaps



Pause and Reflect

- *How do you know if you are doing a good job as a coach?*

Core Values

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INTERNATIONAL SPORT COACHING JOURNAL

An official journal of the International Council for Coaching Excellence (ICCE) and
American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)



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YOUR PAPER FOR
INCLUSION

Long Term Program Development (LTPD): An Interdisciplinary Framework for Developing Athletes, Coaches, and Sport Programs.

Siwk, M., Lambert, A., Saylor, D., Bertram, R., Cocchiarella, C., & Gilbert, W. (2015, September).



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Version 1.2

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Association of Summer Olympic International Federations
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Dr. Wade Gilbert

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