



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

## University of British Columbia School of Kinesiology

### **Kin 586 Coaching Science II - Coaching Effectiveness (3 credits)**

Instructor: Dr. Shaunna Taylor, Ph.D.  
Email: shaunna.taylor@ubc.ca  
Office: Virtual  
Telephone: (250) 808-2491  
Office Hours, Time and Location: TBD

#### **Description:**

Investigate the relationship between athlete performance and coaching intervention strategies to ensure enhanced athlete development and skill acquisition. Examine structure and function of practice and feedback strategies to enable a resilient and self regulated athlete or coach capable of creating podium performance.

#### **Learning Objectives:**

1. Examine pre-determinants of expertise and optimal practice conditions and intervention strategies to maximize athlete potential
2. Develop, communicate and put into practice a values-based coaching philosophy consistent with NCCP Code of Ethics
3. Investigate leadership practices related to personal interactions with athletes and or support staff.
4. Analyze effectiveness of interventions during practice to enable athlete performance and learning
5. Debrief athletes and other stakeholders to assess performance and ensure effective working relationships with assistant coaches, experts and other support personnel.
6. Test and implements innovative practices to improve athletes' learning of technical and tactical elements that enhance performance
7. Use effective strategies and identify corrections to assist athletes <or coaches> to improve or refine technical elements that will enhance performance
8. Plan, design and deliver practices that enhance desired training stimulus.
9. Integrate the use of technology to effectively analyze athlete and coach performance, and to augment feedback during practice / training conditions.
10. Manage time, emotions, and energy effectively to enhance personal, program and staff needs.

**Pre/co-requisite:** Kin 515 Gap Analysis and Kin 585 Performance Planning

**Evaluation:**

<b>Assignment</b>	<b>Percent</b>
<b>Philosophy Presentation</b> <ul style="list-style-type: none"><li>• Present Philosophy – Personal vision, and values.</li><li>• Translate values (beliefs) to morals (principles or action guiding philosophy)</li></ul>	<b>20</b>
<b>Leadership effectiveness project</b> <ul style="list-style-type: none"><li>• Conduct or gain feedback on 360 analysis or review of leadership practice.</li><li>• Identify analysis of feedback and perceptions of current leadership practice.</li><li>• Create action plan for change or areas of improvement</li></ul>	<b>30</b>
<b>Innovation Assignment</b> <b>Either:</b> <b>Innovation Practice (HP Coach)</b> <ul style="list-style-type: none"><li>• Design a practice for athlete integrating at least one innovative strategy into the practice.</li><li>• Implement the practice and record (video)</li><li>• Review and report on potential changes / benefits related to athlete performance</li></ul> <b>OR...</b> <b>Innovation Practice (Technical Leader)</b> <ul style="list-style-type: none"><li>• Design a plan to lead group of stakeholders (IST, Board etc) to develop innovative solution to current practices.</li><li>• Implement the strategy and record (video)</li><li>• Review and report on potential changes / benefits related to group/team performance.</li></ul>	<b>30</b>
<b>Seminar Participation &amp; Discussion Board</b> <ul style="list-style-type: none"><li>• Provide critical reflection on seminar topics in relation to coaching or sport leader practices in group discussion forums and in the Discussion Board.</li></ul>	<b>20</b>

## Required and Recommended Readings:

### Textbook: Leadership Practices

James M. Kouzes, Barry Z. Posner The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5th Edition. The Leadership Challenge: Wiley. Available at:

[http://www.leadershipchallenge.com/ProductDetail/9780470651728.aspx?audience=LD\\_Ps](http://www.leadershipchallenge.com/ProductDetail/9780470651728.aspx?audience=LD_Ps)

Student LPI 360 Assessment - Available at:

<http://www.studentleadershipchallenge.com/Assessments.aspx>

LPI Leadership Practices Workbook 4th Edition (guide to debriefing and understanding the LPI feedback report) - Available at:

[http://www.leadershipchallenge.com/ProductDetail/9781118182734.aspx?audience=LD\\_Ps](http://www.leadershipchallenge.com/ProductDetail/9781118182734.aspx?audience=LD_Ps)

### Textbook: Coaching Effectiveness:

Farrow, D. Baker, J. & MacMahon C. (Eds.) (2013). Developing Sport Expertise: researchers and coaches put theory into practice, Second Edition: Routledge

### Other Topic-specific Readings:

#### Reflective Practice

Gilbert, W., & Trudel, P. (2013). The role of deliberate practice in becoming an expert coach: Part 2 – **Reflection**. Olympic Coach Magazine, 24(1), 35-44.

Lyons, M., Rynne, S., & Mallett, C. J. (2012). **Reflection** and the art of coaching: fostering high-performance in Olympic Ski Cross, Reflective Practice, 13 (3), 359-372. (\*\*Includes embedded illustrative video links)

#### Emotional Intelligence

Chan, J.T., & Mallett, C. J. (2011) The value of emotional intelligence for high performance coaching, 6 (3), International Journal of Sports Science and Coaching, 315-328.

Goleman, D. (1998). What makes a leader? Harvard Business Review, 76, 93-102. <https://hbr.org/2004/01/what-makes-a-leader>

## **Coaching Approaches**

Vella, S. A., & Perlman, D. J. (2014). Mastery, autonomy and transformational approaches to coaching: Common features and applications. *International Sport Coaching Journal*, 1, 173-179.

## **Coaching Expertise and Learning Systems**

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sport Science and Coaching*, 4, 307-323.

Gilbert, W., & Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. *Journal of Teaching in Physical Education*, 2, 16–34.

Werthner, P., & Trudel, P. (2006). A new theoretical perspective for understanding how coaches learn to coach. *The Sport Psychologist*, 20, 198-212.

## **Athlete Development Systems**

Balyi, I., Cardinal, C., Higgs, C., Norris, S., and Way, R. (2014). Canadian Sport For Life - Long Term Athlete Development 2.0. Published by Canadian Sport Institute Pacific ISBN 978-1-927921-01-2

Gulbin, J.P., Weissensteiner, J.R., Oldenziel, K.E., & Gagné, F. (2013). Patterns of performance development in elite athletes, *European Journal of Sport Sciences*, pp. 605-614.

## **Growth Mindset**

Dweck, C. (2009). Mindsets: Developing talent through a growth mindset. *Olympic Coach Magazine*, 21(1), 4-7.

## **Observation, Planning and Psychomotor Learning**

Ste-Marie, D, Law, B., Rymal, A., Jenny, O., Hall, C., & McCullagh, P. (2012). Observation interventions for motor skill learning and performance: An applied model for the use of observation, *International Review of Sport and Exercise Psychology*, 5:2, 145-176, DOI: [10.1080/1750984X.2012.665076](https://doi.org/10.1080/1750984X.2012.665076)

Guadagnoli, M., & Lee, T. (2004). Challenge point: A framework for conceptualizing the effects of various practice conditions in motor learning, *Journal of Motor Behavior*, 36 (2), 212-224.

## **Academic Integrity:**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only

original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.

### **Evaluation Standards:**

High A (90-100% A+, 85-89% A):

- 1) Required learning activities are completed.
- 2) All efforts display outstanding commitment to learning, including evidence of considerable independent research outside the class time.
- 3) Evidence of outstanding ability to analyze and synthesize relevant ideas, along with confirmation of the ability to critically assess & weigh alternative perspectives in an informed fashion.
- 4) Prepared materials represent original (to the learner) insight, thought or presentation and are organized logically and clearly expressed.
- 5) Cooperative engagement with peers and demonstrated leadership in learning
- 6) No deficiencies of note.

A-B (80-84% A-, 76-79% B+):

- 1) Required learning activities are completed.
- 2) Efforts display a sound grasp of concepts.
- 3) Evidence of synthesis of relevant ideas, along with the ability to critically assess & weight alternative perspectives in an informed fashion.
- 4) Prepared materials are organized logically and clearly expressed.
- 5) Cooperative engagement with peers.
- 6) Minor difficulties that are developmental in nature.

B-C (72-75% B, 68-71% B-, 64-67% C+, 60-63% C)

- 1) Required learning activities are completed.
- 2) Efforts display a basic grasp of concepts.
- 3) Evidence of a basic ability to synthesize of relevant ideas, along with the ability to critically assess & weigh alternative perspectives in an informed fashion.
- 4) Prepared materials are organized logically and clearly expressed.
- 5) Cooperative engagement with peers

KIN 586 Module	Topic	Delivery Method & Evaluation	Presenter
<b>1</b> <b>(Live Zoom)</b> <b>June 8 + 9</b>	<b>Introduction to Leadership and Coaching Effectiveness Course</b>  <b>Enhancing Coach Effectiveness</b>  a) Enhancing <i>Reflection</i> and <i>Emotional Intelligence</i> (EI) in High Performance Coaching  b) Mastery, Autonomy, and Transformational Approaches to Coaching	Zoom	Dr. Shaunna Taylor
<b>2</b> <b>(Live Zoom)</b> <b>July 28</b> <b>9:00am</b>  <b>July 30</b> <b>5:00pm</b>	<b>Understanding and Implementing a Personal Coaching Philosophy</b>  <ul style="list-style-type: none"> <li>• When Leaders are at their best</li> <li>• Practice 1 – Model the way</li> <li>• Practice 2 – Inspire a shared Vision</li> </ul> Full LPI registration and demonstration	Zoom	Dr. Shaunna Taylor
<b>3</b>  <b>Aug. 4</b> <b>Pre-recorded</b>  <b>Aug. 6</b> <b>LIVE</b>	<b>Leading Effectively</b>  <ul style="list-style-type: none"> <li>• Practice 3 – Challenging the Process Asynchronous + Discussion Forum</li> <li>• Practice 4 – Enable Others to Act (Aug 6) (5:00pm - 6:30pm) Synchronous + Discussion Forum (est. 30min forum, at their leisure)</li> </ul>	Webinar: Seminar discussion on chapters  Plus: 1 hr Asynchronous *anytime in this period	Dr. Shaunna Taylor (Synchronous)  Webinar: Dr. Wade Gilbert (Asynchronous 1 hour)
<b>4</b>  <b>Aug. 7</b> <b>Pre-recorded</b>  <b>Aug. 7 LIVE</b>	<b>Leadership Assessment</b>  <ul style="list-style-type: none"> <li>• Practice 5 – Encouraging the Heart + Leadership is Everyone's Business (Week of August 7) Asynchronous</li> <li>• Leadership Practice Inventory (August 7) (9:00am LIVE) Synchronous + Discussion Forum</li> </ul> <b>Review Leadership Practices Workbook &amp; Student LPI (August)</b>	Webinar: Asynchronous Seminars (X 2) plus one Synchronous Webinar  Leadership practices workbook & Student LPI	Dr. Shaunna Taylor (Asynchronous) + (Synchronous)  Webinar: Dr. Wade Gilbert (Asynchronous)

<p><b>5</b></p> <p><b>Aug. 11</b> <b>Pre-recorded</b></p>	<p><b>Coaching Philosophy Presentations -</b> Webinar to discuss procedure and submission instructions, rubrics, etc.</p> <ul style="list-style-type: none"> <li>(Aug 11) (pre-recorded) Asynchronous + Discussion Forum</li> </ul> <p><b>Coaches begin to prepare and then post philosophy presentations online (Due October 2, 2020)</b></p>	<p>Webinar / Online Submissions</p> <p>Critique 2 colleagues' philosophies; give feedback – start sourcing these people</p>	<p>Dr. Shaunna Taylor (Asynchronous)</p>
<p><b>6</b></p> <p><b>Oct. 15 LIVE</b></p>	<p><b>Leading Excellence - Theoretical constructs development of expertise</b></p> <ul style="list-style-type: none"> <li>Functional Sport Expertise Systems (Chapter 4) (5:00pm - 6:30pm) Synchronous + Discussion Forum</li> </ul>	<p>Webinar: Seminar discussion on chapter</p>	<p>Dr. Shaunna Taylor (Synchronous)</p>
<p><b>7</b></p> <p><b>Oct. 22 LIVE</b></p> <p><b>From Oct. 19</b> <b>Pre-recorded</b></p>	<p><b>Leading Excellence – Developing Coach Expertise</b></p> <ul style="list-style-type: none"> <li>Developing the Expert Performance Coach &amp; Incorporating a Growth Mindset (Chapter 6 &amp; Dweck reading) (Oct. 22) (5:00pm - 6:30pm) Synchronous + Discussion Forum</li> </ul> <p>Asynchronous webinar on developing Expertise with Dr. Wade Gilbert - (Anytime that week of October) Asynchronous + Discussion Forum</p>	<p>Webinar: Seminar discussion on chapter</p>	<p>Dr. Shaunna Taylor (Synchronous)</p> <p>Dr. Wade Gilbert Guest Presenter (Asynchronous)</p>
<p><b>8</b></p> <p><b>Oct. 27</b> <b>Pre-recorded</b></p>	<p><b>Planning for Effective Coaching</b></p> <ul style="list-style-type: none"> <li>Observation as an Instructional Method (Chapter 7) (Oct. 27) Asynchronous + Discussion Forum)</li> </ul>	<p>Webinar: Seminar discussion on chapter</p>	<p>Guest Lecturer Bev Larsen  (1 hour asynchronous)</p>
<p><b>9</b></p> <p><b>Oct. 29</b> <b>Pre-recorded</b></p>	<p><b>Planning for Effective Coaching</b></p> <ul style="list-style-type: none"> <li><b>Organizing Practice</b> (Chapter 8) Asynchronous + Discussion Forum</li> </ul> <p><b>Reminder: coaches submit action plan to address LPI feedback as part of the Coaching Effectiveness Assignment (Due Dec 4, 2020)</b></p>	<p>Webinar: Seminar discussion on chapter</p>	<p>Guest Lecturer Bev Larsen  (1 hour asynchronous)</p>

<p><b>10</b></p> <p><b>March 18, 2021 LIVE</b></p>	<p><b>Planning for Effective Coaching</b></p> <ul style="list-style-type: none"> <li>Practicing Implicit (Motor) Learning (Chapter 9) (Mar. 18) Synchronous + Discussion Forum</li> </ul>	<p>Webinar: Seminar discussion on chapter</p>	<p>Dr. Shaunna Taylor (Synchronous)</p>
<p><b>11</b></p> <p><b>Mar. 25 LIVE</b></p> <p><b>Mar. 23 Pre-recorded</b></p>	<p><b>Coaching Effectively – Implementing Innovation into Practice</b></p> <ul style="list-style-type: none"> <li>Choking in Sport (Chapter 10) (Mar. 25) (5:00pm - 6:00pm) Synchronous + Discussion Forum</li> <li>Coach Self-Regulation (Mar. 23) Asynchronous + Discussion Forum</li> <li>The recipe for Expert Decision Making (Chapter 12) Discussion Forum</li> </ul>	<p>Webinar: Seminar discussion on chapter</p>	<p>Dr. Shaunna Taylor (Synchronous + 1 hour asynchronous on self-regulation)</p> <p>Guest Lecturer and Dr. Shaunna Taylor</p>
<p><b>12</b></p> <p><b>Mar. 30 Pre-recorded</b></p> <p><b>Apr. 1 LIVE</b></p>	<p><b>Coaching Effectively – Implementing Innovation into Practice</b></p> <ul style="list-style-type: none"> <li>Asynchronous review of final assignment: Innovative Practice (Watch this in advance of Apr. 1!)</li> <li>Expert Visual Perception (Chapter 11) (Apr. 1) (5:00pm - 6:00pm) Synchronous + Discussion Forum</li> <li>Read Developing Tactics (Chapter 13)</li> </ul>	<p>Webinar: Seminar discussion on chapter</p> <p>Webinar on Assignment review</p>	<p>Dr. Shaunna Taylor Synchronous</p> <p>Guest Lecturers, Dave Hill</p> <p>Dr. Shaunna Taylor</p>
<p><b>APRIL (final submissions)</b></p>	<p><b>Coaching Effectively – Program Debrief</b></p> <ul style="list-style-type: none"> <li>Reflecting on coaching practices and interventions</li> </ul> <p><b>Final Innovation Assignment Due: May 7, 2020</b></p>	<p>Online Forum and Submissions of Final Projects</p>	<p>Dr. Shaunna Taylor</p>