

A black and white photograph showing a man in a suit and glasses, likely a coach, engaged in a conversation with several young men in athletic gear. The coach is gesturing with his hands as he speaks. The background shows a crowd of people, suggesting an outdoor sports event.

Talent Engineering An Integrated Approach to Coach and Athlete Development

Wade Gilbert, PhD
California State University, Fresno



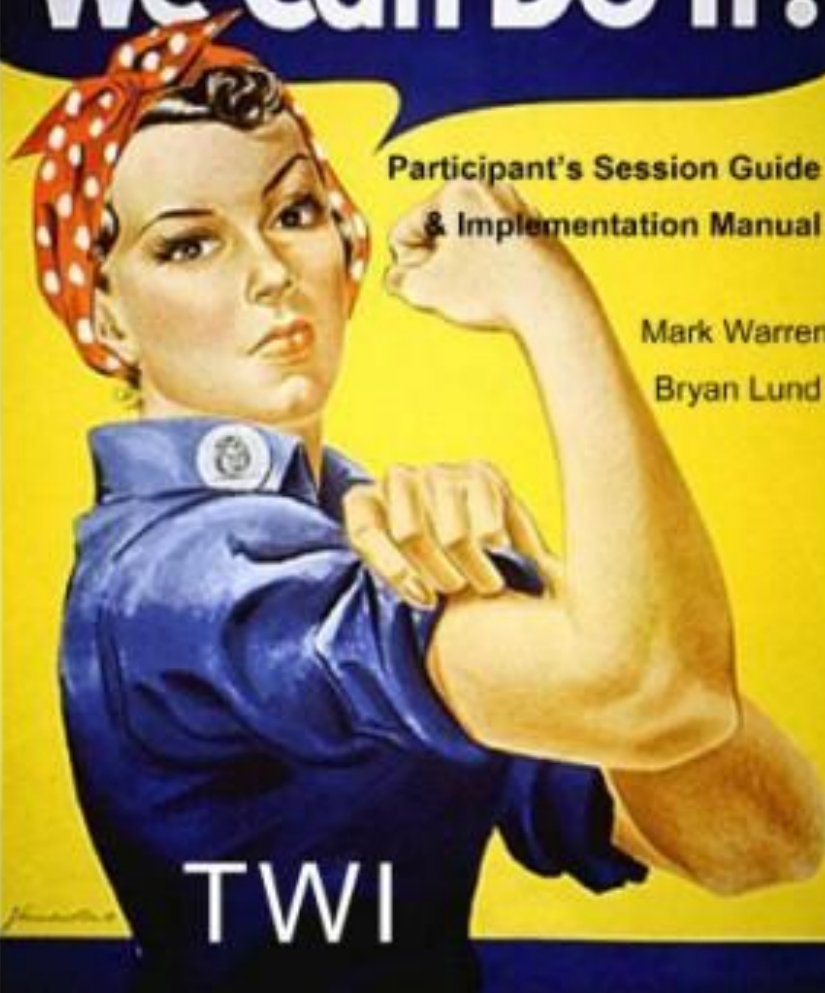
*Advancing the Science of
Teaching*

*America's Youth
Through Sports and
Physical Education*



Job Instruction Training

We Can Do It!

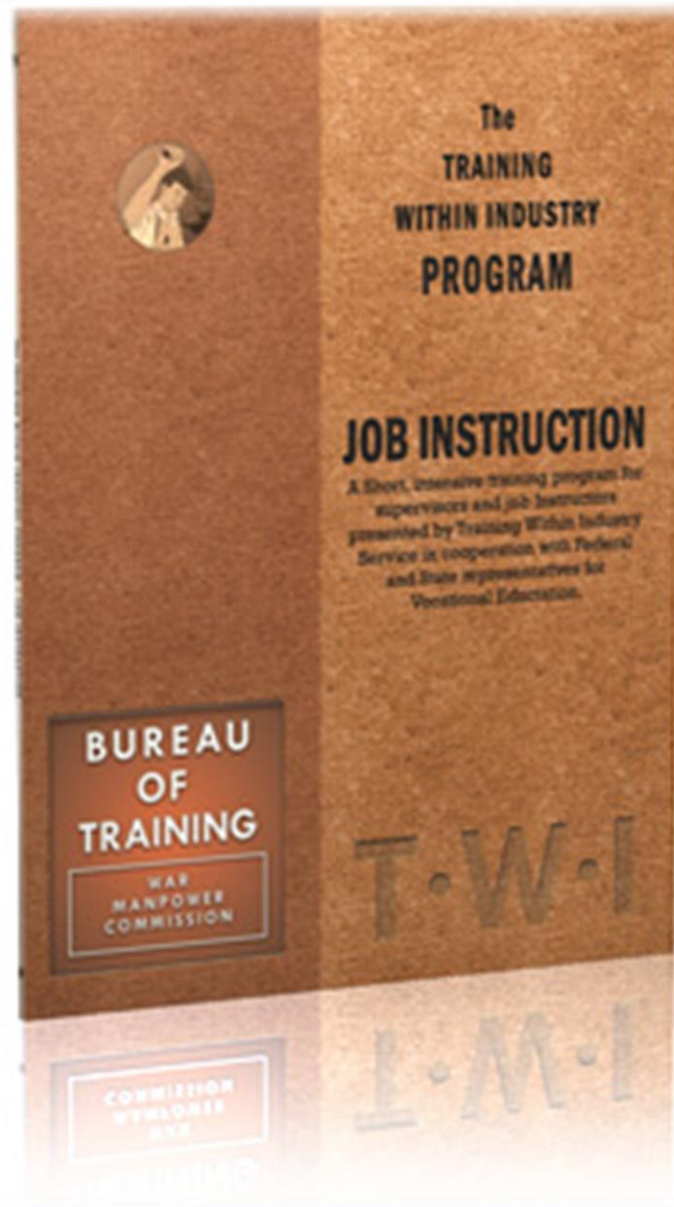


Participant's Session Guide
& Implementation Manual

Mark Warren
Bryan Lund

T·W·I

Training Within Industry



The
TRAINING
WITHIN INDUSTRY
PROGRAM

JOB INSTRUCTION

A short, intensive training program for supervisors and job instructors presented by Training Within Industry Service in cooperation with Federal and State representatives for Vocational Education.

BUREAU
OF
TRAINING

WAR
MANPOWER
COMMISSION

COMMISSION
WOMEN AND

T·W·I

I·M·I

HOW TO GET READY TO INSTRUCT

Have a Time Table—

how much skill you expect him to have, by what date.

Break Down the Job—

list important steps.
pick out the key points. (Safety is always a key point.)

Have Everything Ready—

the right equipment, materials, and supplies.

Have the Workplace

Properly Arranged—

just as the worker will be expected to keep it.

Job Instruction Training

TRAINING WITHIN INDUSTRY

Bureau of Training

War Manpower Commission

KEEP THIS CARD HANDY

GPO 16-35140-1

Front of the Job Instruction Card

HOW TO INSTRUCT

Step 1—Prepare the Worker

Put him at ease.

State the job and find out what he already knows about it.

Get him interested in learning job.
Place in correct position.

Step 2—Present the Operation

Tell, show, and illustrate one **IMPORTANT STEP** at a time.

Stress each **KEY POINT**.

Instruct clearly, completely, and patiently, but no more than he can master.

Step 3—Try Out Performance

Have him do the job—correct errors.

Have him explain each **KEY POINT** to you as he does the job again.

Make sure he understands.

Continue until **YOU** know **HE** knows.

Step 4—Follow Up

Put him on his own. Designate to whom he goes for help.

Check frequently. Encourage questions.

Taper off extra coaching and close follow-up.

16-35140-1

***If Worker Hasn't Learned,
the Instructor Hasn't Taught***

Back of the Job Instruction Card



You Haven't **Taught**
Until They Have
Learned

make sure he understands.
Continue until YOU know HE
knows.

Step 4—Follow Up

Put him on his own. Designate to
whom he goes for help.
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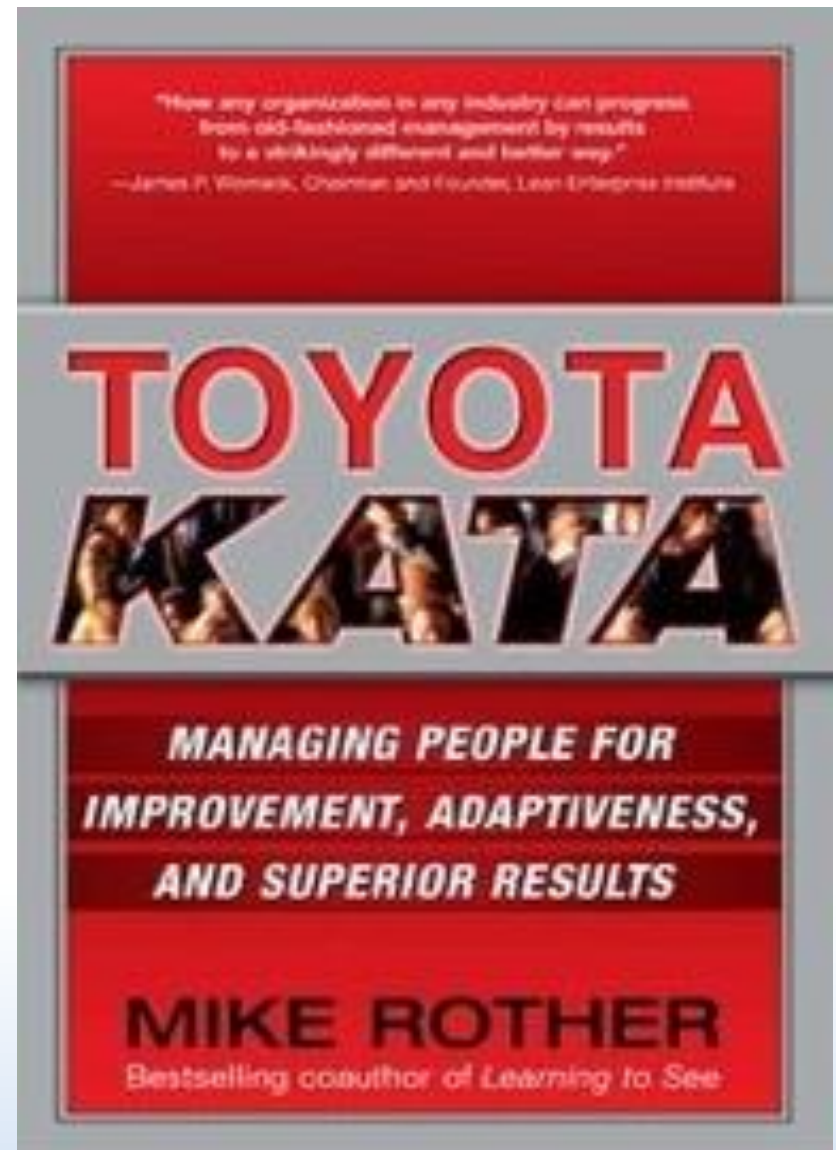
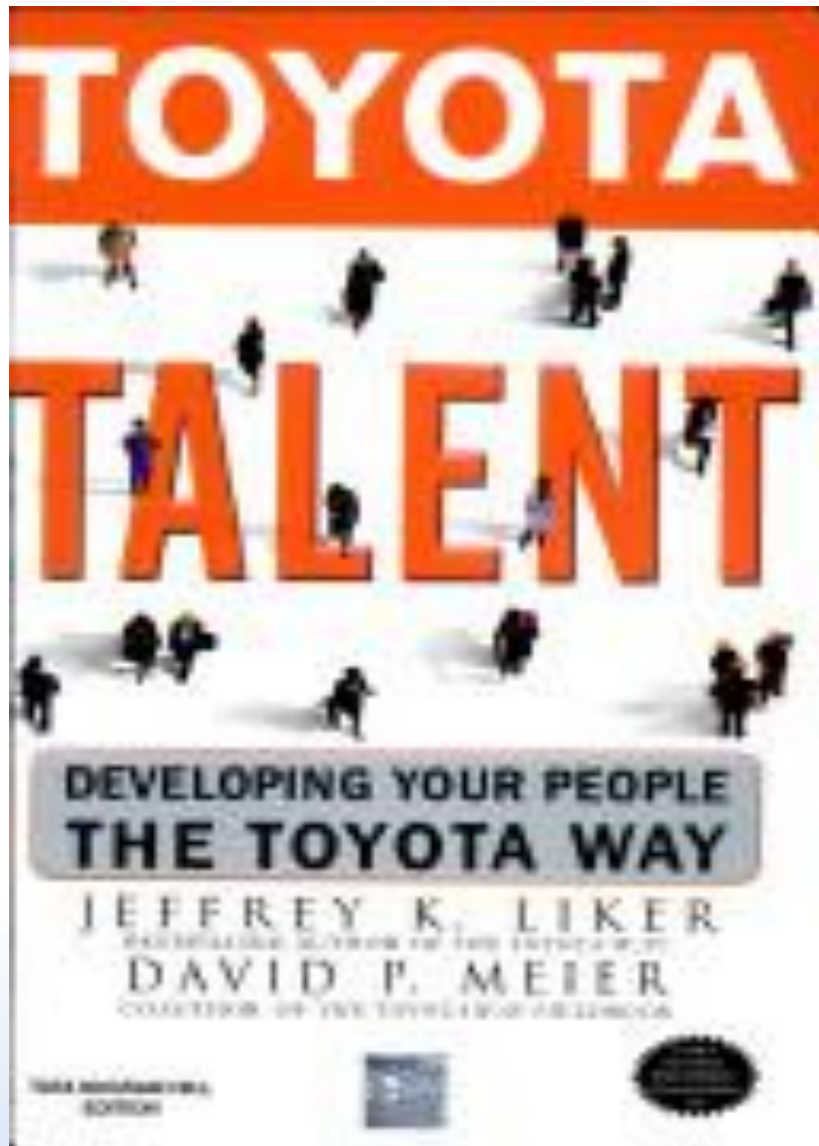
Back of the Job Instruction Card

John Wooden's Teaching Principles and Practices

Swen Nater & Ronald Gallimore

Forewords by Bill Walton & Jim Sinegal





What is effective coaching?



Becoming an effective coach?



Visit us at ISCJ-Journal.com

International SPORT COACHING Journal

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



Volume 1

Number 1

January 2014

ROUTLEDGE
ROUTLEDGE
HANDBOOKS



The Routledge Handbook of Sports Coaching

Edited by Paul Potrac, Wade Gilbert
and Jim Denison



To share an evidence-based framework for engineering an integrated system for coach and athlete talent development.



Talent Development Principle #1

An aerial photograph showing a vast, icy landscape. In the foreground, there's a large body of water filled with numerous ice floes. The middle ground features rugged, snow-capped mountains and valleys. The background shows more distant, snow-covered terrain under a clear blue sky. The top left corner of the image shows a portion of an aircraft's wing and engine nacelle.

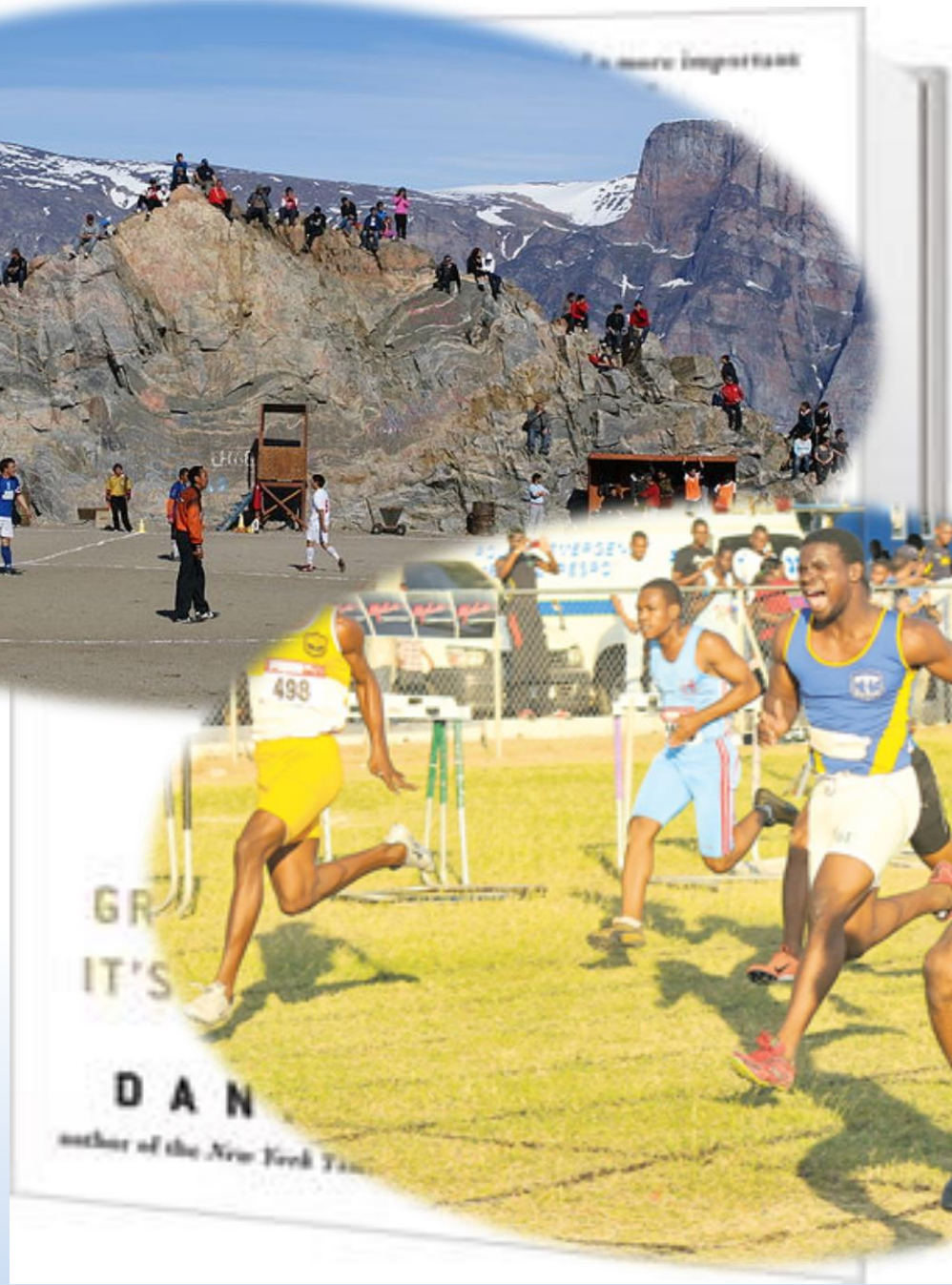
- **Settings matter more than individual behavior intentions**











The Science of Settings: *Complex Families*

The dramatic findings of a ground-breaking study of 120 immensely talented individuals reveal astonishing new information on

Developing Talent In Young People

BENJAMIN S. BLOOM, Editor

TALENTED TEENAGERS

THE ROOTS OF SUCCESS & FAILURE

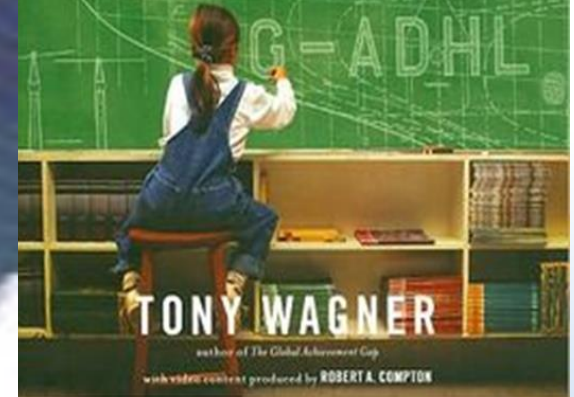


Mihaly Csikszentmihalyi
Kevin Rathunde
Samuel Whalen

With Contributions by
Marie Wong

CREATING INNOVATORS

The Making of Young People
Who Will Change the World



TONY WAGNER

author of *The Global Achievement Gap*

with video content produced by ROBERTA A. COMPTON

Complex Family Settings

ATTACHMENT

(structure)

+

AUTONOMY

(freedom)



Percentage of U.S. pro athletes born in small towns sharply outnumbers those living in big cities.

City Population	U.S. OVERALL	PGA	NHL	MLB	NBA
>500,000	51.8%	13.1%	13.2%	14.6%	28.5%
<100,000	27.5%	56.8%	56.3%	54.5%	39.0%

Qualitative Research in Sport, Exercise and Health, 2013
<http://dx.doi.org/10.1080/2159676X.2013.766815>

 **Routledge**
Taylor & Francis Group

The influence of community on athletic development: an integrated case study

Shea Balish* and Jean Côté



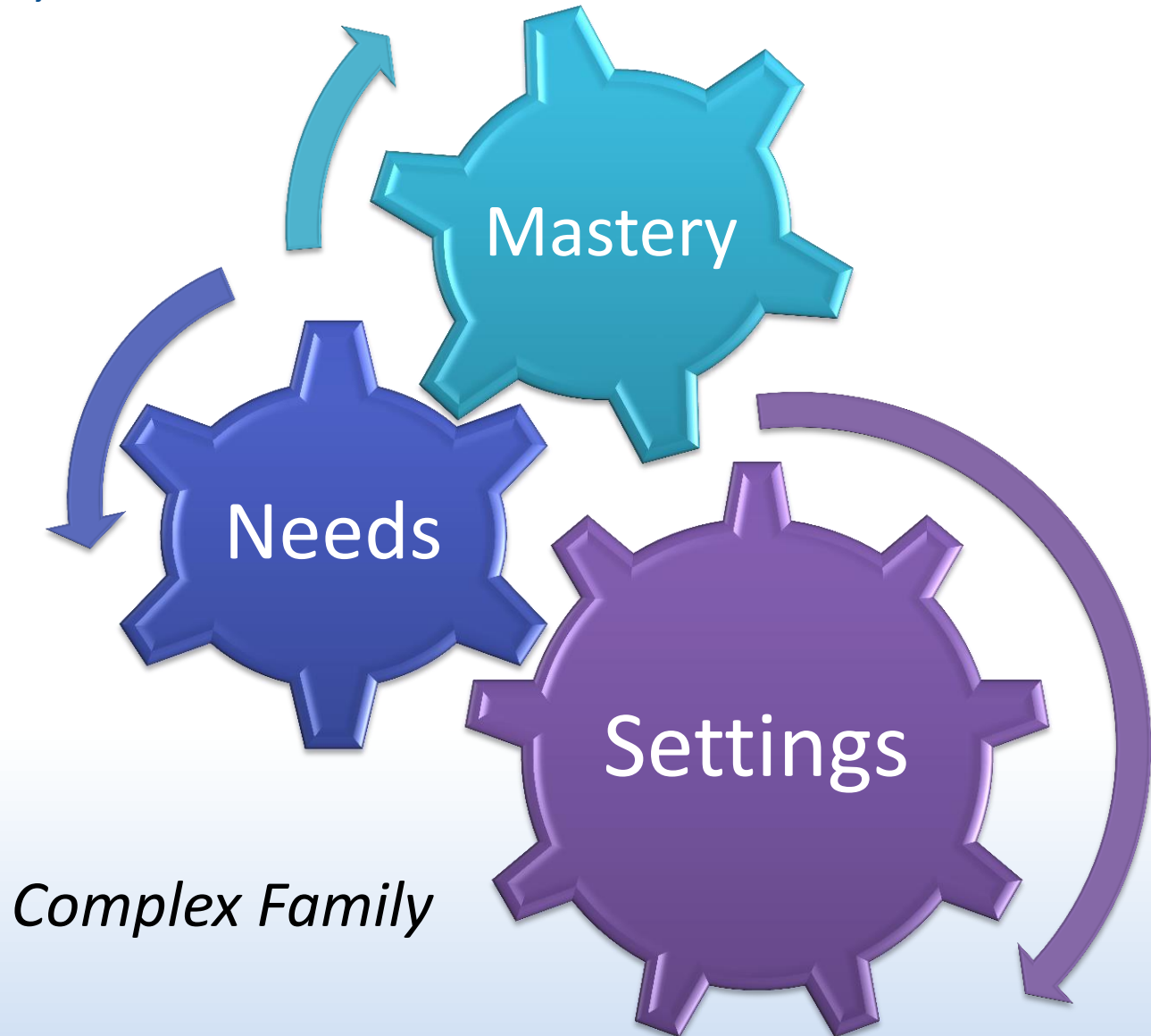


WITNESS

N. S. S. A. F.



DIVISION 4 BOYS
BASKETBALL
CHAMPIONS
2006-2007





*Talent
Development
Principle #2*

- **Needs are the sparks that ignite, and sustain, the talent development fire**

"We realized a while ago that it's better to learn than be dead."



Active Start

Males and Females 0-6

Cross Country Canada (CCC) encourages children to be involved in lifelong activity and to begin cross-country skiing at an early age through the Bunnyrabbit Program.

This is an essential period for acquiring fundamental movement skills that lay the foundation for more complex movements.



Quest, 65:83–97, 2013

Copyright © National Association for Kinesiology in Higher Education (NAKHE)

ISSN: 0033-6297 print / 1543-2750 online

DOI: 10.1080/00336297.2012.727374



Talent Identification and Development: The Need for Coherence Between Research, System, and Process

ANNE PANKHURST and DAVE COLLINS

*Institute of Coaching and Performance, University of Central Lancashire,
Preston, United Kingdom*

Training to Win

Males 23 +/- Females 23+/-

During this stage athletes focus on high performance and undertake multi-year preparations for major events (i.e. Olympics, World Championships).

All aspects of training and performance are highly individualized.
Podium Performances.



Active for Life

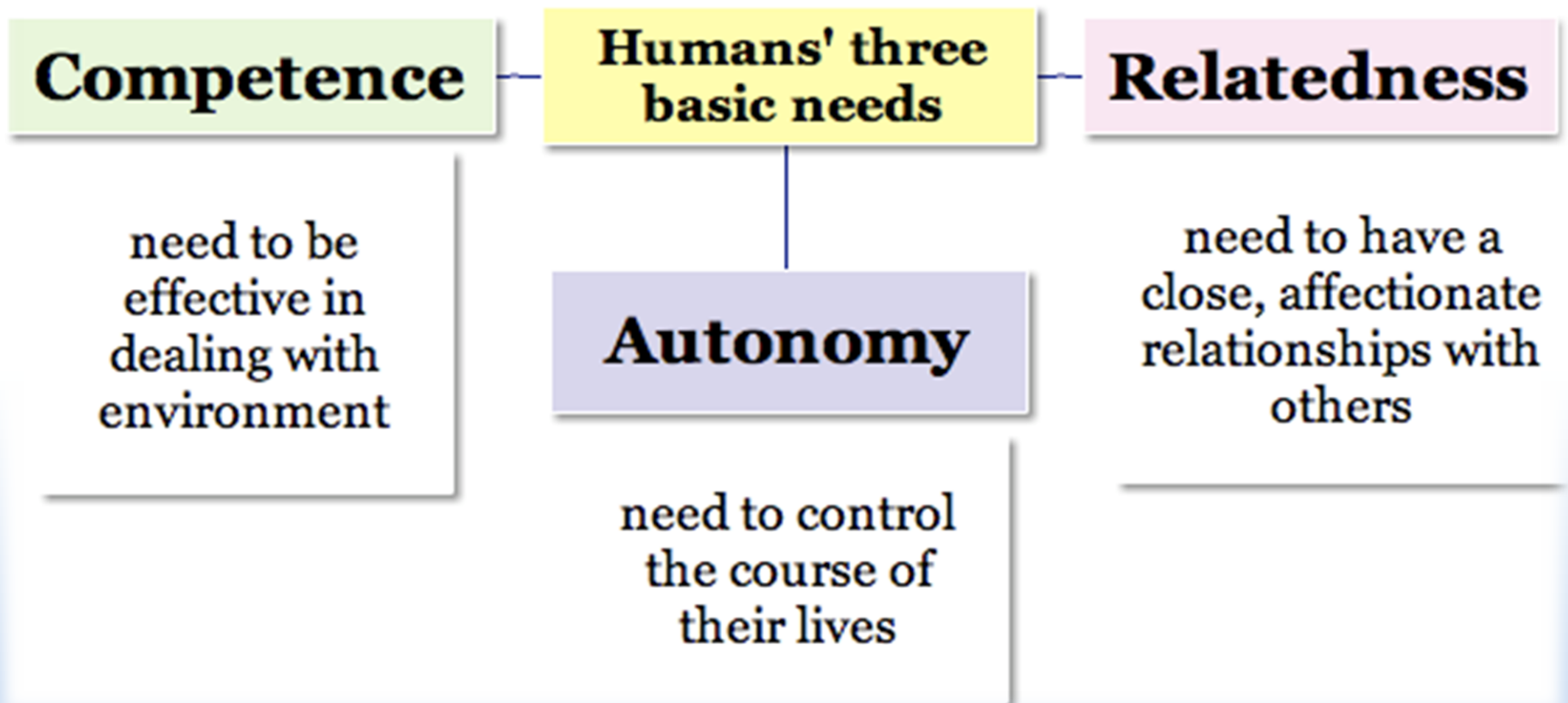
This stage can be entered at any age.

There is a better opportunity to be Active for Life if physical literacy is achieved before the Training to Train stage.



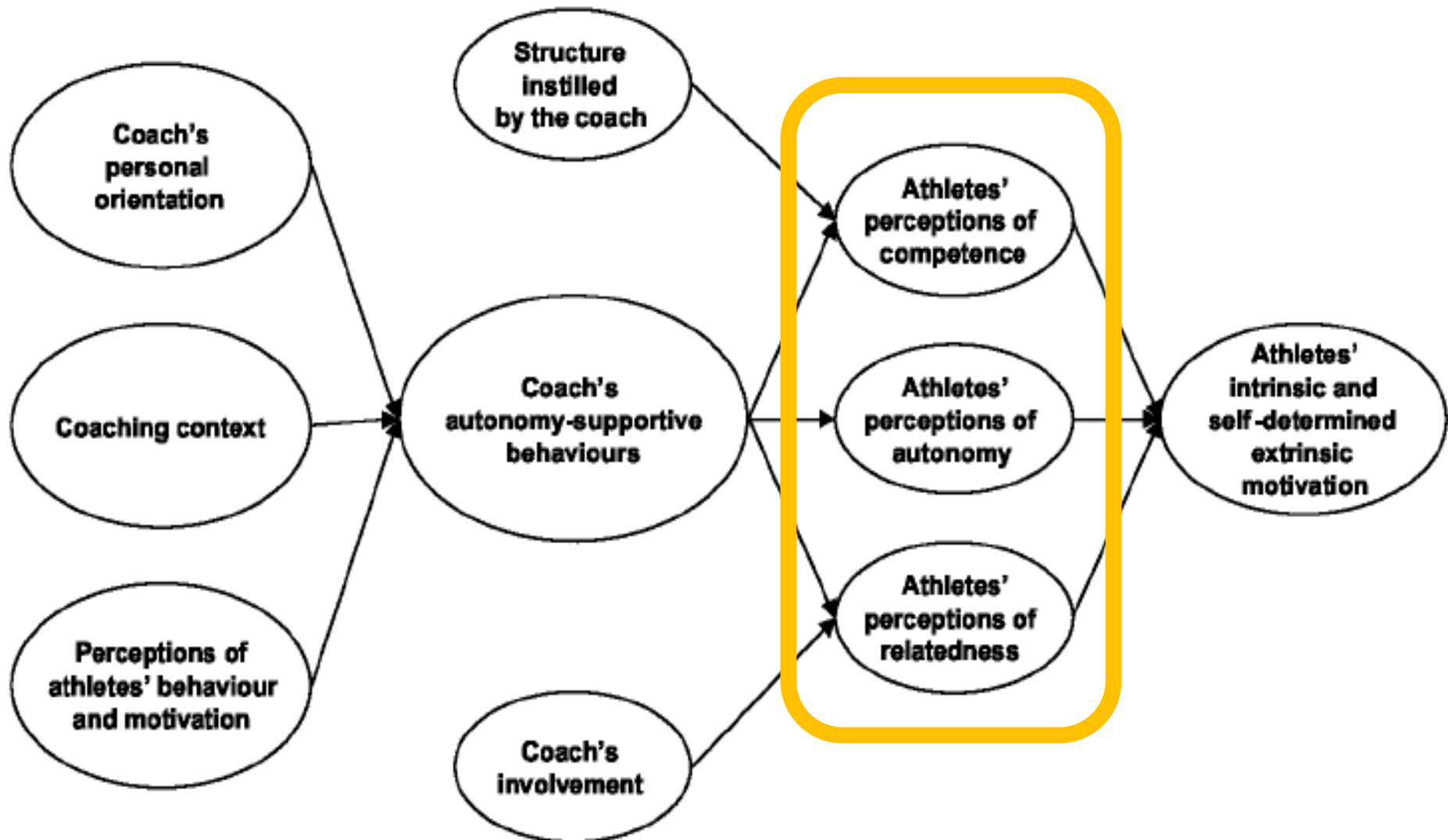
The Science of Needs (Deci & Ryan, 2000)

Self-Determination Theory



The Science of Needs: *Self-Determination*

(Mageau & Vallerand, 2003)



Self-Determination Theory: A Case Study of Evidence-Based Coaching





WAC
CHAMPIONS
2012 WOMEN'S BASKETBALL

**Tournament
Champion**
2012





ATHLETES' OUTCOMES

Competence

Confidence

Connection

Character



Self-Determination Theory

Competence

**Humans' three
basic needs**

Relatedness

Competence

Autonomy

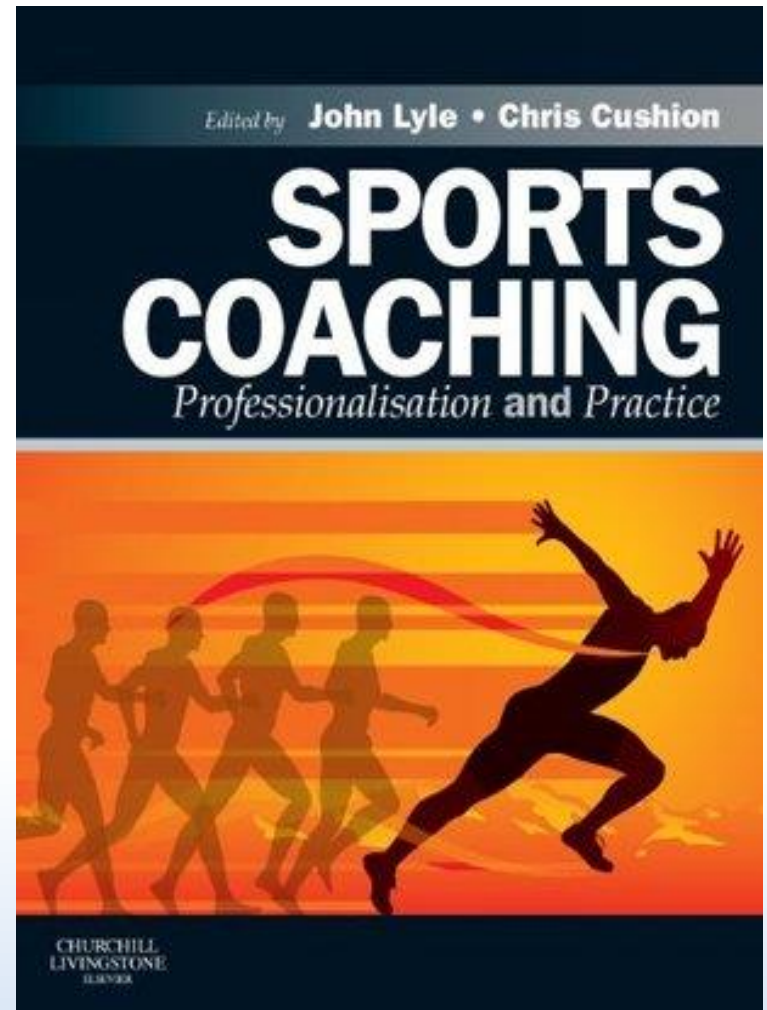
**Connection
Character**

Confidence

*Coach education effectiveness
(Trudel, Gilbert & Werthner)*



*Coaching and coach education
(Trudel & Gilbert)*



Needs-based Development Systems



Journal of Coaching Education

Published by the National Association for Sport and Physical Education

(Gilbert, Gallimore, & Trudel, 2009). A learning community approach to coach development in youth sport.

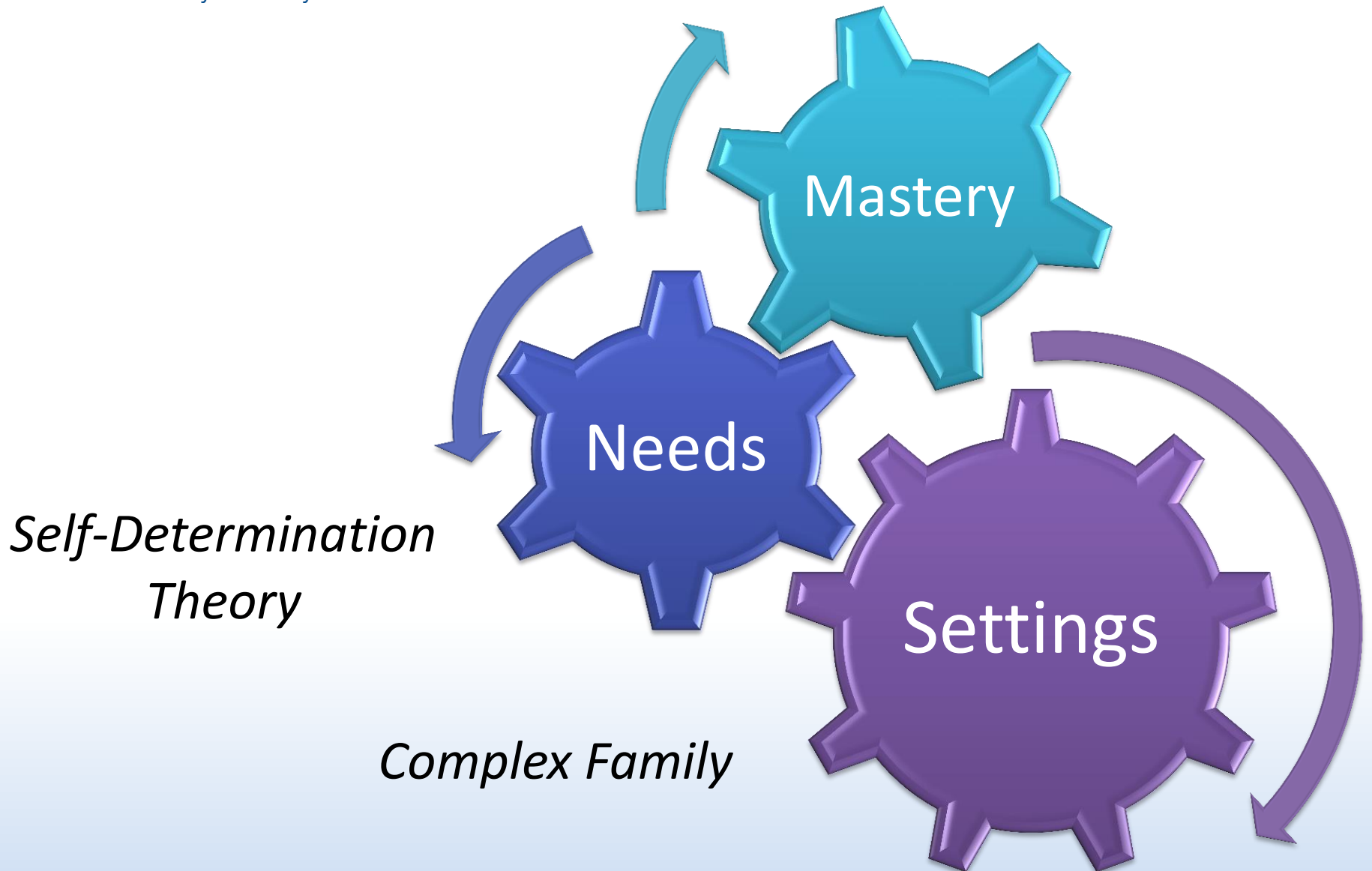
the Learning Organization
PETER M. SENGE

Improving Leadership in
the Classroom
**JAMES W. STIGLER
& JAMES HIEBER**

The Game About Education

PETER SENGE

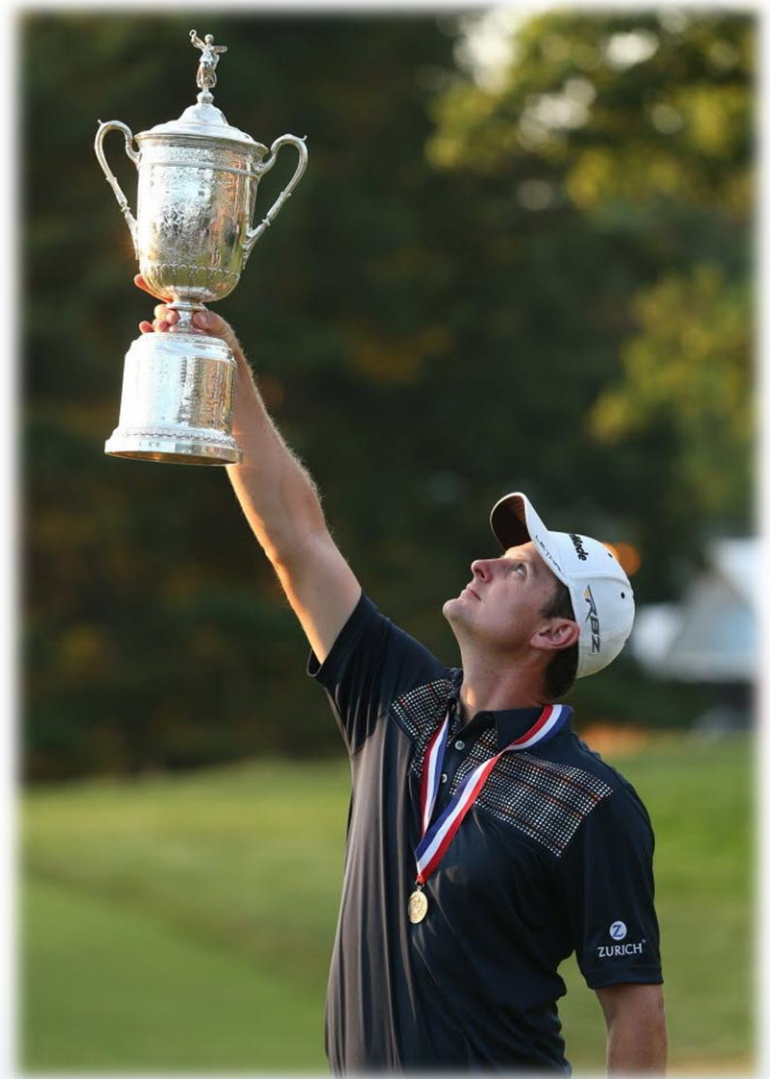
With Caroline McCall - Timothy Leary
Bryan Smith - Jacki Dittay - Art Kegan



Talent Development Principle #3



- Personal mastery focused on continuous improvement



- Personal mastery focused on continuous improvement



People go back to the starts of his career, the 21 missed cuts. But if we look at adversity in the right light, it provides a foundation for growth.



WORLD WAR II



CASSON

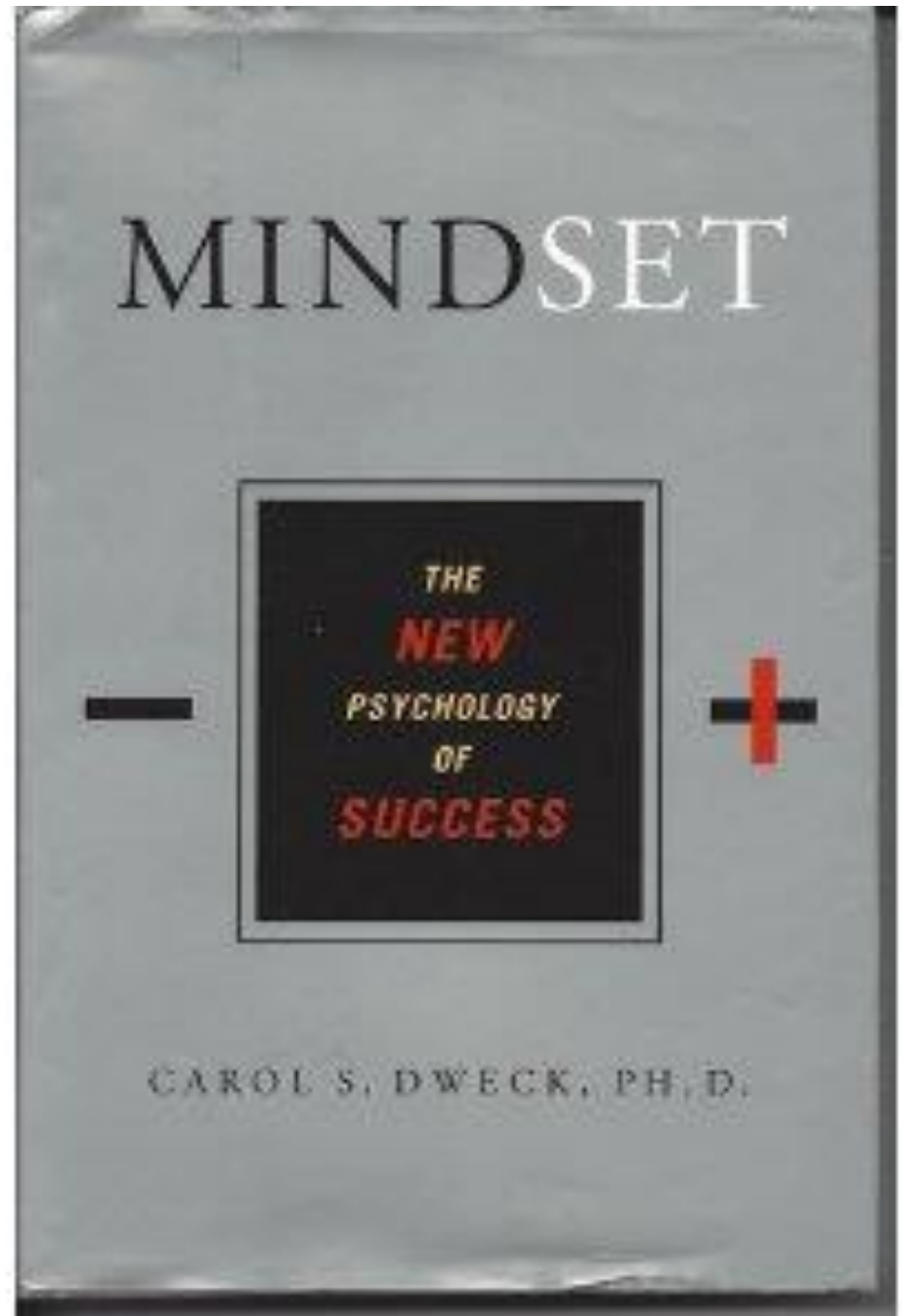


- *For him it was just, one by one, how do you make this last operation go better than the last one? Science is a series of dead-end alleys. It is not a eureka moment, it is not an act of genius, it required sticking to this problem for a couple of decades.*



*Incremental view
of ability*

The Science of
Mastery:
Growth Mindset



A red octagon with a white border, containing text about a fixed mindset.

Fixed Mindset

Intelligence and
talent are fixed
at birth.

A green double-headed arrow pointing both up and down, containing text about a growth mindset.

**Growth
Mindset**

Intelligence
and talent can
go up or down.

**IT'S NOT HOW
GOOD YOU ARE,
IT'S HOW GOOD
YOU WANT TO BE.**

Should Coaches Believe in Innate Ability? The Importance of Leadership Mindset

Melissa A. Chase

Leaders in sport need a growth mindset so they can transform themselves and believe in their ability to influence the transformation of others. A growth mindset is simply a way of viewing the world and being open to possibilities for growth.



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



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

An Integrative Definition of Coaching
Effectiveness and Expertise

by

Jean Côté and Wade Gilbert

WADE GILBERT

California State University, Fresno, California, USA

SWEN NATER and MARK SIWIK

BeLikeCoach, Cleveland, Ohio, USA

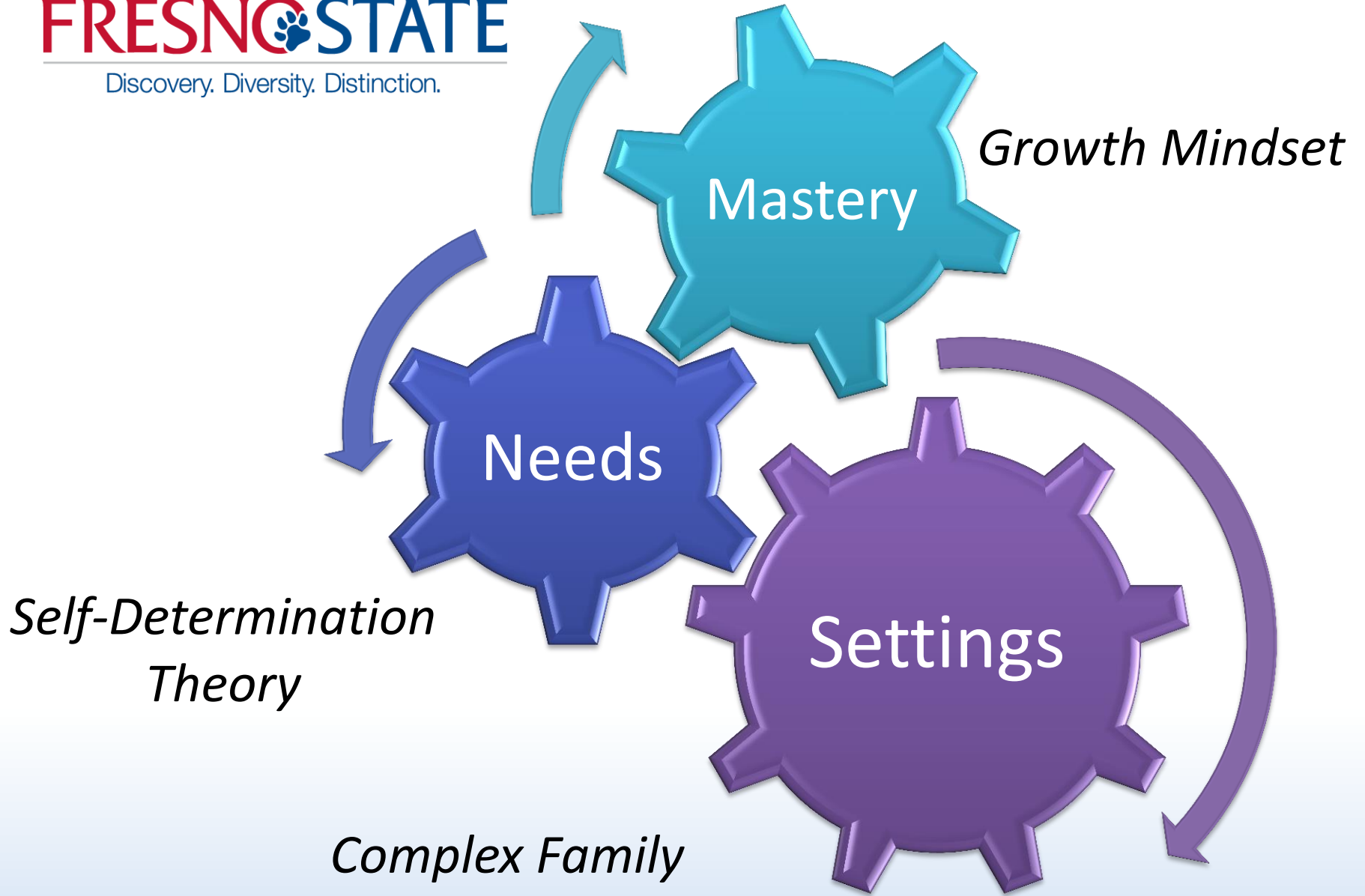
RONALD GALLIMORE

University of California, Los Angeles, California, USA

Reprinted from

**International Journal of
Sports Science
& Coaching**

Volume 4 • Number 3 • 2009



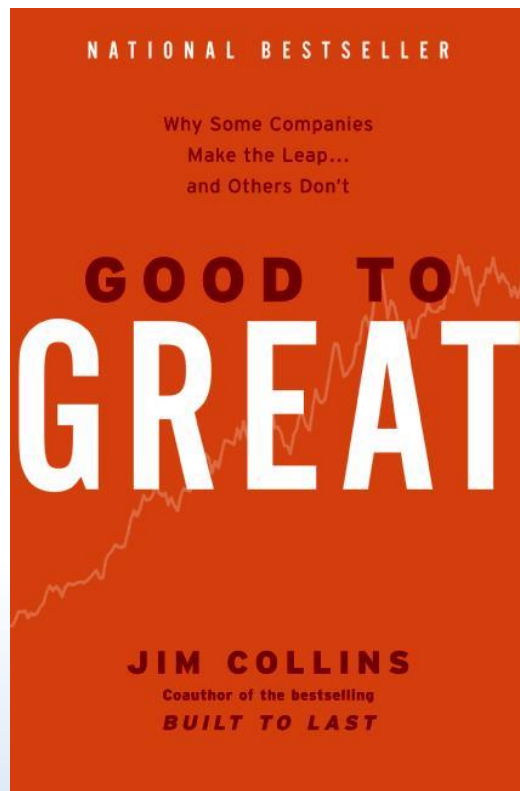
How can we create an integrated talent development setting for high school sports?



- 2,400 students
- 650 athletes
- 21 sports



Getting Started: *What Matters?*





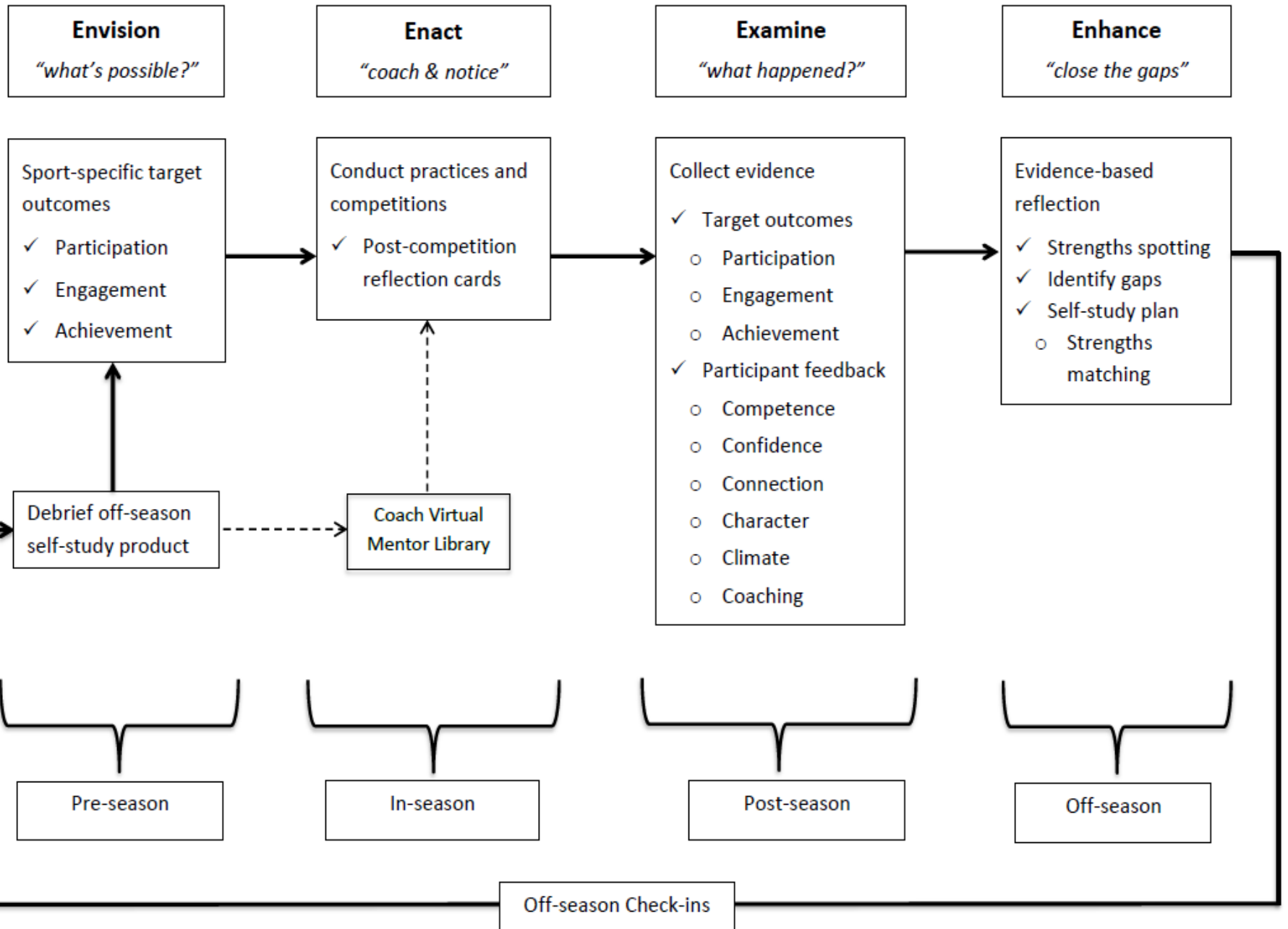
Participate

High
School
Athletics

Achieve

Engage

FHS Athletics: Integrated Talent Development System



Envision

"What's possible?"

Enact

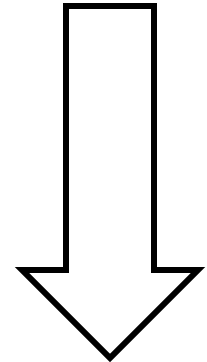
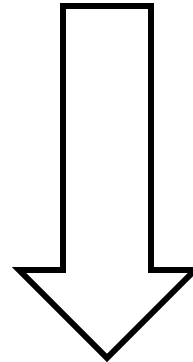
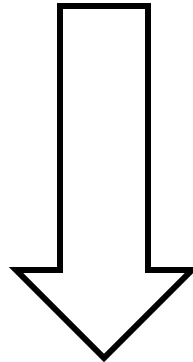
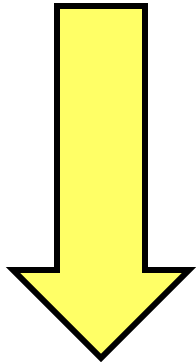
"coach & notice"

Examine

"what happened?"

Enhance

"close the gaps"



Pre-Season

In-Season

Post-Season

Off-Season

Envision

"What's possible?"

Enact

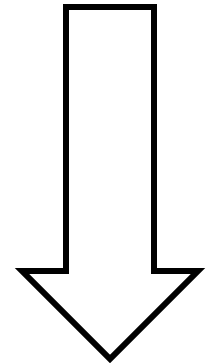
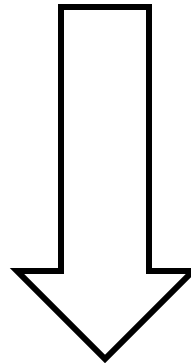
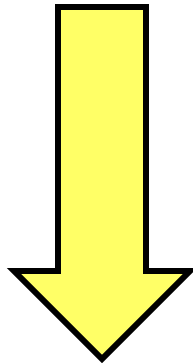
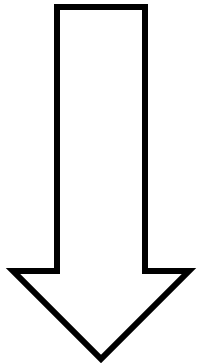
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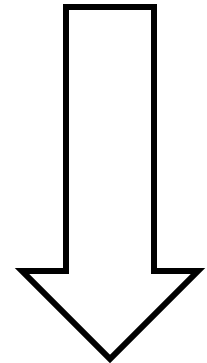
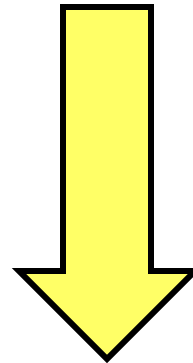
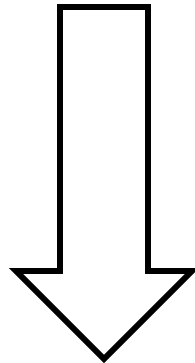
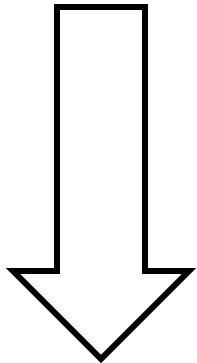
"coach & notice"

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"close the gaps"



Pre-Season

In-Season

Post-Season

Off-Season

Positive Youth Development:
A Measurement Framework for Sport

by

**Matthew Vierimaa, Karl Erickson,
Jean Côté and Wade Gilbert**

Reprinted from

**International Journal of
Sports Science
& Coaching**

Volume 7 · Number 3 · 2012

Envision

"What's possible?"

Enact

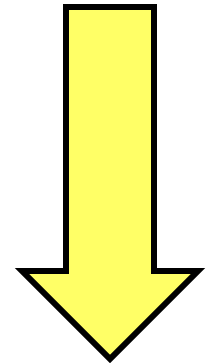
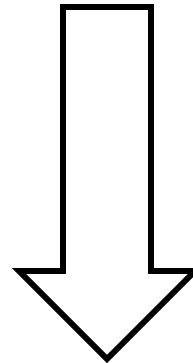
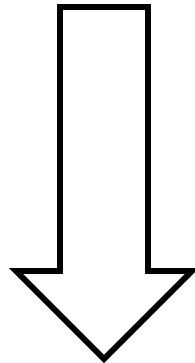
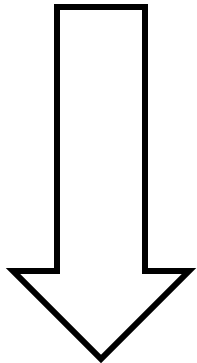
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Pre-Season

In-Season

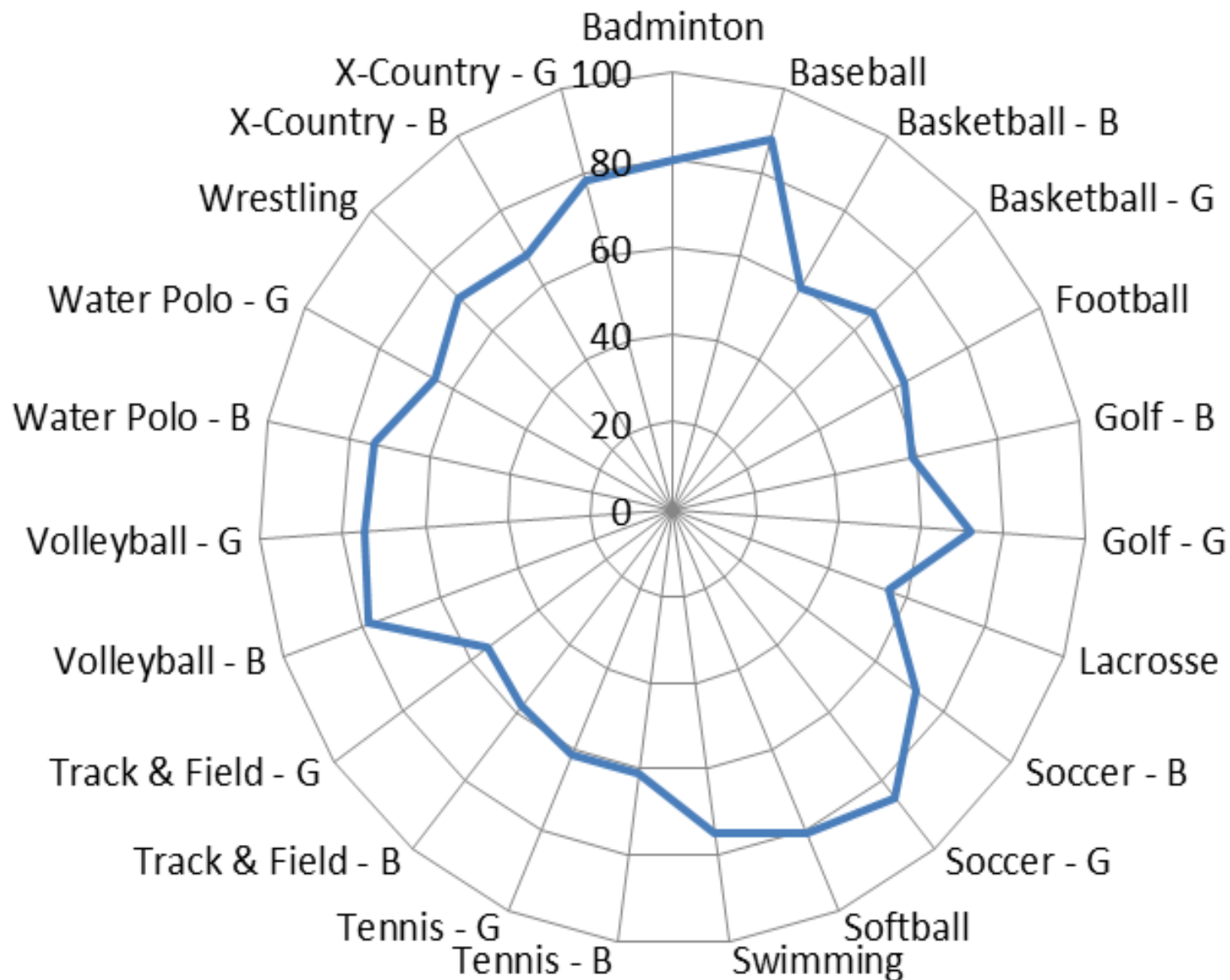
Post-Season

Off-Season

Sport Program X

<u>Target Outcomes</u>	<u>Development Rate (%)</u>
Participation	88%
Engagement	54%
Achievement	62%
Athlete Feedback	93%
Overall Development Rate	ODR= 74%

Overall Development Rate



IS THE SYSTEM HELPFUL?

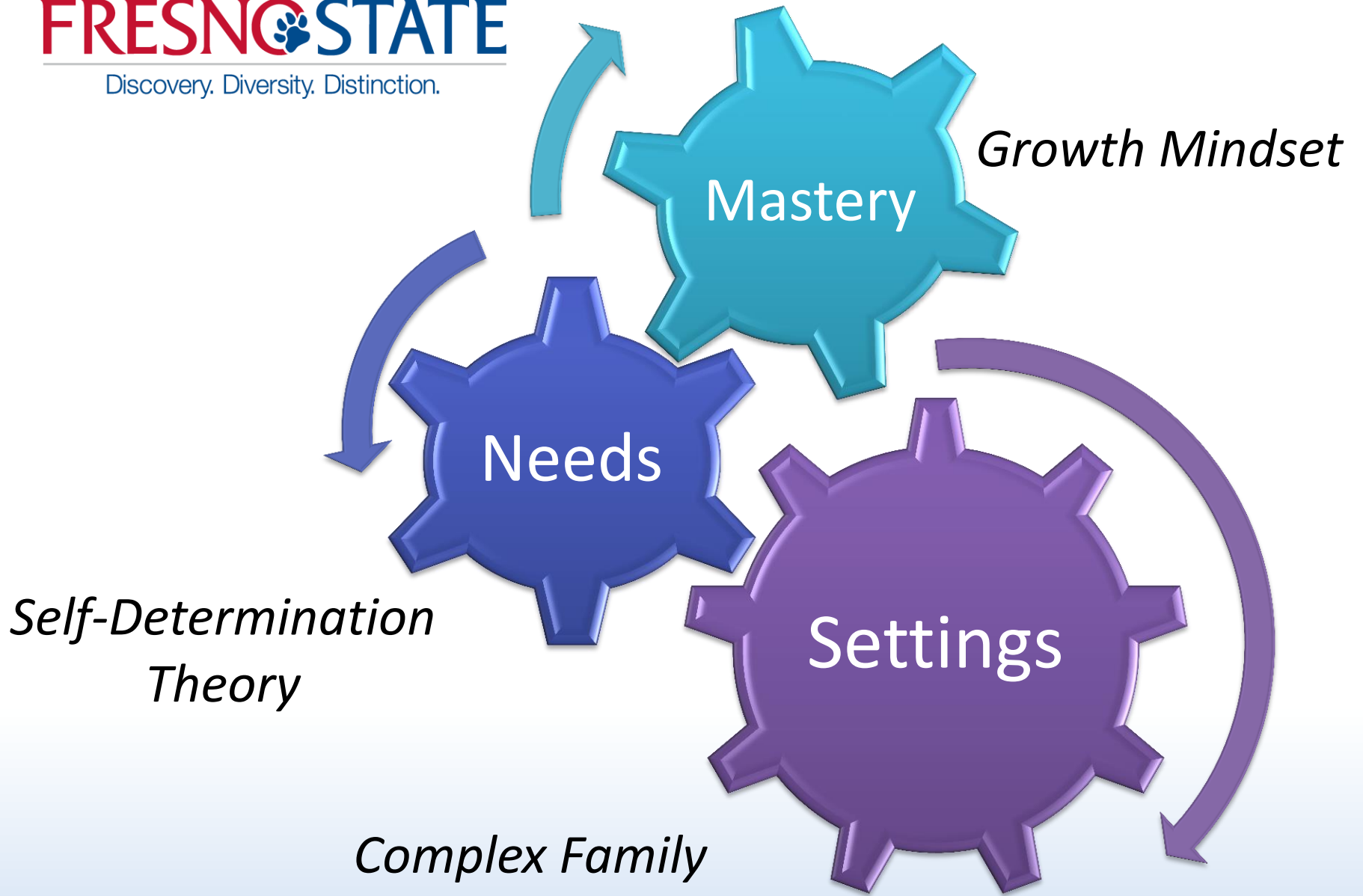


- Yes, it was helpful in a way that allowed me to see where I need to improve upon as a coach.
- *Very helpful. It gave me a true insight as to what I needed to improve on and what I was doing well.*
- Feedback from the athlete survey was definitely helpful. It tells me how well I am doing as a coach.
- *The process is great. It works really well for me.*



FRESNO **WARRIORS**
School of CHAMPIONS!





Long-term, repetitive success is a matter of building a principled system and sticking to it; principles are anchors



